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**FACULTY OF HEALTH, SOCIAL CARE AND EDUCATION**

**Programme Specification**

**Title of Course: BSc Hons in Midwifery (3 year / 156 week) Programme**

**Date Specification Produced: March 2013**

**Date Specification Last Revised: October 2017SECTION 1: GENERAL INFORMATION**

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| **Title:** | BSc Hons in Midwifery (3 year) Programme |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Faculty of Health, Social Care and Education  School of Allied health, Midwifery and Social Care  Department Midwifery |
| **Location:** | St George’s Campus |
| **Programme Accredited by:** | Nursing and Midwifery Council |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

This midwifery programme is designed to prepare students for qualified practice; thus enabling them to meet the needs of childbearing women and their families; and respond to the changing demands of service provision in the 21st century. On successful completion, they will be eligible for entry onto the Nursing and Midwifery Council (NMC) midwives’ part of the register and have attained the academic award of BSc (Hons) in Midwifery.

Underpinning the programme is our philosophy of midwifery care, which identifies our values of respect for individuals, professional integrity and altruism to do good and avoid doing harm. Childbearing is a unique and special time in a woman’s life and for the majority is a normal physiological process; midwifery care should provide mothers and their families with sensitive, evidence-based, flexible and safe care, which is fulfilling of parents’ expectations as far as possible. Midwives are autonomous and accountable practitioners, who provide woman-centred care, but also work in partnership with other professionals to promote the best interests of women and families, e.g. when childbearing deviates from normal.

In preparing students to become competent and confident midwives, they will be provided with a range of learning and teaching strategies, which include workshops, skills teaching in laboratories, student-led seminars, debates, on-line activities, artwork, work-based and problem-based learning. Those utilised in previous programme/s with proven effectiveness and positive evaluations have been retained and new approaches developed. Blended learning using electronically enhanced learning as well as direct tutor contact is utilised and will be further developed with support from a Faculty employed E-learning Developer.

Students will be supported in their development though various means, including their being provided with personal tutors for the duration of the programme. Being allocated to local NHS Trusts for about 55% of the course, they will acquire a wide range of clinical experience, caring for mothers and babies with varying needs of normality and complexity and from a range of socio-economic, ethnic and cultural backgrounds. The opportunity for a 2-week national or international visit to observe different models of maternity care is available to all students in 3rd year.

The majority of our students who successfully complete the programme to qualify as midwives are employed in local or pan-London NHS Trusts. Many of our alumni (ex-students) continue to practise locally and some now hold management and research posts within the NHS, or have become midwifery lecturers within universities. Their level of expertise and confidence following qualification is further demonstrated by a recent example of three newly qualified students going to Malawi to work as midwives in a voluntary capacity.

1. **Aims of the Programme**

The main aims of the programme are to;

* Enable the student to achieve the learning outcomes and key skills required to fulfill Kingston University Led by Learning strategy (KU Strategic Plan 2011/12 – 2015/16) the NMC activities of a midwife as outlined in *‘Standards for Pre-Registration Midwifery Education’* (NMC 2009), and the European Union and Article 40 (training of midwives) of Directive 2005/36/EU.
* Facilitate the student to develop personally and professionally in becoming a safe, competent and flexible practitioner, health promoter / health educator, who is able to function autonomously and in partnership with families, carers and other health care professionals in a variety of settings.
* Provide a direct entry pre-registration programme at BSc Hons level, which will develop students’ abilities in independent study and research, promoting employability and a culture of lifelong learning.
* Enable students to emerge with a clear sense of purpose to promote midwifery as a profession and contribute to public health as a whole.

1. **Intended Learning Outcomes**

The programme outcomes are referenced to the QAA subject benchmarks for midwifery and mapped against NMC (2009) Standards for Pre-registration Midwifery Education (see Section K at end of document). They provide opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas.

1. **Intended Learning Outcomes**

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| **Programme Learning Outcomes Midwifery BSc (Hons)** | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course students will have knowledge and understanding of:** |  | **Intellectual skills – able to:**  **On completion of the course students will be able to:** |  | **Subject Practical skills**  **On completion of the course students will be able to:** |
| A1 | The anatomy, physiology and pathophysiology necessary to underpin reproductive health and midwifery practice. | B1 | Solve complex problems in the provision of maternity care and in prioritising the needs of individuals. | C1 | Have confidence in being able to reflect on midwifery knowledge and professional practice in light of related disciplines and research evidence. |
| 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. |
| A3 | The social, cultural and political issues that influence women’s experience of child bearing and family life, recognising the implications of these factors in relation to the development of maternity and other health care systems. | B3 | Demonstrate ability to be independent autonomous learners. | C3 | Set and measure standards of practice and contribute effectively to change in clinical practice. |
| A4 | Medical disorders affecting pregnancy, childbirth and the puerperium. | 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 post natal period. |
| A5 | The legal and ethical framework relating to pregnancy, childbirth, parenting and midwifery practice in general. | B5 | Demonstrate logical, systematic thinking and draw reasoned conclusions and sustainable judgments. | C5 | Provide care and monitor women throughout the childbearing continuum and refer, when necessary, to other professionals. |

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| A6 | The public health agenda and implications for the woman and her family. |  |  | C6 | Provide care and monitor fetal/neonatal health and refer when necessary to other professions |
| **Key Skills** | | | | | |
|  | **Self-Awareness Skills** |  | **Communication Skills** |  | **Interpersonal Skills** |
| AK1 | Take responsibility for own learning and plan for and record own personal development | BK1 | Express ideas clearly and unambiguously in writing and the spoken work | CK1 | Work well with others in a group or team |
| AK2 | Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | BK2 | Present, challenge and defend ideas and results effectively orally and in writing | CK2 | Work flexibly and respond to change |
| AK3 | Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | BK3 | Actively listen and respond appropriately to ideas of others | CK3 | Discuss and debate with others and make concession to reach agreement |
| AK4 | Work effectively with limited supervision in unfamiliar contexts |  |  | CK4 | Give, accept and respond to constructive feedback |
|  | **Research and information Literacy Skills** |  | **Numeracy Skills** |  | **Management & Leadership Skills** |
| DK1 | Search for and select relevant sources of information | EK1 | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse data | FK1 | Determine the scope of a task (or project) |

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| DK2 | Critically evaluate information and use it appropriately | EK2 | Present and record data in appropriate formats | | | FK2 | Identify resources needed to undertake the task (or project) and to schedule and manage the resources |
| DK3 | Apply the ethical and legal requirements in both the access and use of information | EK3 | Interpret and evaluate data to inform and justify arguments | | | FK3 | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |
| DK4 | Accurately cite and reference information sources | EK4 | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | | | FK4 | Motivate and direct others to enable an effective contribution from all participants |
| DK5 | Use software and information technology as appropriate |  |  | | |  |  |
|  | **Creativity and Problem Solving Skills** |  |  | | |  |  |
| GK1 | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |  |  | | |  |  |
| GK2 | Work with complex ideas and justify judgements made through effective use of evidence |  |  | | |  |  |
| **Teaching/learning methods and strategies** | | | | | | | |
| The range of learning and teaching strategies includes: | | | | | | | |
| * Lecturers * Seminars * Reflection on practice * Peer support through academic mentoring scheme | | | | * Record and reflect on a variety of experiences and observational visits in portfolio * Skills laboratory record * Canvas utilised as a VLE | | | |
| **Assessment strategies** | | | | | | | |
| The assessment strategies employed in the Fields include the following: | | | | | | | |
| * Essay * Practice Assessment Document * OSCE | | | | | * Seminar & presentation * On line exam * Viva Voce * Research Proposal | | |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

A- Levels: 300 UCAS points, e.g. grades BBB

BTEC: DDM minimum (UCAS 320 points)

Access Diploma: Minimum 45 level 3 credits, 30 of which are at distinction, 12 at merit and 3 at pass.

**Plus** Equivalence of GCSE English Language, Mathematics and/ or Science subject grades A-C

A minimum IELTS score of 7.0, or equivalent is required for those for whom English is not their first language, as an NMC (2009) requirement.

CRB and health clearance are requirements for entry to the course and are undertaken by the Faculty of Health, Social Care and Education.

1. **Programme Structure**

The programme is offered in full-time mode and intakes are in September, each year.

The programme is part of Kingston University’s Undergraduate Modular Scheme; the credit rating for the award of a BSc (Hons) award being a minimum of 360 credits, i.e. at least 120 credits at level 4, 120 credits at level 5 and 120 at level 6. Credit is given for both theory and practice; students will gain a total of 360 credits (120 credits at Levels 4, 5 & 6).

**Credit rating for B.Sc. Hons in Midwifery**

Year 1 120 credits at level 4

Year 2 120 credits at level 5

Year 3 120 credits at level 6

360 credits

**E1. Professional and Statutory Regulatory Body**

Nursing and Midwifery Council (NMC)

**E2. Work-based learning**

The programme is designed as a continuous educational experience providing the basis for future professional development and practice activities over a 156-week period; thus fulfilling the NMC requirements and EU Directives for midwives. Practice to theory ratio is no less than 50% practice and no less than 40% theory (NMC 2009 requirement).

Students clinical placements; these are coordinated to reflect the programme module content being studied, thus facilitating the application and integration of theory and practice.

The clinical element is central to programme design and essential for developing midwives who are competent to practise in a variety of environments and meet NMC requirements. The student will undertake clinical experiences in two maternity units and a variety of primary care settings, e.g. health visitor and child development clinics. Apart from extensive midwifery placements in the community and maternity units, they will also have experience in the following areas:

Gynae/Surgical ward - 1 week minimum

Outpatients Department - 1 week

Accident and Emergency - 1 week

Operating Theatre/Recovery - 1 weeks

Family Planning and Genito

Neonatal unit / Transitional Care - 1 week

High Dependency unit within

maternity service - 1 week

Community/Primary Care

experience - 1 week to include any of the

following;

-Health visiting/ Child Health Clinics

Students will be encouraged to record and reflect on a variety of experiences and observational visits and record in their portfolio, for discussion with personal tutors and/or in small student groups. Thus, they can focus on aspects of experience that they can clearly relate to theoretical concepts and evaluate the relationship between theory and practice.

They will also be required to select a small group of women for whom they can provide continuity of care in the community and/or hospital and document these in the portfolio.

Students will change clinical site at the end of year two, which provides the opportunity for them to appreciate differences in models of care provision.

For support on practice placements, students are allocated a named mentor and each local Trust has Student Coordinators or Clinical Placement Facilitators, whose roles are to provide support for students and mentors in clinical practice.

Elective visits to national/international midwifery services in 3rd year provide further opportunities for comparison and enhanced learning about global issues, regulation and scope of midwifery practice.

**E3. Outline Programme Structure**

Each level is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at each level. All students have access to the University regulations and specific variations / additions that are required for accreditation by the NMC, the professional, statutory and regulatory body conferring professional accreditation. Full details of each module will be provided in module descriptors and student module guides.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | | **%**  **Written exam** | **% practical exam** | | **%**  **course-work** |
| Birth as a Life Event | MW4001 | 30 | 4 | |  |  | | 100%  reflection |
| Introduction to Professional Practice | MW4002 | 30 | 4 | |  | OSCE 30% PAD 70% | |  |
| Foundation to Biosciences in Childbearing | MW4003 | 30 | 4 | | 100%  On line exam |  | |  |
| From Embryo to Neonate | MW4004 | 30 | 4 | |  |  | | Essay 100% |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | | **%**  **Written exam** | **% practical exam** | | **%**  **course-work** |
| Women’s Health and Illness | MW5004 | 30 | 5 | | 70% | OSCE 30% | |  |
| Principles of Research and Evidence for Midwifery practice | MW5005 | 30 | 5 | |  |  | | Critique 100% |
| Public Health and Childbearing | MW5006 | 30 | 5 | |  |  | | Essay 100% |
| Dimensions of Health and Midwifery practice | MW5007 | 30 | 5 | |  | PAD 50% | | Essay and care plan 50% |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **% practical exam** | | | **%**  **course-work** | |
| Facilitating Woman Centred Care | MW6006 | 30 | 6 | OSCE  50% | | | PAD 50% | |
| The Midwife as a Professional | MW6007 | 30 | 6 | Viva voce 100% | | |  | |
| Midwifery and women’s’ health: International perspectives | MW6008 | 30 | 6 |  | | | 100%  Develop an information resource for professional audience  accompanied by rationale | |
| Improving Practice through Research | MW6009 | 30 | 6 |  | | | Research Proposal 100% | |

**F. Principles of Teaching, Learning and Assessment**

This field has been designed to take account of the principles outlined in the Kingston University Revised Academic Framework. A wide range of teaching and learning methods are utilised to enable all students to actively engage throughout the course. They are carefully designed to suit the content and learning outcomes of modules, with lectures provided initially to ensure that students have the key knowledge and concepts relating to each module. Through a variety of group and seminar work, practical and skills laboratory sessions students are then given the opportunity to develop their understanding and key skills.

Learning is technology enhanced through various means. Canvas as a virtual learning environment (VLE) is utilised to provide all students with information about the programme, modules and teaching /learning materials. Those with mobile devices, such as Smart Phones can download the Canvas App and E-learning resources (e.g. midwifery textbooks) are made available to students via the VLE and libraries, to enable flexible student access. Examples of other e-learning resources include use of You-Tube film extracts to enhance / illustrate concepts raised in lectures; drug calculation app; electronic workbooks; Box of Broadcasts; Embryo and Virtual Body. 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, as specified by the NMC (2009: 17). Formative opportunities will be provided for students to practise assessment strategies and receive feed forward on their performance in preparation for the summative assessment.

Students on this programme will share theoretical sessions with those undertaking the Postgraduate Diploma in Midwifery; they will have occasional separate tutorials and assessment criteria will differ between groups to indicate required academic levels of study. Self-directed study and personal development planning will be facilitated as mechanisms for lifelong learning and employability. Diagnostic testing in the early weeks and at intervals throughout the course will be utilised to test progress in the development of these skills but also to identify where students may need additional support which may come via the Academic Skills Centre or other tailored support.

Teaching is research-led and research-informed in accordance with Kingston University ‘Led by Learning’ strategic plan (2012). All midwifery lecturers have experience of undertaking empirical research, including some to PhD level. They draw upon up-to-date robust research evidence to underpin curriculum content and delivery, to uphold the vitality, currency and reputation of the curriculum. The midwifery education team has ongoing and regular contact with clinical practice, via liaison lecturer roles, so clinical credibility is achieved in their teaching. Clinical experts with specialist experience contribute to programme delivery, which further enhances student learning.

Inter-Professional Learning: During Enrichment Weeks, conferences will be planned with inter-professional seminar groups consisting of social work, physiotherapy, nursing, medical and radiography students. In practice, students will record experience of inter-professional learning in their portfolios, to include medical and nursing students and staff.

Service users, e.g. mothers and fathers with experience of maternity care, are involved in student selection, programme development and delivery, as well as assessment of students. For example, they are invited to comment on: Student Recruitment and Selection policy and processes; module / programme outcomes and their appropriateness in preparing students for practice/meeting women’s needs; share with students their experience/s of specific conditions or events e.g. postnatal depression, bereavement and associated maternity care; and role play as actors during practical assessments.

A range of assessment methods will be used that enable students to demonstrate the acquisition of knowledge and skills. Methods include course work, oral presentations, examinations and viva voce. In addition, OSCE assessment is undertaken in skills laboratories, with service users played by actors. Both theory and practice assessments are staged processes where achievements of learning and practice outcomes are assessed at various summative points, indicating progression throughout the programme. Practice outcomes have been mapped against the NMC Essential Skills Clusters and the NMC Competency Domains (2009). The partnership with NHS colleagues is demonstrated in the viva voce assessment, which consists of two examiners, a midwifery lecturer and a Supervisor of Midwives.

Care has been taken to avoid assessment bunching. A ‘capstone’ assessment in the form of viva voce will be undertaken in the final weeks of the programme, whereby students demonstrate understanding and skills acquired throughout the course. They will be presented with a selected scenario from practice and invited to answer specific questions to demonstrate depth of understanding; decision-making skills and application of research evidence.

International/National Placements: Students in their 3rd year may undertake a two-week observation visit to another maternity care service within the UK, or international placement, e.g. USA, Canada, Zambia, New Zealand and Europe. Such visits provide them with excellent learning opportunities to observe different models of maternity care, with different levels of resourcing, approaches and cultures, to enable them to compare and contrast with the UK maternity services. Midwifery regulation, education and scope of practice can also be compared between countries. Lecturers attend some international placements to support students, e.g. when it is the first time for student visits to that area. During placement or on return, they are able to de-brief to lecturers and reflect on experience/s. Prior to completion of programme, they undertake presentations to share their experience/s with peers.

A broader objective of the assessment strategy is for the student to build a portfolio, which provides evidence of student learning and experience achieved during the programme. The Faculty is currently developing an e-portfolio system, which eventually will be applied in midwifery programmes. This accumulated portfolio of evidence can act as a basis for future continuing personal and professional development, to encourage engagement with lifelong learning. It is anticipated that such a portfolio will enhance the student’s employability.

To discourage and reduce plagiarism, theoretical assessment submissions are via Turnitin-Canvas VLE.

**G. Support for Students and their Learning**

Students have a range of support resources upon which to draw, which includes the following:

* Course Leader

The course director helps students to understand the structure and requirements of the course, in association with the course team.

* Cohort Leads

Year Leads monitor student progress in both academic and practice settings; they instigate timely support for students when required. They are also responsible for timetabling, planning, monitoring appropriate teaching and learning accommodation, and for monitoring student progression.

* Personal Tutor Scheme

All students are allocated a personal tutor on course commencement, to provide academic and pastoral support on a one-to-one or small group (4 – 5 students) basis throughout the programme.

* Module Leaders

Each module will have a module leader, who is responsible for administration, delivery, student guidance and assessment / moderation of each module, including arrangements for mid-module reviews and end-of-module student evaluation.

* Liaison lecturers

Personal tutors are also designated liaison lecturers for each of five placement sites, thus are able to provide further support of personal tutees in clinical settings. Students may be grouped into vertical tutor groups, consisting of individuals from different years, so that senior students could be facilitated to share their experience and learning with 1st and/or 2nd year.

* Clinical Placement Facilitators (CPFs)

The CPF role is to support students and mentors in clinical practice.

* Academic Mentors

Second year students provide academic support to those in 1st year and in turn, academic mentors are supported by a 3rd year student/senior mentor.

* Feedback and Feed Forward

Tutors will provide feedback on students’ performance to help increase their awareness of strengths and identify areas for improvements. Feed forward will be provided, so that students are advised how to improve the next element of work/assessment.

* Academic Skills Centres:

Students can access on a drop-in basis for support with academic writing development.

* Writing Fellow

Students may make appointments for one-to-one meetings for academic writing support.

* Dyslexia and disability support.

Students with dyslexia and/or disability have access to support at both universities, St George’s University of London and Kingston University.

* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* The Students’ Union
* Careers and Employability Service

**H. 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 review and development
* Periodic review undertaken at the subject level
* Student evaluation
* Moderation policies
* NMC re-approval every 5 years

**I. Employability Statement**

This programme has been designed to fulfill the core curriculum requirements of the Nursing and Midwifery Council and as such prepares students for employment as qualified midwives. The close partnership with stakeholders, such as NHS staff in developing curricula helps to ensure that they are appropriate for the modern practice setting. Professional values are embedded and assessed throughout the programme, so that students’ understanding is enhanced, e.g. in respect of accountability, compassion and respect, confidentiality and woman-centred care. Included in the paragraph are activities to enhance employability application process, portfolio development, career options, writing CVs and interview techniques. In addition, exit interviews include future study and professional development plans and postgraduate provision is outlined at this stage. Presentations from local Trusts are invited to provide information regarding potential employment.

**J. Approved Variants from the Undergraduate regulations (UG Regulations)**

The pass mark for assessments is 40%.

Students will only be offered 2 attempts for practice modules.

All assessment and reassessment for any particular stage of study must be

completed within 12 weeks of commencing the next academic stage (NMC

2009). Students with further reassessment attempts outstanding will be required to

retake modules in the following year. Students cannot progress with failed modules

and so those studying at levels 4, 5 or 6 who are unable to achieve further

attempts within this 12-week time period would be advised to step off and retake the assessment on their return.

Progression points for the 3-year programme are at the end of each academic year.

All modules must be passed to complete the programme and meet NMC requirements, thus no compensation is applied for failure. Where a student fails more than the maximum number of failed credits as specified in the UMS Regulations Version E, the following variations are applied to midwifery programmes;

* No opportunity for ‘replace’ is provided.
* Change of study from full- to part-time mode is not offered
* Transfer from honours to ordinary degree is not an option

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**K. Intended Learning Outcomes and Key skills mapped to Modules**

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

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|  |  |  | **Level 4** | | | | **Level 5** | | | | **Level 6** | | | | **Level 7** | | | |
|  | **Module Code** | | MW 4001 | MW 4002 | MW 4003 | MW 4004 | MW 5004 | MW 5005 | MW5006 | MW 5007 | MW 6006 | MW 6007 | MW 6008 | MW 6009 |  |  |  |  |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 |  |  | F/S | F/S | F/S |  |  | F/S | F/S |  |  |  |  |  |  |  |
| A2 |  |  |  | F/S |  |  |  |  |  |  |  |  |  |  |  |  |
| A3 | F/S |  |  |  |  | F/S |  |  |  | F/S | S |  |  |  |  |  |
| A4 |  |  |  |  | F/S |  |  | F/S |  |  |  |  |  |  |  |  |
|  | A5 | F/S | F/S |  |  |  | F/S |  | F/S | F/S | F/S | S |  |  |  |  |  |
|  | A6 |  |  |  |  |  |  | F/S |  |  |  | F/S |  |  |  |  |  |
| **Intellectual Skills** | B1 | F/S | F/S |  |  | F/S |  |  | F/S |  | F/S | F/S |  |  |  |  |  |
| B2 |  |  |  |  |  | F/S |  | S |  |  |  | F/S |  |  |  |  |
| B3 |  |  |  |  |  |  |  |  |  | F/S | S |  |  |  |  |  |
| B4 |  |  |  |  |  | F/S |  |  |  | F/S | F/S | F/S |  |  |  |  |
|  | B5 |  |  |  |  |  |  |  |  |  | F/S |  |  |  |  |  |  |
| **Practical Skills** | C1 | F/S |  |  |  |  |  |  | S | F/S | F/S |  |  |  |  |  |  |
| C2 | F/S |  |  |  |  |  |  |  | F/S |  |  |  |  |  |  |  |
| C3 |  |  |  |  |  |  |  |  |  | F/S |  |  |  |  |  |  |
| C4 |  | F/S | F/S |  |  |  |  |  | F/S |  |  |  |  |  |  |  |
|  | C5 |  | F/S |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | C6 |  |  |  | S |  |  |  |  |  |  |  |  |  |  |  |  |
| **Key Skills** | AK1 | F/S |  |  |  |  |  | F/S |  |  |  |  |  |  |  |  |  |
| AK2 | F/S |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AK3 |  | F/S |  |  |  |  |  |  | F/S |  |  |  |  |  |  |  |
| AK4 |  |  |  |  |  |  |  |  | F/S |  |  |  |  |  |  |  |
| BK1 |  |  |  | F/S | F/S |  | F/S |  |  | F/S | S |  |  |  |  |  |
| BK2 |  |  |  |  |  |  | F/S |  |  | F/S |  |  |  |  |  |  |
| BK3 |  |  |  |  | F/S |  |  |  |  |  | F |  |  |  |  |  |
| CK1 | F/S | F/S |  |  | F/S |  |  | F/S | F/S |  |  |  |  |  |  |  |
|  |  | CK2 |  | F/S |  |  | F/S |  |  | F/S | F/S |  |  |  |  |  |  |  |
| CK3 |  |  |  |  |  |  |  | F/S | F/S |  |  |  |  |  |  |  |
| CK4 |  |  |  |  |  |  |  | F/S | F/S |  |  |  |  |  |  |  |
| DK1 |  |  |  | F/S | F/S |  | F/S | F/S | F/S |  |  |  |  |  |  |  |
| DK2 |  |  |  |  |  |  |  |  |  |  | F/S | F/S |  |  |  |  |
| DK3 |  |  |  |  |  |  |  | F/S |  |  |  |  |  |  |  |  |
| DK4 | S |  |  |  | S | S | S |  |  |  |  |  |  |  |  |  |
| DK5 |  |  |  |  | F/S | F/S | F/S |  |  |  |  | F/S |  |  |  |  |
| EK1 |  | F/S |  |  | F/S |  |  |  | F/S |  |  | F/S |  |  |  |  |
| EK2 |  |  |  |  |  |  |  |  |  |  |  | F/S |  |  |  |  |
| EK3 |  |  |  |  |  |  |  |  |  |  |  | F/S |  |  |  |  |
| EK4 |  |  |  |  |  |  |  |  |  |  |  | F/S |  |  |  |  |
| FK1 |  |  |  |  |  |  |  |  |  |  |  | F/S |  |  |  |  |
| FK2 |  |  |  |  |  | F/S |  |  |  |  |  | F/S |  |  |  |  |
| FK3 |  |  |  |  |  |  |  |  |  |  |  | F/S |  |  |  |  |
| FK4 |  |  |  |  |  |  |  |  |  |  |  | F/S |  |  |  |  |
| GK1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| GK2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**S**  indicates where a summative assessment occurs (i.e. one that carries formal marks)

**F** where formative assessment/feedback occurs

**K. Indicative Module Assessment Map**

This map identifies the elements of assessment for each module.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module** | | | | | **Coursework 2** | | | |
| **Level** | **Module Name** | **Module code** | **Credit value** | **Core/**  **option** | **Type of coursework** | **Weighting %** | **S/F\*** | **Type of coursework** | | **Word Length** | **Weighting %** | **S/F\*** | **Written/**  **practical** | **Weighting %** | **S/F\*** |
| 4 | Birth as a life event | MW 4001 | 30 | Core | Reflection in 2 parts | 100 | S/F |  | | Part 1 500  Part 2000 |  |  |  |  |  |
| 4 | Introduction to professional practice | MW 4002 | 30 | Core |  |  |  |  | |  |  |  | OSCE  PAD | 30%  70% | S/F  S/F |
| 4 | Foundation to biosciences in childbearing | MW 4003 | 30 | Core | Presentation & On line exam |  | F |  | |  |  |  | Online exam | 100% | S |
| 4 | From embryo to neonate | MW 4004 | 30 | Core | Practice questions |  | F | Essay based on scenario | | 2500 | 100% | S |  |  |  |
| 5 | Women’s health and illness | MW 5004 | 30 | Core | Mock CADP |  | F | Practice question & MCQ | |  |  | S | OSCE/ CADP  Unseen exam& MCQ | 30%  70% | S  S |
| 5 | Principles of research a  & evidence for midwifery practice | MW 5005 | 30 | Core | Draft & Presentation to peer of research critique |  | F | Research critique | | 3000 | 100% | S |  |  |  |
| 5 | Public health & childbearing | MW 5006 | 30 | Core | Presentation of chosen resource |  | F | Critique a public health learning resource and provide a rationale for choice | | 3000 | 100% | S |  |  |  |
| 5 | Dimensions of health & midwifery practice | MW 5007 | 30 | Core | Draft care Plan |  | F | Essay & care plan | | 2000 | 50% | S | PAD | 50% | S/F |
| 6 | Facilitating woman centred care | MW 6006 | 30 | Core | Mock OSCE &  PAD |  | F |  | |  |  |  | OSCE  PAD | 50%  50% | S  S |
| 6 | The midwife as a professional | MW 6007 | 30 | Core |  |  | F | Viva Voce | |  |  |  | Viva Voce | 100% | S |
| 6 | Midwifery and women’s health: International perspectives | MW 6008 | 30 | Core | Small group presentation of resource pack |  | F | Develop an information resource for professional audience  Written rational to support resource | | 1000 words | 100% | S |  |  |  |
| 6 | Improving practice through research | MW 6009 | 30 | Core | Proposal –presentation to peers |  | F | Project | | 4000 | 100% | S |  |  |  |

1. **Knowledge and Understanding**

On completion of the programme, students will have knowledge and understanding of;

|  |  |  |
| --- | --- | --- |
|  | NMC Domain | NMC ESC |
| * The anatomy, physiology and pathophysiology necessary to underpin reproductive health and midwifery practice. | D.iv, G, L | 2.1, 3.3, .3.4, 3.5, 3.6, 4.1, 5.1 |
| * Fetal development, adaptation to extra-uterine life and neonatal physiology and care. | G, H. | 2.1, 3.4, 3.6, 3.7 |
| * The social, cultural and political issues that influence women’s experience of child bearing and family life, recognising the implications of these factors in relation to the development of maternity and other health care systems. | D.i, O, Q, T | 3.1, 4.1, 4.2, 4.6 |
| * Medical disorders affecting pregnancy, childbirth and the puerperium. | D.iv, L | 5.1, 5.8, 5.10 |
| * The legal and ethical framework relating to pregnancy, childbirth, parenting and midwifery practice in general. | D.iv, L, P.i, R | 3.10, 5.1, 5.5, 5.8 |
| * The Public Health agenda and implications for the woman and her family |  | 2.1, 3.7, 4.1, 4.2 |

1. **Cognitive (thinking) Skills**

On completion of the programme, students should be able to;

|  |  |  |
| --- | --- | --- |
|  | NMC Domain | NMC ESC |
| * Solve complex problems in the provision of maternity care and in prioritising the needs of individuals. | D.iv , I .v | 3.1 |
| * Critically appraise both primary and secondary sources. | d |  |
| * Demonstrate ability to be independent autonomous learners. | X , Z |  |
| * Extend research based knowledge and skills and be able to evaluate research critically. | I.iii , Z |  |
| * Demonstrate logical, systematic thinking and draw reasoned conclusions and sustainable judgments. | D.iv, L |  |

**3. Practical Skills**

On completion of the programme students will be able to:

|  |  |  |
| --- | --- | --- |
|  | NMC Domain | NMC ESC |
| * Have confidence in being able to reflect on midwifery knowledge and professional practice in light of related disciplines and research evidence. | D.iii, I | 1.3, 1.7,, 2.1 3.1, 3.5, 3.6, 4.2, 4.3, 4.6 |
| * Sustain and promote high standards of midwifery care in partnership with women, their families and other health professionals. | D.iv, I | 1.1 1.7, 2.2 3.1, 3.4, 3.6, 3.7, 4.2, 4.3, 4.4, 4.6, 5.7 |
| * Set and measure standards of practice and contribute effectively to change in clinical practice. | D.iv, I, N, W, Z | 3.6, 4.6 |
| * Diagnose pregnancy and assess the individual needs of women prior to conception and during the antenatal, intra-partum and post natal period. | B.i, D.iv, I | 2.2, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, |
| * Provide care and monitor women throughout the childbearing continuum and refer, when necessary, to other professionals. | C.i, F.iii, F.iv, F.v P.iii, L | 1.7, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 4.2, 4.3, 4.4, 4.6, 5.1, 5.7 |
| * Provide care and monitor fetal/neonatal health and refer when necessary to other professions | G, H, K.i, J | 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.2, 4.3, 4.4, 4.6 |

**4. Key Skills**

On completion of the field students will have acquired the following key skills:

**a. Self-awareness skills**

|  |  |  |
| --- | --- | --- |
|  | NMC Domain | NMC ESC |
| * Have self-awareness in relation to academic and personal development. | X, Z |  |
| * Monitor and review own progress and development of midwifery skills. | X, Z |  |
| * Research and information gathering skills and have readiness to be proactive in facilitating changes in clinical practice. | C.iv, D.iii, I.iii, O, X | 1.8, 5.10 |
| * Have extended research based knowledge and skills to evaluate research critically and bring to Midwifery practice the spirit and skills of critical enquiry, analysis and quality assurance. | C.iv, D.iii, I.iii, O X, Z | 1.8, 5.10 |

**b. Communication skills**

|  |  |  |
| --- | --- | --- |
|  | NMC Domain | NMC ESC |
| * Listen to women to identify their emotional cultural and physical needs | A.i, A.ii, A.v | * 1.6, 1.7, 3.1, 4.2, 4.3 |
| * Clearly communicate information, advice, instructions and professional opinion to clients and their families to enable informed choice | A.i, A.ii, A.iii, A.v | 1.1, 1.3 1.4, 1.7, 2.2, 3.9, 4.2 |
| * Make oral and written reports and effectively contribute to group work/discussions while acknowledging confidentiality | M, S | 1.2, 1.8,3.10, 5.4 |
| * Complete records of practice, which are legible and accurate. | M | 1.2, 1.8, 3.10, 5.4 |

**c. Interpersonal skills**

|  |  |  |
| --- | --- | --- |
|  | NMC Domain | NMC ESC |
| * Actively encourage woman to consider about personal and family health | A.iv, C.ii, D.ii, D.v, T | 1.1, 1.3, 2.2, 3.1, 3.2, 3.7, 4.3 |
| * Participate effectively in multi-professional teams working in a range of healthcare settings. | C.v, D.v, E, I, Y, T | 1.6, 1.8, 2.3, 3.8, 3.9, 4.5 |
| * Manage care in partnership with women and other health and social care providers. | C.v, D.v, E, I, Y , T | 1.4, 1.6, 1.8, 2.3, 3.8, 3.9, 4.5 |
| * Treat women and their families with sensitivity, dignity and respect | C.i, C.iii, F.ii, E , T | 1.1, 1.5, 1.6,3.1, 3.2, 3.7, 4.2 |

**d. Research and information literacy skills**

|  |  |  |
| --- | --- | --- |
|  | NMC Domain | NMC ESC |
| * Use appropriate ICT to present text, data and use relevant databases to obtain evidence to inform practice. | F, M, Z. | 3.10 |
| * Search for, retrieve and store information. | F.iii, M ,Z | 3.10 5.8 |
| * Develop and manage care using appropriate information technology. | D.iii, D.iv, M, Z | 3.10 5.9 |

**e. Numeracy**

|  |  |  |
| --- | --- | --- |
|  | NMC Domain | NMC ESC |
| * Understand, manipulate, interpret and present numerical data. | L, M | 5.2, 5.3 |
| * Collect data from primary and secondary sources and record them in an appropriate format. | M | 5,3 |
| * Performs medicinal product calculations correctly and safely | M | 5.2 |

**f. Management and leadership skills**

|  |  |  |  |
| --- | --- | --- | --- |
|  | NMC Domain | NMC ESC | |
| * Recognise actual and or potential complications that occur during childbearing and assess needs, plan, implement and evaluate appropriate care for women and their families. | D, F.iii, F.v, I.iv. | | 3.8, 4.4 , 5.10 |
| * Demonstrate a clear understanding of the role of the midwife and participate in the shared responsibilities of caring for women and babies at risk, alongside other members of the health care team. | D, I.v, J, O, P, U | | 2.3, 3.8, 3.2, 3.9, 4.2, 5.10 |
| * Evaluate how midwifery practice is regulated locally, regionally and nationally. | P.i, R | | 3.9, 4.2, 4.5, 5.9 |
| * Refine decision making skills by critically evaluating ethical theories and concepts in relation to midwifery practice. | C.iii, R, Z | | 1.3 |

**g. Creativity and problem solving**

|  |  |  |
| --- | --- | --- |
|  | NMC Domain | NMC ESC |
| * To identify and analyse the psychological impact of childbirth and recognise the significance of women’s social circumstances in providing midwifery care. | D, O | 3.1, 4.4 |
| * Recognise actual and or potential complications that occur during childbearing and assess needs, plan, implement and evaluate appropriate care for women and their families. | D.iv, F.iii, I.iv. | 2.3, 3.8, 4.4. 5.10 |
| * To review sources of formal/informal knowledge, which influence clinical decision making in the care of women, babies and their families and facilitate evidence based practice***.*** | d, C.iv, J, N | 1.3, 2.3, 4.2 |
| * Provide the necessary advice/support for woman, their families and the local community to promote optimal health and wellbeing | D, K, O, V | 1.6 2.4, 3.1, 3.9, 4.3, 4.4, 4.5 |

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s): BSc (Hons) in** | *BSc(Hons) in Midwifery (3-year / 156 week)* |
| **Intermediate Award(s):** Certificate of Higher Education (Cert HE unnamed)  Diploma of Higher Education (Dip HE unnamed)  BSc (ordinary unnamed) |
| **Minimum period of registration:** | *3 years* |
| **Maximum period of registration:** | *6 years* |
| **FHEQ Level for the Final Award:** | *Level 6* |
| **QAA Subject Benchmark:** | *Midwifery* |
| **Modes of Delivery:** | *Full-time* |
| **Language of Delivery:** | *English* |
| **Faculty:** | *FHSCE* |
| **School:** | *Allied health, Midwifery and Social Care* |
| **JACS code:** | *B720* |
| **UCAS Code:** | *See JACS code* |
| **Course Code:** | *KMWKUDH3F* |
| **Route Code:** | *KFMWN* |
|  |  |