Programme Specification

**MSc Midwifery Top Up**

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| **Faculty** | HSCE |
| **School** | EMSW |
| **Department**  | Midwifery |
| **Delivery Institution** | Kingston University |

May 2022

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 module content can be found in the course VLE site.

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# SECTION 1: GENERAL INFORMATION

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| **Award(s) and Title(s):** | MSc Midwifery |
| **Intermediate Awards:** | N/A |
| **FHEQ Level for the Final Award:** | Level 7 |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Faculty of Health, Social Care and EducationSchool of Education, Midwifery and Social WorkDepartment Midwifery |
| **Location:** | Kingston Hill Campus |
| **Language of Delivery:** | English |
| **Modes of Delivery:** | Part time |
| **Available as:** | Full field |
| **Minimum period of registration:** | One year |
| **Maximum period of registration:** | As per KU postgraduate regulations |
| **Entry Requirements:**  | Postgraduate Diploma in Midwifery (Kingston University awarded only) |
| **Programme Accredited by:** | N/A |
| **QAA Subject Benchmark Statements:** | QAA Master’s Degree Characteristics |
| **Approved Variants:** | N/A |
| **UCAS Code:** | N/A |

# SECTION 2: THE COURSE

Aims of the course

The overall aims of the MSc Midwifery Top Up programme are to:

1. Enable Kingston University graduates who hold a Postgraduate Diploma (PgDip) in Midwifery to complete their studies at master’s level.
2. Develop practitioners who can critically evaluate contemporary midwifery research and advanced scholarship, and who can demonstrate originality in problem solving and when managing unpredictable and complex issues.
3. Develop practitioners who can actively participate in the advancement of contemporary midwifery knowledge, service development and clinical practice through research, creativity and innovation.

Intended learning outcomes

The QAA subject benchmarks for midwifery are now out of date and have been archived.[[1]](#footnote-1) The course outcomes are referenced to the previous subject benchmarks and the Frameworks for Higher Education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

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| **Programme Learning Outcomes MSc Midwifery Top Up** |
|  | **Knowledge and Understanding****On completion of the course students will be able to:**  |  | **Intellectual Skills****On completion of the course students will be able to:** |  | **Subject Practical skills** **On completion of the course students will be able to:** |
| A1 | Apply mastery of knowledge and detailed, in-depth understanding to an area of midwifery care provision, including the wider socio-political, financial, cultural and international influences.   | B1 | Solve complex problems in the provision and management of maternity care and justify their decision-making in prioritising the needs of individuals. | C1 | Exhibit professional behaviours as an accountable, reflective, adaptable, compassionate, skilled and confident practitioner. |
| A2 | Apply deep and systematic understanding of the wider ethical, legal and professional perspectives to an area of midwifery practice. | B2 | Critically appraise and analyse both primary and secondary sources; interpreting data to establish connections discern meaning.  | C2 | Demonstrate the ability to critically select and apply professional, ethical and legal frameworks to complex decision-making. |
| A3 |  | B3 | Demonstrate the skills and attributes of an autonomous and reflexive learner and a commitment to systematic professional development, through evidence-based knowledge and enquiry. | C3 | Autonomously direct their own personal and professional development, based on the application of critical enquiry, reflective practice and appraisal of evidence. |
| A4 |  | B4 | Extend research-based knowledge and skills and be able to evaluate research critically. | C4 | Act as a professional role model, working effectively and collaboratively across multiple teams, to lead and develop others.  |
| A5 |  | B5 | Demonstrate logical, systematic thinking and draw reasoned conclusions and sustainable judgments. | C5 | Reconcile uncertainty, constraints and dilemmas within the unpredictable and changing context of professional practice. |
| A6 |  | B6 | Draw upon professional judgment to make evidence-based, problem-solving and autonomous informed decisions, across all areas of practice. | C6 | Contribute to development and transformation of services, new roles and ways of working to meet changing workforce needs.  |

In addition to the programme learning outcomes identified, the programme of study defined in this programme specification will allow students to develop a range of Key Skills:

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| **Key Skills** |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem-Solving Skills** |
| Take responsibility for own learning and autonomously plan for and record own personal development | Express complex ideas clearly, systematically and unambiguously in writing and the spoken word | Work effectively with multiple teams, demonstrating leadership qualities where appropriate | Systematically search for, identify and evaluate relevant sources of information | Systematically collect data from a wide range of primary and secondary sources and understand how methodological approaches are applied to manipulate and analyse data | Autonomously determine the scope of a task (or project) | Apply scientific and other ways of knowing to critically analyse, synthesise and evaluate information and data to create innovative solutions to complex problems |
| Recognise own academic strengths and weaknesses, critically reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing, including where uncertainty and complexity exists | Work flexibly and autonomously adapting performance to multiple contexts | Critically evaluate and appraise complex information, current research and advanced scholarship in the discipline and utilise this appropriately | Present and record complex data in a wide range of appropriate formats, that may be incomplete or contradictory | Independently identify resources needed to undertake a task (or project) and effectively schedule and manage the resources | Autonomously work with complex ideas and justify judgements made through systematic and critical use of evidence |
| Organise self autonomously and effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen, evaluate, synthesise and respond appropriately to ideas of others | Critically discuss and debate with others and effectively negotiate to reach agreement in complex and unfamiliar contexts | Understand and apply the ethical and legal requirements in both the access to and use of information | Critically analyse, synthesise and evaluate data to inform and justify arguments and suggest alternative approaches | Evidence confidence to successfully complete and evaluate a task (or project), taking the responsibility for revising the plan where necessary |  |
| Work effectively with limited supervision in complex, unfamiliar and unpredictable contexts |  | Seek, accept and respond to feedback, evaluating own performance | Accurately cite and reference information from a wide range of appropriate sources | Critically review the selection, accuracy and uncertainty of data collection and analysis | Act with initiative, sensitivity and confidence to motivate and direct others in order to facilitate an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs, including those that are contradictory and unfamiliar  | Use software and IT/digital technology confidently and creatively |  |  |  |

Outline programme structure

This single-module programme allows eligible students to achieve a master’s degree in Midwifery. Students enrolling on this programme will complete a sixty-credit, level-7 project. Full details are provided in the module descriptor and student module guide.

Progression to the final award requires successful completion of the module.

Principles of teaching, learning and assessment

The MSc Top Up programme provides the support and resources necessary for students to further develop the advanced scholarship already achieved during their postgraduate diploma studies. This will ensure students are able to fully demonstrate the attributes required of master’s graduates.

Learning and Teaching

The programme is aimed at employed midwives and takes a blended approach designed to provide a flexible, accessible study environment that supports an achievable work/study balance. This inclusive, technology-enhanced approach to learning is a key component of the programme. Online, live and recorded lectures, as well as individual tutorials will be used to support students’ learning.

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 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, digital reading lists offering e-book access to recommended reading materials. Recordings of lectures are also used to enable students to review and clarify concepts.

Assessment Strategy

The assessment strategy is designed to be authentic and relevant, in order to enable students to demonstrate their mastery and advanced scholarship. Authentic assessment enables students to develop transferable skills that are applicable to their professional midwifery practice.

The assessment mode is via a written presentation of a project pertinent to the student’s sphere of work and related to advanced practice within midwifery. Flexibility is offered with the type of project undertaken and this aims to provide students with the best opportunity to succeed, whilst enabling them to develop and demonstrate the key skills required at this level.

Feedback and feedforward are integrated throughout the programme via formative review and tutorial support provision. Further, detailed assessment strategies are provided in the module guides.

Support for students and their learning

The course team recognises that postgraduate study is demanding, both personally and academically. In recognition of this a strong emphasis is placed on student support. In addition to the curriculum design features previously outlined, Kingston University offers a comprehensive range of support services, designed to designed to maximise students’ opportunities to succeed which include the following:

* Programme Lead: The programme lead helps students to understand the structure and requirements of the course, in association with the course team. They are responsible for the organisation and management of the programme.
* Module leader and teaching team: The module team are the primary source for academic support and assignment supervision. They coordinate tutorial support for the formative and summative submissions and ensure appropriate feedback and feed forward is provided. The module team will refer students in need of additional support.
* Academic Success Centres: Self-referral drop-in centres staffed by specialist academic support lecturers who provide small group and one-to-one support.
* Canvas: The University uses Canvas as its virtual learning environment which provides a versatile, interactive learning platform.
* Access to high quality learning resource centres (LRC), online learning facilities and other learning support. LRC staff support the provision of academic skills development, both within the LRC and integrated into module delivery.
* Confidential counselling and pastoral support, including mental health support services.
* Dyslexia and disability support (including support for mental health concerns).

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 PTSS
* Moderation policies
* Feedback from employers

Employability and work-based learning

As a condition of entry to the programme, all course participants will be qualified midwives. Most will be in clinical practice and choosing to undertake the programme with a view to achieving career advancement within their profession. The personal tutor/teaching team are also available for career guidance.

Other sources of information that you may wish to consult

Further information relating to the programme may be found at [www.healthcare.ac.uk](http://www.healthcare.ac.uk) with information on wider KU processes and facilities at [www.kingston.ac.uk](http://www.kingston.ac.uk)

Additional regulatory information may be accessed at [www.nmc.org.uk](http://www.nmc.org.uk)

Development of course learning outcomes

The research project enables all programme learning outcomes to be summatively assessed.

1. [QAA (2019) Subject Benchmarks Statement](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements) [↑](#footnote-ref-1)
2. [QAA (2018) UK Quality Code for Higher Education](https://www.qaa.ac.uk/quality-code) [↑](#footnote-ref-2)
3. [NMC (2019) Standards framework for nursing and midwifery education](https://www.nmc.org.uk/standards-for-education-and-training/standards-framework-for-nursing-and-midwifery-education/) [↑](#footnote-ref-3)
4. [NMC (2019) Standards for student supervision and assessment](https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/) [↑](#footnote-ref-4)