

Template C4



Programme Specification

Title of Course: *BMid (Hons) Midwifery with Registered Midwife*

Date first produced	01/11/2019
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Version number	5
Faculty	Faculty of Health, Science, Social Care & Education
School	School of Education, Midwifery and Social Work
Department	Department of Midwifery
Delivery Institution	Kingston Univeristy

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	BMid (Hons) Midwifery with Registered Midwife
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Certificate of Higher Education in Maternal and Newborn Wellbeing BSc Ordinary in Maternal and Newborn Healthcare Diploma of Higher Education in Maternal and Newborn Wellbeing
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	TBC

Award(s) and Title(s): <i>Up to 10 pathways</i>	BMid (Hons) Midwifery with Registered Midwife (with Foundation Year)
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Foundation year in Healthcare Studies
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	Kingston Univeristy
Location:	Kingston Hill Campus
Language of Delivery:	English
Modes of Delivery:	Full-time
Available as:	Full field
Minimum period of registration:	Full-time - 3
Maximum period of registration:	Full-time - 6
Entry Requirements:	Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most course requirements are based on UCAS Tariff points, usually stipulated as a range, and

	<p>are sometimes coupled with minimum grades in specific relevant subjects. We may also use interview, portfolio and performance pieces to assess an applicant's suitability for the course. We recognise that every person's journey to Higher Education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study.</p> <p>Additionally, all non-UK applicants must meet our English language requirements.</p> <p>Please see our course pages on the Kingston University website for the most up to date entry requirements.</p>
Programme Accredited by:	Nursing and Midwifery Council (NMC)
QAA Subject Benchmark Statements:	The QAA subject benchmarks for midwifery are currently under review. This programme has been written with reference to the previous subject statements.
Approved Variants:	<p>Choice of assessment mode in year two and three. No compensation (PSRB requirement)</p> <p><i>“Student midwives must successfully complete an NMC approved pre-registration midwifery programme in order to meet the Standards of proficiency for midwives and to be eligible to apply, and be entered onto, the NMC register.” (NMC, 2019 p3)^[1]</i></p> <p>This statement also precludes provision for aegrotat for students on midwifery programmes. ‘Midwife’ is a protected title under UK legislation. Therefore exit awards which do not contain the title ‘midwife’ are conferred. No pay and repeat option following two failed attempts for practice modules.</p>
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	N/A
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Recruitment, Selection and Admission process:	N/A
End Point Assessment Organisation(s):	N/A

SECTION 2: THE COURSE

A. Aims of the Course

The overarching aim of the programme is to produce registered midwives of the highest calibre, who are able to confidently join their chosen profession and make an immediate contribution to the care of women and their babies. The programme will enable enthusiastic and committed students to successfully achieve the academic, professional values and clinical practice outcomes of the BMid (Hons) with Registered Midwife programme. These requirements fulfil the Kingston University Corporate Plan (2018) and the NMC Standards for Pre-registration Midwifery Education (2019).

The Department of Midwifery is committed to supporting students in their journey to midwifery registration. Student experience is at the heart of the midwifery team philosophy:

In order to achieve this overall objective, the programme will facilitate the student to develop personally and professionally to become a competent, sensitive practitioner who is able to perform effectively in a variety of settings; working both independently and in collaboration with other professionals to ensure the best possible outcomes for women and their families.

Additionally, the BMid (Hons) Midwifery will provide a programme of education which will develop the student's abilities in independent study, research and enquiry. It will emphasise the need for evidence-based practice and promote an ethos of ongoing study and lifelong learning.

In achieving these objectives, students completing the BMid (Hons) Midwifery at Kingston University will be sought-after practitioners; with the necessary personal and professional attributes to enjoy rewarding careers as midwives and to contribute meaningfully to the development of the profession

B. Intended Learning Outcomes

The QAA subject benchmarks for midwifery are now out of date and have been archived.^[1] The course outcomes are referenced to the previous subject benchmarks and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2018)^[2]. Additionally the learning outcomes reflect the NMC Standards framework for nursing and midwifery education^[3] and the Standards for Student supervision and assessment^[4].

The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

^[1] [QAA \(2019\) Subject Benchmarks Statement](#)

^[2] [QAA \(2018\) UK Quality Code for Higher Education](#)

^[3] [NMC \(2019\) Standards framework for nursing and midwifery education](#)

^[4] [NMC \(2019\) Standards for student supervision and assessment](#)

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the '[Sector Recognised Standards in England](#)' (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A6	The public health agenda and implications for the woman and her family.	B5	Demonstrate logical, systematic thinking and draw reasoned conclusions and sustainable judgments.	C5	Provide care and monitor women throughout the childbearing continuum; demonstrating the dexterity to carry out the practical aspects of care to a high standard and referring, when necessary, to other professionals.
A5	The legal and ethical framework, to include human rights relating to pregnancy, childbirth, parenting and midwifery practice in general.	B4	Extend research based knowledge and skills and be able to evaluate research critically.	C4	Diagnose pregnancy and assess the individual needs of women prior to conception and during the antenatal, intra-partum and postnatal period.
A4	Medical disorders affecting pregnancy, childbirth and the puerperium.	B1	Solve complex problems in the provision of maternity care and in prioritising the needs of individuals.	C3	Set and measure standards of practice and contribute effectively to change in clinical practice.
A2	Fetal development, adaptation to extra-uterine life and neonatal physiology and care.	B2	Critically appraise both primary and secondary sources.	C2	Sustain and promote high standards of midwifery care in partnership with women, their families and other health professionals.
A1	The anatomy, physiology and pathophysiology necessary to underpin reproductive health and midwifery practice.	B3	Demonstrate ability to be independent autonomous learners.	C1	Have confidence in being able to reflect on midwifery knowledge and professional practice in light of related disciplines and research evidence.

A3	The social, cultural, political and spiritual issues that influence women's experience of childbearing and family life; recognising the implications of these factors in relation to the development of maternity and other healthcare systems.			C6	Provide care and monitor fetal/neonatal health and refer when necessary to other professions
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In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

Each academic year is made up of four modules each worth 30 credits. Typically a student must complete 120 credits at each level in order to progress. All students have access to the University regulations and specific variations and additions that are required for accreditation by the Nursing and Midwifery Council (NMC) the statutory body conferring professional accreditation. Full details of each module will be provided in module descriptors and student module guides.

BMid (Hons) Midwifery with Registered Midwife

Level 4							
BMid (Hons) Midwifery with Registered Midwife							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Bodies and Birth 1	MW4005	30	4	1&2			
Midwifery Profession and Practice 1A	MW4007	30	4	1&2			
Midwifery Profession and Practice 1B	MW4008	30	4	1&2			
Social and Political Context of Birth 1	MW4006	30	4	1&2			
Optional Modules							

Progression to Level 5

Progression to year two requires all year one modules to be passed and completion of minimum practice hours.

Students exiting the field/course at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Maternal and Newborn Healthcare.

Level 5							
BMid (Hons) Midwifery with Registered Midwife							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Bodies and Birth 2	MW5008	30	5	1&2			
Midwifery Profession and Practice 2A	MW5010	30	5	1&2			
Midwifery Profession and Practice 2B	MW5011	30	5	1&2			
Social and Political Context of Birth 2	MW5009	30	5	1&2			
Optional Modules							

Progression to Level 6

Progression to year three requires all year two modules to be passed and completion of minimum practice hours.

Students exiting the programme at this point who have successfully completed 240 credits are eligible for the award of Diploma of Higher Education in Maternal and Newborn Healthcare.

Level 6							
BMid (Hons) Midwifery with Registered Midwife							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Bodies and Birth 3	MW6015	30	6	1&2			
Midwifery Profession and Practice 3A	MW6017	30	6	1&2			
Midwifery Profession and Practice 3B	MW6018	30	6	1&2			
Social and Political Context of Birth 3	MW6016	30	6	1&2			
Optional Modules							

Level 6 requires the completion of

Progression to the final award requires all year three modules to be passed and completion of minimum practice hours.

Course completion leading to NMC registration also requires NMC and EU requirements to be achieved.

Level 7 information

N/A

[BMid \(Hons\) Midwifery with Registered Midwife \(with Foundation Year\)](#)

D. Principles of Teaching, Learning and Assessment

A wide range of teaching and learning methods are utilised to enable all students to actively engage throughout the course. Using the principles of inclusive curriculum design, they are carefully planned to suit the content and learning outcomes of modules and include lectures, workshops, skills teaching in laboratories, student-led seminars, debates, on-line activities, artwork, work-based and problem-based learning. Those utilised in previous programmes with proven effectiveness and positive evaluations have been retained and new approaches developed. This variety of learning methodologies enables students to engage fully with the curriculum and to develop their understanding and skills.

The principles of critical thinking and evidence-based practice are embedded within the midwifery programmes. A bespoke, critical-thinking toolkit has been devised to support students' development of the key characteristics necessary for contemporary midwifery practice. Likewise a 'ways of knowing' thread is integrated into all modules to ensure the assimilation of research knowledge and its application to practice is emphasised throughout the programme. This element of the curricula is co-ordinated by an allocated thread lead, who has research expertise, to ensure that the thread is integrated, coherent and relevant.

An inclusive, technology-enhanced approach to learning is a key component of the programme. The use of blended learning opportunities supports students learning at their own pace, revisiting topics as necessary and engaging with academic staff in a convenient and time-efficient way. The virtual learning environment (VLE) Canvas is utilised extensively to support students' learning experience. Information regarding the programme, modules and learning materials are available via the desktop site or mobile app. Learning resources are

embedded within the VLE to enhance students' learning opportunities. These include: films to illustrate and develop concepts raised in lectures, electronic workbooks to support anatomy and physiology sessions, digital reading lists offering e-book access recommended reading materials. Recordings of lectures are also used to enable students to review and clarify concepts.

Lecturers have also trialled the recording and embedding of films within the VLE to introduce their modules and explain the assessment strategy to students. This has been well reviewed since its introduction and will be continued.

This extensive use of the VLE helps to meet the needs of the significant number of commuter students and encourages continuous engagement with the learning material; particularly whilst students are on clinical placements and away from the University.

Whilst on placement, students are supernumerary; in that all clinical experience is education-led and they are not employed to provide midwifery care during their programme of study. This principle is stipulated in the NMC Standards for Pre-registration Midwifery Education¹ and is supported by partner Trusts.

Assessment Strategy:

The assessment strategy is designed to be authentic, synoptic and relevant, in order to enable students to develop a set of skills that demonstrate their knowledge and understanding. Authentic assessment enables students to develop transferable skills that are applicable to their professional midwifery practice. Synoptic assessments acknowledge the coherence of the programme and the learning which is gained across modules and practice learning environments. Following the spiral curriculum model, the assessment strategy takes an approach which enables students to utilise their feedback and make effective plans for subsequent assessments.

A range of assessment methods have been designed to suit students' differing aptitudes, whilst ensuring rigour and credibility are maintained. Written, oral and practical assessments

¹ [NMC \(2020\) Standards for pre-registration midwifery programmes](#)

all feature in each year of the programme; with students having a choice of assessment mode in years two and three. This level of flexibility aims to provide students with the best opportunity to succeed, whilst enabling them to develop key skills required for their chosen profession.

The use of a professional portfolio enables students to consider the integration of theory and practice. Portfolio tasks are attached to each module and designed to be undertaken during the practice learning experience to encourage students to make links between theoretical module content and its application to midwifery practice.

Feedback and feedforward are integrated throughout the programme, with formative review and self-assessment opportunities in all modules. These are scheduled strategically through the year to enable students to receive relevant input and guidance. All skills assessments are filmed, both at formative and summative stages in order to enhance student learning and development. This has proved beneficial to students and has been well-reviewed. Further, detailed assessment strategies are provided in the module guides.

E. Support for Students and their Learning

Kingston University offers a comprehensive range of support services, designed to designed to maximise students' opportunities to succeed. These are available to all KU students via the MyKingston pages of the website. Specific support processes available to pre-registration student midwives include:

Cohort Lead:

A member of the academic team takes overall responsibility for a cohort; ensuring the smooth running of their programme, both in University and on placement. They have an overview of students' progress and attainment and can act as a first point of contact for students in relation to the management and organisation of the programme.

Personal Tutor:

Kingston University has a well-established and successful Personal Tutor Scheme (PTS), which is designed to provide students with personalised academic and pastoral support for the duration of their course; maximising their potential to succeed and flourish.

Each student at KU is allocated a personal tutor when they first enrol. The personal tutor will meet regularly with their students throughout their time at KU; however, the emphasis is placed on establishing a rapport early in the students' journey, to ensure a smooth transition to university life and to welcome them to Kingston University. First year students meet with their personal tutor on multiple occasions. This gives planned opportunities to offer support and guidance on a range of topics. Meetings can be one-to-one or in small groups, depending on students' needs.

Ongoing support for continuing students is tailored more individually, but will always involve at least one meeting per term. Personal tutors are able to advise on academic practice, study habits and signpost students to the range of services available through KU.

The personal tutor system has been thoroughly embedded in the pre-registration midwifery programme for a number of years. Students are required to meet with their personal tutor at least once per term in order to review their practice assessment document and portfolio.

Module Lead:

Each module lead takes responsibility for the planning, organisation and delivery of their designated module(s). This includes supporting and guiding students with the relevant study and assessments.

Liaison Lecturers:

Each practice placement has at least one liaison lecturer. These are members of the academic team who regularly meet with students in their practice placement. The format of these meetings will vary to meet the needs of the students and may include one-to-one meetings, small group sessions or planned student fora. Liaison lecturers will also meet students with their practice supervisors, assessors or CPFs in order to ensure assessments are on schedule and to resolve any concerns.

Clinical Placement Facilitators/Student Support Midwives:

There are designated, student-focussed midwives based in all partner Trusts whose specific role is to support student midwives in practice. They are responsible for organising the student rota, ensuring high-quality support and supervision in the practice area. They provide a single

point of contact for students and support midwives to provide the best possible learning experience. They meet regularly with liaison lecturers so any issues can be addressed quickly. They also support students' clinical practice learning; holding drop-in sessions and ensuring students are invited to learning events within the maternity unit.

CPFs are always singled out for praise by students in placement evaluations and surveys.

Academic Mentors:

The Department of Midwifery participates in the KU academic mentoring programme, supporting current second-year students to work with first years. Academic mentors currently support midwifery skills teaching sessions, in the dissecting room. They also have an invaluable teaching role on the student nurse maternity care programme. The scheme benefits both mentors and the students they support and has been very well evaluated. Mentors report increased confidence and knowledge. First years appreciate the different perspective of the mentor.

Learning to Learn:

The concept of 'learning to learn' is embedded in the curriculum, with students receiving guidance on study skills, good academic habits and development of academic writing, reading and assessment skills threaded through the programme. A wide range of resources are used to support this principle, with online modules, library tutorials and activities within the VLE all contributing to this process.

Academic Success Centres:

Student midwives are able to access academic support via the Academic Success Centre (ASC) at both Kingston Hill and St George's campuses. The ASC provides a comprehensive service offering guidance on all aspects of academic writing and study.

Student Achievement Officer:

The KU Student Achievement Officer scheme is designed to offer a single point of support for students with complex needs, or who need to access services from a wide range of providers. They may be accessed by the student directly, or by referral from the personal tutor.

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including Module Evaluation Questionnaire (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers
- NMC revalidation every five years

G. Employability and work-based learning

This programme has been designed to fulfil the core curriculum requirements of the Nursing and Midwifery Council and as such prepares students for employment as qualified midwives. The majority of KU midwifery graduates choose partner Trusts as their first employers, but some prefer to work further afield. Exit data shows that all KU qualifying students who wish to be employed immediately are successful at securing posts.

The collaborative working with practice partners, in developing, delivering and assessing the curriculum ensure its relevance for the modern practice setting. Additionally, student midwives spend fifty percent of their learning in clinical practice settings, helping to prepare them for life as registrants.

Professional values are thoroughly embedded and assessed throughout the programme, so that students' understanding is enhanced in respect of these essential criteria.

Activities specifically designed to enhance employability are included in the curriculum. The application and interview process is included in the final year curriculum and facilitated by practice partners. Information regarding revalidation, future study and continuing professional development are also provided. The use of a portfolio throughout the programme emphasises this principle and supports revalidation.

Access to midwifery leaders is ensured, in order to highlight career development options in specialist roles, management and education.

Work-based learning, including sandwich courses and higher or degree apprenticeships

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H. Other sources of information that you may wish to consult

Further information relating to the programme may be found at www.healthcare.ac.uk with information on wider KU processes and facilities at www.kingston.ac.uk
Additional regulatory information may be accessed at www.nmc.org.uk

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 4				Level 5				Level 6			
		MW/4008	MW/4005	MW/4006	MW/4007	MW/5010	MW/5011	MW/5008	MW/5009	MW/6018	MW/6017	MW/6015	MW/6016
Knowledge & Understanding	A6			S					S				S
	A5			S	S	S			S				S
	A4		S									S	
	A2		S									S	
	A1		S									S	
	A3			S						S			S
Intellectual Skills	B5	S	S	S	S	S	S	S	S	S	S	S	S
	B4	S	S	S	S	S	S	S	S	S	S	S	S
	B1				S	S					S		
	B2	S	S	S	S	S	S	S	S	S	S	S	S
	B3	S	S	S	S	S	S	S	S	S	S	S	S
Practical Skills	C5	S			S	S	S			S	S		
	C4	S					S			S			
	C3	S			S	S	S			S	S		
	C2	S					S			S			
	C1	S			S	S	S			S	S		

	C	S					S			S			
	6												

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.