

# Programme Specification

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## Bachelor of Science (Honours) Midwifery (with eligibility for NMC part 2 registration): Academic Year 2017-18

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Accreditation details	Nursing and Midwifery Council
Final award	Bachelor of Science (Honours) Midwifery with Registration on Part 2 of the Nursing and Midwifery Register as Registered Midwife [RM]
Name of award	Bachelor of Science (Honours) Midwifery
Interim Exit awards	Certificate of Health Studies  Diploma of Health Studies
FHEQ level of final award	Level 6
UCAS code	B720
QAA Subject Benchmark or other external reference	QAA subject benchmark 2001 Midwifery; NMC (2009) Standards for Pre-Registration Midwifery Education. The European Parliament and of the Council (2005) European Directive 2005/36/EC on the recognition of Professional Qualifications. The 'Modernised' Directive 2013/55/EU of the European Parliament and of the Council (amending Directive 2005/36/EC).
Programme Lead	Dr E Cluett (Lead Midwife for Education) Dr E Kitson-Reynolds (Programme lead)
Date specification was written	14/12/2014 (Final version 24/03/2015)
Date specification was last updated	April 2017

## Programme Overview

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### Brief outline of the programme

The award of Bachelor of Science (Honours) Midwifery with eligibility to apply for registration on the Midwifery Part of the Nursing and Midwifery Council (NMC) register is a 3 year, full time, 156 week programme, designed to meet Professional Regulatory Body (NMC) and University academic award requirements.

The programme is underpinned by a set of beliefs and values that espouses a holistic woman centred approach to care, which is provided by competent and knowledgeable practitioners in an empathetic, trustworthy, and compassionate manner. This is consistent with the principles of the 6 C's (Cummings and Bennett, 2012), Midwifery 2020 (2010) and the International Confederation of Midwives (ICM) (2011) definition of a midwife. This programme has adopted a values based approach from recruitment to graduation. It recognises the need for midwives to have a clear vision of their own potential in order to embrace a greater public health role and to meet the challenges of reducing inequalities and improving maternal and family health and well-being.

The programme embraces an adult learning philosophy to support your development as an autonomous midwife who provides evidence based care within an ethical and legal framework. Midwives need to have leadership and management capabilities to respond flexibly, and effectively, to the changes and technological advances in the health care environment. Through reflective practice you will develop the knowledge, skills and attitudes to

ensure you are fit for the profession, award and practice. This includes the development of skills for lifelong learning.

The modular design of this programme is based on the University agreed modular curriculum structure reflecting the European Credit Transfer System (ECTS) that requires all programme based learning activities to be valued and awarded credit. All modules are core. For registration as a midwife on the NMC professional register (NMC, 2009), this programme has to be three years with 45 weeks programmed activity per year. The Faculty endeavours to recognise all student learning with one ECTS equating to 25 hours of student effort/workload. As a result of these two factors, the Bachelor of Science (HONS) Midwifery has more credits than a traditional BSc to capture the student effort associated with clinical practice activity and the NMC (2009) and EU legislation requirements.

The programme runs in parallel with the Master of Science Midwifery, which is also a 3 year, 156 week programme with eligibility to apply for registration on Part Two of Nursing and Midwifery Council (NMC) Register. As both Bachelor of Science (HONS) Midwifery and Master of Science Midwifery require the same professional knowledge, skills and attitudes, the programmes have been planned in parallel with identical practice requirements so practice modules are common to both programmes. In addition, there are shared taught components. The programmes have been designed so that each group has academic modules appropriate to their programme based on the level descriptors from the Quality Assurance Agency (QAA 2014). This includes programme specific module learning outcomes and assessments, learning resources, seminars covering theory and practice aspects of the programme, and academic tutorial support to facilitate academic development appropriate to the level of study. You will be assigned a personal academic tutor to support your programme requirements.

The Midwifery programme team are committed to the provision of high quality education that is responsive to the changing state and knowledge in health and to meet client needs and expectations (WHO, 2013; Fraser, 2011). We are committed to working in a way that is consistent with domains within the midwifery educator core competencies (WHO, 2013) as well as National and Faculty standards.

The Faculty is committed to interprofessional learning so a number of core modules are offered in a shared learning capacity with other professional student groups e.g. healthcare scientists, nursing, physiotherapy, occupational therapy and podiatry. The programme comprises a minimum of 50% practice activity, including caseload practice, and to a minimum of 40% academic learning. This includes the opportunity for you to undertake a personal development learning (choice) activity in year 2, which can range from specialist knowledge/skills development, to international experiences. Practice delivery is designed so that on successful completion of the programme, you will have met the requirements of the professional and statutory bodies (NMC 2009), and thus complied with the current European Directive 2005/36/EC of the European Parliament and of the Council (2005) on the recognition of professional qualifications. This programme fulfils the incoming Modernised Directive 2013/55/EU requirements of a minimum of 4600 programme hours.

### **Learning and Teaching**

The Faculty is committed to providing you with a student-centred, friendly, supportive and receptive environment in which you will be able to reach your full potential and assume responsibility for your own learning (Fraser, 2011). The education content is underpinned by the sciences, research & evidence-based practice, which together provide the essential components for reflective practice and life-long learning. This means you will have the potential for a diverse and stimulating career in midwifery. You are supported to develop your analytical skills through an experiential, problem-solving learning approach to acquire knowledge and skills in a contextual and integrated manner. This is achieved through the use of: key-note and expert lectures; student and tutor-led tutorials and seminars; debates, case-based learning; interprofessional and trans-disciplinary learning; group work; directed and self-directed learning activities; practical and simulation skill based sessions; experiential learning; practice placement experience; web-based learning and digital resources. The programme team will draw upon established and proven approaches embedded in other successful programmes to support your transition to academic study and the requisite academic skills.

You are expected to apply learning from interprofessional education to your own professional context. One strategy to achieve this is through the Values Based Enquiry journey (VBE) (appendix A).

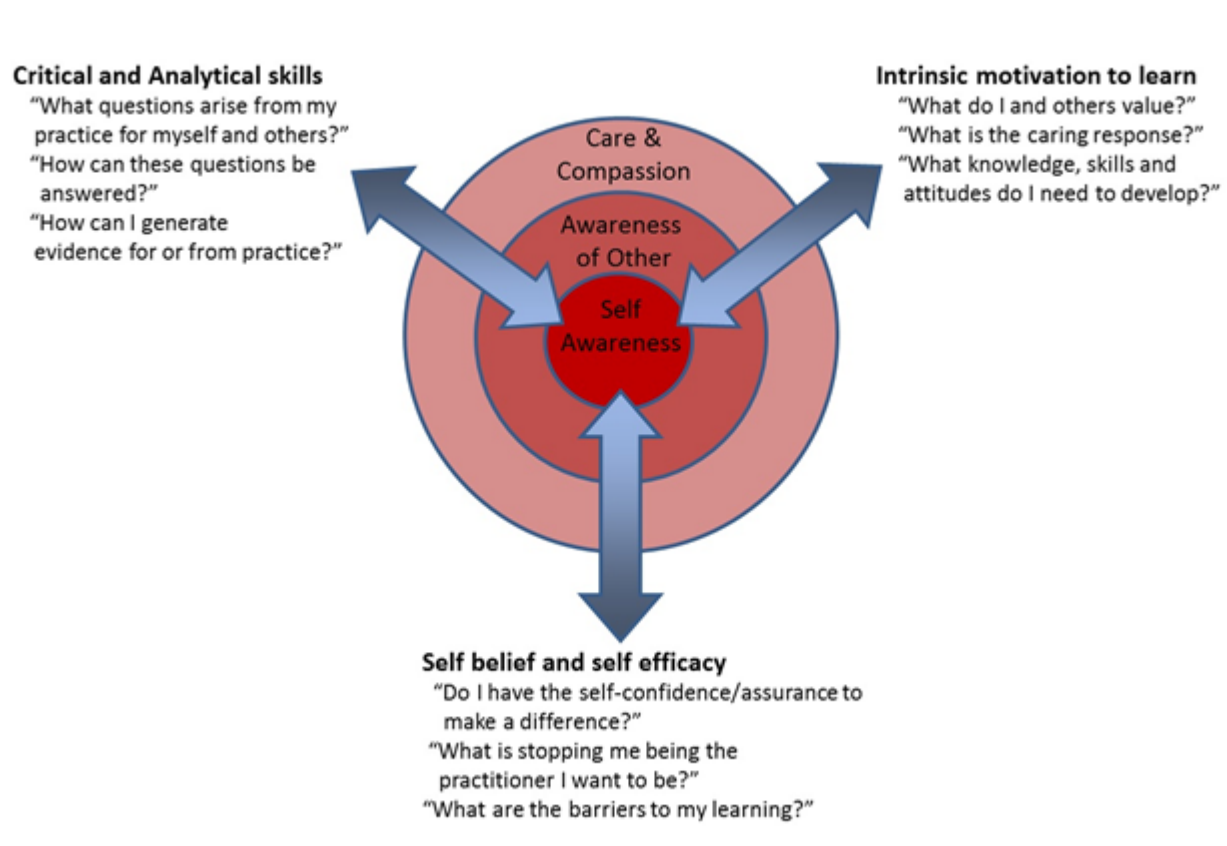
This programme has a strong values based ethos which supports your development as a midwife who is prepared for the predicted challenges of the future, demonstrating the personal qualities and character which identify you as University of Southampton graduate.

Midwives graduating from the University of Southampton will be:

- Committed to delivering person-centred care underpinned by values of care and compassion.
- Self-aware, possessing self-belief and self-efficacy and will have developed the courage and character necessary to speak out and to 'make a difference' as practitioners and leaders.
- Insightful analytical thinkers with the ability to problem solve and to generate evidence for the enhancement of practice.
- Knowledgeable and skilled professionals who are competent and confident in practice.

To foster the VBE philosophy there are timetabled seminars throughout each academic year. These facilitated sessions are planned to integrate theory and practice, to promote reflective practice and to challenge yourselves and others to achieve best practice. Figure 1 below depicts the model used within the programme to promote values based enquiry.

Figure1: Values Based Enquiry model (McLean, 2012)



## Assessment

The Faculty enables you to demonstrate your successful learning using fair and reliable assessment methods. These include formative and summative assessments such as: essays; written case studies; unseen examinations; conference style presentations; professional conversations; critical appraisal of literature; practical examinations; group guided learning activities, projects and presentations. There are practice placement assessments in each year, some of which incorporate feedback from women to whom you have provided care, along with regular assessment and feedback from clinical midwives.

## Educational Aims of the Programme

The aims of the programme are to:

- Provide you with the detailed knowledge and skills necessary to equip you for a career in Midwifery (Midwifery 2020, 2010).
- Provide you with sufficient clinical experience to equip you for a career in Midwifery.
- Develop your competence in applying professional skills to the autonomous practice of normal Midwifery in accordance with the Midwives Rules and Standards (NMC 2012) and 'The Code: Standards of conduct, performance and ethics for nurses and midwives' (NMC 2015).
- Provide a values-based journey through which you will develop your own beliefs and values, while demonstrating the appropriate attitudes for high quality holistic midwifery practice.

- Develop key, transferable skills for general use in graduate employment to enable you to become a provider of quality maternity care for women and families.
- Develop critical and analytical competence so that you become a thinking user of research evidence to improve care and outcomes for women, neonates and families.
- Provide opportunities for you to learn with, and from, other healthcare professionals so that you develop competence in inter-professional practice to meet the needs of women and their families requiring maternity services.
- Provide you with the capacity for reflective practice and life-long learning.
- Provide a responsive curriculum that acknowledges the need for a multi-faceted, multi-agency working environment based on strengthening individuals, families and communities.
- Enable you to work within a diverse and changing health and social care environment, responsive to demographic, lifestyle and scientific challenges.
- Develop you to be skilled and safe, empathic and trustworthy, with the capacity to influence future midwifery care based upon the principles of autonomy and accountability within multidisciplinary and multi-agency teams.
- Prepare you to meet the requirements of:
  - The European Directives (currently 2005/35/EC and Modernised Directive 2013/55/EU) in particular- article 40.
  - The Nursing and Midwifery Council Standards for pre- registration Midwifery education (2009) for entry to the Midwifery Part of the NMC professional register.
  - International Confederation for Midwives (ICM) education standards (2010 amended 2013)
  - The University criteria for the award of an honours degree.

## Programme Learning Outcomes

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The programme provides opportunities for you to develop and demonstrate knowledge, understanding, professional skills, intellectual skills, key skills and graduate attributes in the following areas (please see appendix B to see how the programme learning outcomes map to the programme modules):

### Knowledge and Understanding

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Having successfully completed this programme you will be able to demonstrate a detailed knowledge and understanding of:

1. the philosophical foundations of Midwifery practice;
2. current theoretical perspectives on Midwifery practice;
3. the anatomical, physiological, neurological, biomechanical, psycho-social, pharmacological and pathological principles related to maternal, fetal and neonatal wellbeing;
4. the ethical, moral and legal issues in relation to Midwifery practice;
5. the importance of clinical governance and its relevance and application within Midwifery and the Supervision of Midwifery;
6. the requirements of clinical governance as demonstrated through the theoretical and scientific basis of research, research methodology, clinical audit, and evidence-based practice;
7. the connections between clinical leadership, management and health outcomes;
8. current local, national and international public health agendas and the role of the midwife in contributing to health outcomes;
9. the modern provision of midwifery care in the public and private sectors including structure, drivers of change and policies.

### Teaching and Learning Methods

In the context of midwifery, the methods will include:

- an emphasis on developing a focussed approach to midwifery to assist you in engaging with learning resources so that you may understand their relevance and enhance your scholarly and academic development
- a sequence of lectures and seminars to introduce new and review knowledge, concepts and processes
- self-directed learning activities and opportunity for preparation in order to make choices and present outcomes to peers
- opportunity to work individually, in pairs/teams and value based learning groups to complete given tasks and take part in reflection and peer review processes
- personal and/or interactive group activities specifically supported by facilitators/experts/resources/technology/mixed media

- varied learning activities (course completion/compulsory) – which introduce an element of choice in learning and assessment in order to more fully meet individual learning needs and preferences, thereby fulfilling HE responsibilities under the equality and diversity agenda

### **Assessment methods**

A range of assessment methods are adopted which ensure that graduates demonstrate academic knowledge, critical thinking and practical ability. Links between module learning outcomes and a range of learning activities (including course completion), formative and summative assessment methods are developed and matched carefully match to ensure relevance to practice.

The types of assessments adopted include:

- essays, protocols, unseen exams, multiple choice questions, short answer questions, case studies, viva/practical exams, creative/interactive use of media and technology, individual/group presentations, poster work/displays and teamwork activities.

### **Subject Specific Intellectual and Research Skills**

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Having successfully completed this programme you will be able to:

10. formulate strategies for selecting appropriate and relevant information from a wide range of professional and inter-professional sources of knowledge;
11. synthesise and critically appraise information from a variety of sources to gain a coherent and evidence-based understanding of midwifery theory and practice;
12. reflect critically on your and other professionals' practice to recognise the limits of your competency and the possibilities for innovation in practice;
13. utilise appropriate study skills to facilitate your own learning;
14. engage in debate and discussion in areas of professional controversy and future professional development;
15. construct reasoned argument concerning the funding and ethics of modern health and social care;
16. identify the needs of women and their families from physical, psychological, environmental, social, emotional and spiritual perspectives to understand and value the diversity and complexity of human behaviour;
17. communicate with other professionals and agencies working in collaboration with maternity services, to ensure that the needs of individuals, families and communities are met.

### **Teaching and Learning Methods**

Will include:

- Active participation in learning groups
- Reading, critiquing and applying a range of evidence courses and research publications
- lectures, seminars, and group projects
- Self-directed investigation and critique

### **Assessment methods**

Will include:

- Critical review of literature applied to chosen module focus
- Significant evidence /research based project in the final year
- Presentations and posters

### **Transferable and Generic Skills**

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Having successfully completed this programme you will be able to:

18. communicate effectively in a variety of forms to a variety of audiences;
19. critically evaluate academic, clinical and professional performance and utilise research skills to facilitate woman centred care;
20. effectively manage time and prioritise workload to sustain efficient and effective practice while demonstrating self-management;
21. work autonomously and develop leadership skills to influence and supervise others;
22. demonstrate care and compassion for clients and colleagues through the promotion of individual rights, respecting their dignity and diversity in a culturally sensitive manner;

23. use risk assessment and management strategies to demonstrate adherence to safe practice by ensuring the safety of yourself as a practitioner, your client and others who utilise your service;
24. utilise creative problem-solving skills in a variety of theoretical and practical situations;
25. utilise information management/technologies to support learning, practice and research activities and take responsibility for this;
26. contribute confidently and appropriately to discussion utilising evidence based practice to support and justify your argument;
27. manage time and resources appropriately and demonstrate self-management;
28. manage own well-being, for example, professional and personal emotions and stress;
29. manage change effectively and respond to changing demands;
30. evaluate your own personal, academic, clinical and professional performance through reflective practice;
31. recognise and take responsibility for your ongoing personal and professional development.

### **Teaching and Learning Methods**

Will include:

- Inter-disciplinary group work and practical skills workshops
- Lectures and seminars
- Guided reading
- Active engagement with e resources
- Portfolio development
- Learning in practice

### **Assessment methods**

Will include:

- Course completion requirements for statutory and mandatory skills
- Completion of a group health education/promotion pack targeted at a selected audience
- Practice Placement assessment

### **Subject Specific Practical Skills (Midwifery)**

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Having successfully completed this programme you will be able to:

32. role model the practise of autonomous, professional, responsible and safe midwifery care which underpins the delivery of intelligent high quality compassionate, women-centred, evidence-based midwifery practice;
33. promote and advocate the concept, knowledge and practice of women and family centred care
34. work in partnership with other health and social care professionals and agencies, service users, and families in all settings ensuring decisions about care are informed, shared and owned;
35. appropriately apply current legislation paying special attention to the protection of vulnerable individuals and groups;
36. plan,implement and evaluate, in partnership with women and their family, high quality care within normal pregnancy, labour and the puerperium;
37. recognise and respond accordingly to care for all women including those with complex mental health, medical, surgical obstetric and social needs;
38. empower women to have the capacity to take responsibility for their own health;
39. intelligently apply the patho-physiology of medical/surgical and obstetric conditions, including relevant pharmacology, which may affect maternal, fetal or neonatal wellbeing;
40. use appropriate diagnostic and decision-making and risk assessment skills and safely use invasive and non-invasive procedures, medical devices, and current technological and pharmacological interventions;
41. understand and incorporate the role of the Supervision of midwifery, within clinical governance processes, to maintain and improve the quality of midwifery practice and standards;
42. identify the clinical leadership skills inherent in managing midwifery care and, when appropriate, to initiate and coordinate interprofessional care;
43. develop practical skills (including statutory and mandatory) appropriate to the role of the midwife, gained across both theory and practice environments.

### **Teaching and Learning**

Will include:

- Learning in practice opportunities
- lectures, seminars, tutorials to introduce new and review knowledge, concepts and processes that support the development of practical skills
- opportunities for experiential learning which focus initially on personal experience to inform professional development of skills and empathy
- self-directed learning activities

- opportunity to work individually and with others in pairs and learning groups to complete given tasks and develop reflection and peer review skills
- personal and interactive group activities specifically supported by facilitators/experts/resources/technology/mixed media
- active engagement with local and national resources available through Health service resources

### **Assessment Methods**

Will include:

- Case based practical assessments
- Written assignments
- Critical reflection
- Presentation / viva voce
- Assessment of, and in, practice

## **Graduate Attributes**

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Graduate Attributes are the personal qualities, skills and understanding you can develop during your studies. They include but extend beyond your knowledge of an academic discipline and its technical competencies. Graduate Attributes are important because they equip you for the challenge of contributing to your chosen profession and may enable you to take a leading role in shaping the society in which you live. The University of Southampton graduate attributes are listed below and full definitions can be found at [https://sharepoint.soton.ac.uk/sites/ese/quality\\_handbook/Handbook/Employability%20Statement.aspx](https://sharepoint.soton.ac.uk/sites/ese/quality_handbook/Handbook/Employability%20Statement.aspx);

We offer you the opportunity to develop these attributes through your successful engagement with the learning and teaching of your programme and your active participation in University life. The skills, knowledge and personal qualities that underpin the Graduate Attributes are supported by your discipline. As such, each attribute is enriched, made distinct and expressed through the variety of learning experiences you will experience. Your development of Graduate attributes presumes basic competencies on entry to the University.

### **1. Global Citizenship**

Global Citizens recognise the value of meaningful contribution to an interconnected global society and aspire to realise an individual's human rights with tolerance and respect. This may be further understood as:

- Appreciation of ethical and responsible practices in a challenging multicultural context.
- Awareness of social, civic and environmental responsibilities in care.
- Appreciation of the value of diversity and its relationship to innovation, quality and mutual respect.

### **2. Ethical Leadership**

Ethical Leaders understand the value of leading and contributing responsibly to the benefit of their chosen professions, as well as local, national and international communities. This may be further understood as:

- Capacity to work well in a team including virtual communities.
- Ability to respond responsibly to complex new situations.
- Appreciation of enterprise to exercise tolerant and fair practices.

### **3. Research and Inquiry**

Research and Inquiry underpin the formulation of well-informed new ideas and a creative approach to problem resolution and entrepreneurial behaviour. This may be further understood as:

- A capacity to identify, define and creatively respond to a challenge.
- Ability to locate effectively, analyse and evaluate information.
- Ability to sustain intellectual engagement with a subject.

### **4. Academic**

Academic attributes are the tools that sustain an independent capacity critically to understand a discipline and apply knowledge. This may be further understood as:

- Openness to new ideas, methods and ways of thinking.

- Deep knowledge of a subject informed by an understanding of the interconnectedness of different disciplines.
- A capacity to make critical judgements.

## 5. Communication Skills

Communication Skills encompass an individual's ability to demonstrate knowledge, and to express ideas with confidence and clarity to a variety of audiences. This may be further understood as:

- Ability to select and apply verbal, written, numerical and visual literacy.
- Ability to utilise presentation skills in order to represent ideas and data.
- Familiarity with a range of appropriate communication technologies.

## 6. Reflective Learner

The Reflective Learner is capable of the independent reflection necessary to continuously learn and meet the challenge of pursuing excellence. This may be further understood as:

- An ability to respond effectively to new challenges.
- An ability to sustain intellectual curiosity.

## Programme Structure

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### Typical course content

The programme is divided into academic and practice modules, although these are interdependent. There are learning group activities and seminars (including VBE) to help you integrate theory and practice, and to foster your professional and academic development.

At least 50% of the programme is allocated learning in practice, (NMC, 2009) which is mainly undertaken within local NHS Trusts. You will normally have the opportunity to work in a variety of settings for example the community, midwifery-led birth centres, children's centres, health centres as well as within the local hospital. You will be supported by midwives, and other professionals as appropriate to develop the knowledge and skills you will need to be an autonomous midwife and to meet the NMC professional requirements and the programme outcomes. Practice is assessed throughout the programme by the midwives you work with, with contributions from the women you care for, using an electronic assessment of practice portfolio. You will work with the interprofessional team in many of these locations. There will be some opportunities to gain an insight into other areas of health care, such as gynaecology, neonatal nursing, health visiting, and sexual health practice.

The academic modules develop in breadth, detail and complexity from one year to the next but encompass the following areas:

- The principles of the bio-health sciences and their application to the process associated with normal health, and in particular with normal, complex and abnormal events from conception to the puerperium.
- The principles of the psychosocial/human sciences and their application to the process associated with normal physical and mental health, and in particular with normal, complex and abnormal physical and mental health events from conception to the puerperium.
- The principles of pharmacology, pharmacokinetics and medicines management in the context of midwifery practice.
- The role of the midwife in the provision of competent, empathetic care to the woman and her family throughout her child birth experience, including risk- assessment and management of care.
- Public health from an individual, family, population and societal perspective.
- Safeguarding the woman and neonate (and other vulnerable individuals).
- The provision of culturally sensitive/appropriate care for vulnerable groups.
- Inter professional education and working.
- Communication and interpersonal skills, including leadership.
- Research knowledge and skills of critical inquiry.
- Working in an ever changing and technological environment.

There will be opportunities to undertake learning and practice alongside other students on health care programmes. There will also be some opportunity to identify learning activity of particular interest to you and to



follow this up in professional development activity. This might include one of the following; working with practitioners specialising in an aspect of care; working with a particular client group; working with a researcher; undertaking a module from across the wider Faculty /University that is pertinent to your programme ( curriculum innovation project module); gaining experience outside the NHS, or internationally. There is no opportunity for a part time route.

The opportunity exists for you to undertake an elective experience within year 2. This must be in line with NMC educational guidelines for professional midwifery practice, covered by University and Faculty guidelines for elective /independent activity, consistent with the educational commissioning of the programme, aligned with programme learning outcomes and appropriate to professional development needs.

## Special Features of the Programme

- The programme leads to eligibility to register with the NMC with very high employability for successful students.
- At least 50% of programme time is spent in professional practice.
- There is some opportunity to identify, plan and undertake a learning activity of particular interest to you.
- Learning aspects of the curriculum are undertaken with other health and social care professionals.
- You will have the opportunity to work towards the Baby Friendly standards.
- Learning includes access to simulation for clinical skills and also the Values Based Enquiry journey.
- All modules are core.

## Programme details

The award of Bachelor of Science (HONS) Midwifery with eligibility to apply for registration on Part Two of Nursing and Midwifery Council (NMC) Register is a full time, 3 year, 156 week programme. It is modular in design based on the University agreed modular curriculum structure reflecting the European Credit Transfer System (ECTS) that requires all programme based learning activities to be valued and awarded credit. Successful Completion requires a minimum of 180 ECTS, of which at least 60 ECTS undertaken at academic level 4, 60 at level 5 and 60 at level 6. In addition, to meet the European Union directive 2005/36/EC, professional requirements of the programme and to achieve NMC accreditation, there are an additional 7.5 ECTS at academic levels 4 and 5 (see table 1 below). You must satisfy the entry requirements as set out in the Programme Specification. Each academic year requires 45 weeks attendance (appendix C). There is no opportunity for a part time route.

The Faculty is committed to shared learning and inter-professional education. You may take a University of Southampton Curriculum Innovation Programme (CIP) module in year 2 or year 3 depending on the *start date* of your programme.

The programme is divided into study modules of 7.5 and 15 ECTS. Each credit corresponds to 25 hours of student effort. There is a minimum of 50% practice activity (NMC, 2009) including caseload practice (Fraser, 2011), and at least 40 % academic activity. The programme is designed so that on successful completion of the programme, you will have met the current requirement of the United Kingdom, Nursing and Midwifery Council (2009) Standards for pre-registration Midwifery education (appendix D) for entry to the NMC Register as a first level registered Midwife and thus fulfil the requirements of Directive 2005/36/EC of the European Parliament and of the Council on the Recognition of Professional Qualifications with respect to the training of midwives (Article 40 and associated Annex). This programme fulfils the incoming Modernised Directive 2013/55/EU including a minimum of 4600 programme hours.

All modules are core to meet professional requirements. The ECTS allocation across the programme reflects student effort. There is no compensation between modules. The classification is based on the 100 point Mark Scheme for the final degree average as follows (University of Southampton 2014 University Calendar section IV 8) (figure 2):

Figure 2: Classification for BSc

70% and over	First Class (I)
60% - 69%	Second Class, Upper Division (Ii)
50% - 59%	Second Class, Lower Division (Iiii)
40% - 49%	Third Class (III)

Less than 40% Fail
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These boundaries refer to the Final Average Mark rounded to the nearest integer. The modules that contribute to classification are all level 5 and 6 modules (apart from the practice experience 4a and 6a) (total 120 ECTS). Credit values capture student effort. Satisfactory completion is a course requirement, but as there is no grading attached to the practice experience 2a, 4a and 6a modules, they do not contribute to the classification. Year 1 work shall be excluded from the final degree classification. A weighting of 0:1:2 shall be used to obtain the Final Average Mark for the three Parts of an Honours degree programme.

The programme is based on the core areas of midwifery and you will study subject matter relating to these throughout the programme. The VBE philosophy detailed above is integral to the programme. The programme will also contain aspects of theory, professional practice and support for the final year project that culminates in the preparation and presentation of a substantial independent study activity.

The clinical practice component will be integrated into the programme and you will have the opportunity to consolidate what you learn at university under the supervision of an experienced midwifery mentor. You will also be expected to integrate what you learn during the clinical placements into the university based modules. You will be sharing this learning with the rest of the cohort and this will contribute towards your award.

The study modules within the programme, the academic level at which they are studied, the credit ratings of the modules and the awards that can be gained are shown below. Successful completion of this programme provides eligibility to apply for registration with the Nursing and Midwifery Council (NMC). It is a legal requirement that anyone who wishes to practice using a title protected by the Nursing and Midwifery Order 2001 is registered with the NMC. For more information, please see the NMC website at: [www.nmc-uk.org](http://www.nmc-uk.org)

The minimum pass mark for all assessments is 40%; modules and practice placements must be passed. In cases where a practical component forms part of an overall assessment of a module this component must be passed and compensation will not be allowed. Re-sit for any referred assessments will be scheduled at the first available assessment opportunity. You must meet the pass criteria in both academic and, when required, practice assessment to pass overall. Non-assessed work may also be a course and /or professional requirement. The Faculty programmes handbook presents a summary of process for the submission of coursework.

The maximum period of registration shall normally be five years. This period of registration will incorporate periods of suspension or interruption of studies. The award must be completed within five years of the commencement date.

**Table 1: Programme Structure including academic level and credit size and exit awards**

Level	Modules	Credit Value ECTS	Exit Award
<b>Year 1</b>			
4	Practice placement 1, 2, 2a	15+15+7.5= 37.5	
4	Introduction to professional practice; 1	7.5	
4	Science for midwifery practice	7.5	
4	Midwifery practice	7.5	
4	Safe and Compassionate care for maternal and neonatal health	7.5	
	Year 1 total	67.5 ECT - level 4	<b>Certificate in Health Studies (on successful completion of all academic modules plus 30 credits in practice)</b>
<b>Year 2</b>			
5	Practice Placement 3, 4, 4a	15+15+7.5= 37.5	
5	Foundations of research methods for midwifery practice	7.5	
5	Developing midwifery professional profile	7.5	
5	Midwifery care for the woman/neonatal dyad with concurrent health challenges	7.5	
5*	Obstetric and neonatal emergencies	7.5	<b>Summatively assessed in year 3</b>
	Year 2 total	67.5 ECT - level 5	<b>Diploma of Health Studies (on successful completion of year 1, and all academic modules plus 30 credits in practice at level 5)</b>

	There is no exit award that leads to NMC registration		
Year 3			
6	Practice Placement 5, 6 and 6a as course requirement for professional registration	15+15= 30	
6	Future professional practice: influencing innovation and change 1	7.5	
6	Evidence base for midwifery practice	15	
6	Autonomous midwifery practice with case-load experience	7.5	
	Year 3 total	60 ECT – level 6  <b>Bachelor of Science (HONS) Midwifery with NMC registration</b>	

**Progression Requirements- these will be clarified once this year's academic year regulations are known**

The programme follows the University's regulations for [Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes](http://www.calendar.soton.ac.uk/sectionIV/progression-regs.html) as set out in the University Calendar <http://www.calendar.soton.ac.uk/sectionIV/progression-regs.html>.

NMC (2009) Standards for Pre-registration Midwifery Education apply, together with any subsequent revised Standard from the NMC that operates during the validation period of this programme. These Professional Statutory and Regulatory Bodies requirements apply to special considerations, progression from one Part of the programme to another, length of suspension periods and recognition of prior learning. Due to professional requirements and the nature of the 45 week attendance, students are allowed to progress from one Part of the programme to another Part where special considerations apply. In these cases, the referral must be achieved by the 12<sup>th</sup> week of the next part of the programme being entered (NMC, 2009).

All modules are classified as core modules and there is no compensation between modules.

### Intermediate Exit Points

Please note there is no exit award that equates to professional practice or NMC registration.

You will be eligible for an interim exit award if you successfully complete part of the programme but not all of it, as follows (table 2):

**Table 2: Exit awards**

Qualification	Minimum overall credit in ECTS credits	Minimum ECTS Credits required at level of award
Diploma of Health Studies	at least 120	45 Successful completion of year 1 and successful completion of all academic modules plus 30 credits in practice at level 5
Certificate of Health Studies	at least 60	45 Successful completion of all academic modules plus 30 credits in practice 4

The learning outcomes associated with the Certificate or Diploma is aligned to the National Qualifications Framework in the field of midwifery.

## Support for Student Learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources;
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations;
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources);

- standard Information computer technology (ICT) tools such as Email, secure filestore and calendars;
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move;
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Student Services Centre;
- Enabling Services offering assessment and support (including specialist IT support) facilities if you have a disability, dyslexia, mental health issue or specific learning difficulties;
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards;
- Career Destinations, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your curriculum vitae (CV);
- a range of personal support services: Personal academic tutor, senior tutor, mentoring, counselling, residence support service, chaplaincy, health service;
- a Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Southampton University Students' Union (SUSU) provides

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University;
- opportunities for extracurricular activities and volunteering;
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal;
- Support for student peer-to-peer groups, such as Nightline.

Associated with your programme you will be able to access:

- Your programme lead, the Lead Midwife for Education, personal academic tutor, senior tutor, module leader, midwife mentor, practice educator for midwifery students, Supervisor of Midwives as well as the wider Faculty and support resources while in placement via the Faculty support for learning in practice processes;
- facilities based at some of the sub campuses/study centres.

## Methods for evaluating the quality of teaching and learning

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You will have the opportunity to have your say on the quality of the programme in the following ways:

- Completing module survey questionnaires for each module of the programme.
- Acting as a student representative on various committees, e.g. Staff: Student Liaison Committees, Faculty Programmes Committee, Midwifery programme sub-committee OR
- providing comments to your student representative to feedback on your behalf.
- Serving as a student representative on Faculty Scrutiny Groups for programme validation.
- Providing feedback directly to your personal academic tutor, programme lead, or the Lead Midwife for Education.
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group.
- Serving as student representative at practice lead meetings.

The ways in which the quality of your programme is checked, both inside and outside the University, are:

- Regular module and programme reports which are monitored by the Faculty (including practice placements).
- Programme validation, normally every five years.
- External examiners, who produce an annual report.
- NMC accreditation/monitoring.

- A national Research Assessment Exercise (our research activity contributes directly to the quality of your learning experience).
- Institutional Review by the Quality Assurance Agency.
- Reviews by Health Education England (Wessex), who commission, fund and monitor all aspects of your programme.

## Criteria for admission

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### University Commitment

The University will at all times seek to operate admissions regulations that are fair and are in accordance with the law of the United Kingdom, and the University's Charter, Statutes, Ordinances and Regulations.

This includes specific compliance with legislation relating to discrimination (e.g. Equality Act 2010) and the University's Equality Statement (University of Southampton, 2014). This includes a commitment that the University will:

- actively assist groups that experience disadvantage in education and employment to benefit from belonging to the University;
- actively seek to widen participation to enable students that do not traditionally participate in Higher Education to do so;
- ensure that admission procedures select students fairly and appropriately according to their academic ability and that the procedure is monitored and regularly reviewed.

The Faculty welcomes applicants from school leavers, graduates and mature students. To be admitted to BSc (Hons) Midwifery programme, you must be able to satisfy the requirements of the University of Southampton, the Nursing and Midwifery Council and the Faculty of Health Sciences.

Since you will be working with physical and psychological vulnerable people, it is important that you should be physically and mentally well on entering the Midwifery programme. You will be required to undertake an occupational health screening process and may need to update your immunization status before going into clinical placement. Disability is not a bar to entry as long as you are capable of working as a midwife. The Nursing and Midwifery Council will assess your eligibility on successful completion of the programme.

You must declare any convictions, cautions, reprimands or final warnings that are not 'protected' as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013). You must disclose any police record and discuss it, in confidence, with the programme leader. Having a record will not necessarily debar you from entering the programme.

All places are conditional on satisfactory evidence of academic achievement and health and criminal record checks.

### Entry Requirements

Recent relevant study within the last 5 years. (Relevance will be assessed by the admissions tutor on an individual basis for example, science based A Levels such as biology or environmental science; social science such as psychology or sociology; pharmacology however this list is not exhaustive) or an international equivalent.

#### A Levels:

Minimum of 3 A Levels at Grades AAA to include a science A Level, preferably Biology/Human Biology.

#### GCSEs:

Minimum of 5 GCSE's at Grade 4-9 or A\*-C to include English Language, Mathematics & Science.

AND

Occupational Health Clearance to meet the professional activities of a midwife.

AND

Successful interview using Values-Based recruitment activity.

AND

Disclosure and barring service clearance required as professional role includes care of vulnerable adults and children.

AND

Demonstrate a commitment to providing safe and compassionate midwifery care

**International Baccalaureate (IB):**

36 (18 at higher)

**Alternative qualifications**

Access to Higher Education-45 distinction credits at Level 3 from a science based course. BTEC Diploma (in health studies or science) - must achieve D\*D\* + an A level in a pure science at grade A.

The Faculty also accept other qualifications such as Scottish Higher, Irish Leaving Certificate and certain Open University courses.

Alternative academic qualifications equivalent to 144 UCAS tariff points are considered on a case by case basis.

**Mature applicants**

No exceptions.

**Recognition of Prior Learning (RPL)**

This is not applicable due to professional regulations (NMC, 2009).

Transfer into the programme from another NMC approved programme of midwifery will be considered on an individual basis and in accordance with the NMC and University regulations.

## **Career Opportunities**

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The Bachelor of Science (Hons) Midwifery gives you the preparation for a life- long career as a midwife that is different, stimulating and rewarding every day. You will have the opportunity to enhance the health of individual women, their families and the nation by promoting good health, such as breast feeding, diet, exercise and general health.

As you consolidate your midwifery experience as a Midwifery graduate you can move into specialist roles, such as caring for vulnerable groups, or wider public health roles, or related professional groups such as Health Visiting.

You could move into leadership. As you consolidate your midwifery experience as a Midwifery graduate you will lead the care of a client group, supervising with support workers, and other midwives. You will develop the expertise to supervise, challenge and lead teams to provide high quality midwifery practice. You have choices from then on to develop your clinical expertise to provide expert care to clients with particular/complex care needs. You might wish to develop your leadership of midwifery teams, service projects, with the potential of moving into significant NHS leadership activity, such as supervisor of midwives, consultant midwife, Head of Midwifery services, or into more general Healthcare leadership roles.

Other choices include undertaking postgraduate studies at Masters/or and Doctorate level, leading to a career in research, which can be grounded in practice, or across education and research leading to an academic career. Research and /or education can impact national and international agendas. Alternatively you may like to consider a joint appointment role between two or more of the following: practice/management/research/academia.

Costings



You will be expected to self-fund text books, travel outside of placements including any elective experiences, a university approved calculator for medicines management examinations, and a laboratory coat for your health sciences module. These requirements will be made explicit in the module specifications.

## External Examiners(s) for the programme

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**Name** Amanda Hutcherson

**Institution** City University, London

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process. External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their personal tutor in the first instance.

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**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook (or other appropriate guide) or online at [http://www.southampton.ac.uk/healthsciences/undergraduate/courses/bmid\\_midwifery.page?](http://www.southampton.ac.uk/healthsciences/undergraduate/courses/bmid_midwifery.page?)

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## Master of Science Midwifery and Bachelor of Science (HONS) Midwifery

### VBE: the student midwife values based journey.

#### VBE – what is it?

The Master of Science Midwifery and Bachelor of Science (HONS) Midwifery programmes has a strong values-based ethos to learning that will enable you to demonstrate caring through evidence of a commitment to valuing each person for whom they care. This approach will ensure we have confidence in confirming the good character of you, as a graduate, at the point of registration. It also has an element of Inter-professional education (IPE) embedded within the process so that you develop a deeper understanding of the importance of inter-professional team work to enhance the care provided to women and their families.

#### VBE – how often

There are eight sessions throughout the academic year. Two sessions are linked with each academic taught module. As you will be working flexibly across the clinical maternity service, covering a 24/7 period over many differing locations, it is not conducive to the joining together for VBEs during practice periods. For this reason you will not be completing VBEs during the practice week however; there are three 8 hours sessions (including breaks) to complete research awareness activities linked to practice.

#### VBE – what is in it?

See table below –the VBEs cover the agreed values that enhance the themes throughout the curriculum e.g. learning disabilities, self-awareness, communication, cultural sensitivity.

The Values have been designed for the whole three year journey linking contemporary issues within local and national practises, generic NHS England principles, political awareness and the 6 Cs (Cummings and Bennett, 2012), Morecambe bay (Kirkup, 2015) and the Francis report (2013) should be covered by all groups. You will come together for seminars in each of your programmes to reflect, discuss, and challenge yourself and others to develop your own plan for becoming the midwife you set out to be, if not more.

The grid below demonstrates the Midwifery VBE process.

## Year One

<u>Linked module</u>	<u>Cummings and Bennett 6 C's (2012)</u>	<u>Session theme</u>	<u>Principles</u> <u>During this session students will:</u>
Introduction to professional practice 1		Welcome and getting to know each other	Ground rules Meeting and greeting
Introduction to professional practice 1	Care	What kind of midwife do I want to be? And Electing the world leader	Getting to know and understand yourself Who are you, looking at values, your journey getting here?
Science for midwifery practice	Compassion	Recognising the values of others  Introducing Multi professional working (IPE)	<ul style="list-style-type: none"> <li>• Begin to understand how personal values impact on others.</li> <li>• Begin to recognise the values of others and how this may impact on behaviour</li> <li>• Consider the interactions between professional and personal values in nursing and midwifery and the potential impact on client care.</li> <li>• Developing presentation skills</li> <li>• Choose a profession that you would like to explore that you are likely to encounter as a midwife and produce a presentation for your group.</li> </ul>
Science for midwifery practice	Courage	Presenting and giving feedback through VBE	<ul style="list-style-type: none"> <li>• Delivering presentations</li> <li>• Develop skills of giving and receiving feedback to peers.</li> <li>• Reflect progress to date using VBE model</li> </ul>
Midwifery Practice	Communication	Videoed scenario	<ul style="list-style-type: none"> <li>• Developing self-awareness</li> <li>• Developing critical friend skills</li> </ul>
Midwifery Practice	Compassion	How have I/my values changed since my exposure to practice	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Acceptance</li> <li>• Myers Briggs</li> </ul>
Safe and Compassionate care for maternal and neonatal health	Communication, compassion, courage, care, commitment, competence	Difficult conversations/ asking difficult questions  What is professionalism?	<ul style="list-style-type: none"> <li>• Developing questioning skills</li> <li>• Developing listening skills</li> <li>• Non-verbal cues</li> <li>• Timing</li> <li>• Empathy</li> <li>• Environments</li> </ul>
Safe and Compassionate care for maternal and neonatal health	Courage	Challenging perceptions and behaviours: case study	<ul style="list-style-type: none"> <li>• Interactions between professionals, peers and public</li> <li>• Impact on outcomes of care</li> <li>• Personalities</li> <li>• Professional relationships</li> </ul>
Practice experience 1	Communication, compassion, courage, care, commitment, competence	Journal club 1	
Practice experience 2	Communication, compassion, courage, care, commitment, competence	Journal club 2	
Practice experience 2a	Communication, compassion, courage, care, commitment, competence	Journal club 3	

## **Integrating Multi professional learning in Midwifery using the VBE process**

### **First year**

Recognising values of others - Introduce MPL integration – set up for presentations in week 9

Presentations about various professions

Myers Briggs personality test

Difficult conversations – What is professionalism and how does it impact on your practice

Challenging perceptions – Inter professional relationships

## Year Two

<u>Linked module</u>	<u>Cummings and Bennett 6 C's (2012)</u>	<u>Session theme</u>	<u>Principles</u> <u>During this session students will:</u>
Midwifery care for the woman/neonatal with concurrent health challenges	Communication	Reflecting on Practice	<ul style="list-style-type: none"> <li>Revisit the ground rules they set this time last year</li> <li>Use the Southampton Values based model to reflect upon their experiences of practice.</li> <li>Explore their own emotional reactions to aspects of practice in relation to both positive and negative experiences</li> </ul>
Midwifery care for the woman/neonatal dyad with concurrent health challenges	Compassion and courage	Learning disabilities	<ul style="list-style-type: none"> <li>Freddie's story</li> <li>Advocacy</li> </ul>
Foundations of research methods for midwifery practice	Care and compassion	Sexuality	<ul style="list-style-type: none"> <li>Accepting differences</li> <li>Acknowledging differences</li> <li>Developing openness</li> </ul>
Foundations of research methods for midwifery practice	Care commitment	Case load practice Importance of Multi professional approach in the community	<ul style="list-style-type: none"> <li>Preparation for case-loading</li> <li>Health and safety</li> <li>Lone working policy</li> </ul>
Developing midwifery professional profile	Care, commitment	Global perspectives in maternity care	<ul style="list-style-type: none"> <li>Millennium development goals</li> <li>World Health organisation</li> <li>White ribbon alliance</li> <li>Women's health</li> <li>Links to Francis report</li> </ul>
Developing midwifery professional profile	Communication Courage	Stigma	<ul style="list-style-type: none"> <li>Tolerance</li> <li>Acceptance</li> <li>Awareness</li> <li>Respect</li> <li>advocacy</li> </ul>
Obstetric and neonatal emergencies	Communication, compassion, courage, care, commitment, competence	Communication  What happens when multi professional communication fails	<ul style="list-style-type: none"> <li>Advance skills</li> <li>Awareness of self and other</li> <li>Verbal and non-verbal cues</li> <li>Scenario based work around failure to communicate. Look at examples</li> </ul>
Obstetric and neonatal emergencies	Communication Compassion Courage Care	Faith, health and culture	<ul style="list-style-type: none"> <li>Tolerance/Acceptance</li> <li>Awareness</li> <li>Respect</li> <li>Maternal and fetal/baby death</li> </ul>
Practice experience 3	Communication, compassion, courage, care, commitment, competence	Research in practice - Quantitative	
Practice experience 4	Communication, compassion, courage, care, commitment, competence	Research in practice - qualitative	
Practice experience 4a	Communication, compassion, courage, care, commitment, competence	Research in practice - mixed methods	

## **Integrating Multi professional learning in Midwifery using the VBE process**

### **Second year**

Case loading – Importance of multi professional working in the community

Communication – To look at the consequences for practice when communication between the professions fails.  
Case study and mock court room scenario

Seek out opportunities to work with other professions during 2nd year. EAOPP documentation being devised to represent this formally

Attend perinatal mortality meeting to experience multi professional reflection and peer review

Be actively involved in daily risk reviews in practice

Be proactive in ward round handovers where appropriate

### Year Three

<u>Linked modules</u>	<u>Cummings' and Bennett 6 C's (2012)</u>	<u>Session theme</u>	<u>Principles During this session students will:</u>
Future professional practice: influencing innovation and change 1	Communication, compassion, courage, care, commitment, competence	Feedback from elective experiences	Confidentiality Presentation skills Sharing practice Reflection
Future professional practice: influencing innovation and change 1	Communication, compassion, courage, care, commitment, competence	Confidence in self  Becoming part of the multi-professional team	Reflection Honesty with self Self-awareness Support Development plans
Evidence base for midwifery practice	Communication, care, courage	Case study into attitudes	What is attitude? What is an acceptable professional attitude? Social media sites
Evidence base for midwifery practice	Communication, compassion, courage, care, commitment, competence	System failures: case study  Multi professional team failing to communicate	No blame culture Openness Learning Francis report Whistleblowing Escalating concerns
Evidence base for midwifery practice	Communication, compassion, courage, care, commitment, competence	Action learning reflection	Debriefing Reflection Sharing Moving forward positively
Evidence base for midwifery practice	Communication Competence, care	Midwife as educator	Run mentorship updates Feedback Assessment Standardisation Fairness Following processes
Autonomous midwifery practice with case-load experience	Communication, compassion, courage, care, commitment, competence	Am I the midwife I set out to be?	Where am I now Where will I be in 5 years time What will my journey look like
Autonomous midwifery practice with case-load experience	Commitment competency	Preceptorship	Lifelong learning Caring/safeguarding for public Updating knowledge and skills NMC Rules and standards
Practice experience 5	Communication, compassion, courage, care, commitment, competence	Research seminar	
Practice experience 6	Communication, compassion, courage, care, commitment, competence	Research seminar	
Practice experience 6a	Communication, compassion, courage, care, commitment, competence	Research seminar	



## Integrating Multi professional learning in Midwifery using the VBE process

### Third Year

Confidence in self – becoming an integral member of the multi profession team - Myers Briggs personality test – retest to see how you may have changed throughout your training

Revisit multi professional failings – What is meant by a ‘no blame culture’ and how does this impact on safety?

MPL involving service users and student led activity

## Appendix B: Learning outcomes and Assessment Mapping document

		Knowledge and Understanding									Subject Specific Intellectual Skills							Transferable/Key Skills												Subject Specific Practical Skills (Midwifery)																		
Module Code	Module Title	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43				
Year 1	Introduction to professional practice 1	Y	Y		Y	Y	Y		Y	Y	Y	Y	Y	Y		Y			Y				Y	Y		Y	Y											Y			Y	Y						
	Midwifery Practice	Y	Y	Y		Y	Y		Y	Y		Y	Y			Y	Y						Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y			Y		Y	Y			
	Science for midwifery practice		Y	Y																											Y	Y																
	Safe and compassionate care for maternal and neonatal health	Y	Y	Y		Y	Y	Y	Y	Y		Y	Y		Y	Y	Y	Y	Y	Y			Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y							
	Practice 1		Y		Y	Y			Y				Y					Y		Y				Y		Y	Y	Y	Y	Y	Y	Y				Y		Y				Y		Y	Y			
	Practice 2 and 2a	Y	Y		Y	Y			Y				Y					Y	Y	Y	Y			Y	Y	Y		Y	Y	Y	Y	Y	Y				Y		Y			Y		Y	Y			
Year 2	Midwifery care for the woman/neonatal dyad with concurrent health challenges	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			
	Obstetric and neonatal emergencies	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y					Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
	Foundations of Research Methods for Midwifery Practice (E learning research module)										Y	Y		Y						Y		Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				Y		Y	Y	Y	Y	Y	Y			
	Developing Midwifery Professional Profile	Y	Y							Y	Y	Y	Y		Y					Y	Y								Y		Y	Y	Y	Y	Y													
	Practice 3	Y	Y		Y	Y			Y				Y					Y		Y				Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
	Practice 4 and 4a	Y	Y		Y	Y			Y				Y					Y		Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Year 3	Future Professional Practice: Influencing Innovation & Change 1										Y	Y			Y					Y				Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			
	Evidence Base for Midwifery practice								Y	Y	Y	Y	Y	Y	Y		Y		Y	Y	Y	Y		Y	Y	Y	Y	Y	Y		Y	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
	Autonomous midwifery practice with case-load experience	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	Practice 5	Y	Y		Y	Y	Y	Y	Y	Y		Y						Y	Y	Y				Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	Practice 6 and 6a	Y	Y		Y	Y	Y	Y	Y	Y		Y				Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

## Assessment method for each module

Module Code	Module Title	Formative assessment 1	Formative assessment 2	Summative assessment 3	Summative assessment 4	Course/professional requirements
Year 1	Introduction to professional practice 1 (7.5 ECTS LEVEL 4)	You will receive feedback on your contributions to debate and discussion from their peer group and from the module tutors in seminar settings	N/A	You will prepare a health education package for a specific client group in a hospital or community setting. These will link to current health imperatives so examples might include: smoking cessation; infection control or obesity reduction. You will be required to produce a presentation to support this package [100%]	N/A	You will be required to undertake skills training linked with the Statutory & Mandatory Training Framework as specified by Health Education England. You will be required to attend skills sessions which give you the opportunity to carry out procedures linked to moving and handling, infection control and basic life support. You <b>must</b> attend all of these sessions and complete required course work for successful completion of the module and before they are allowed to attend their first practice placement.
	Midwifery Practice (7.5 ECTS level 4)	<p>You will work in groups of up to 4. Identify <b>one</b> aspect of midwifery care e.g. palpation. Locate the evidence which supports (or not) the practice. <b>Prepare a 10 minute presentation for your group with 5 minutes for questions:</b></p> <ul style="list-style-type: none"> <li>highlight the rationale and evidence for the practice</li> <li>identify good and poor practice points</li> </ul>		<p>You will use the information from your presentation to write a 1500 word <b>report</b>, discussing <b>one</b> aspect of midwifery care. Your report should:</p> <ul style="list-style-type: none"> <li>highlight the rationale and evidence for the practice</li> <li>identify good and poor practice points</li> <li>describe the midwife's role and responsibilities</li> </ul>		Successful completion of Baby Friendly Initiative (BFI) Practical Skills and simulation exercise as a course requirement

		<ul style="list-style-type: none"> <li>describe the midwife's role and professional responsibilities</li> <li>demonstrate awareness of woman-centred care</li> </ul>		<ul style="list-style-type: none"> <li>demonstrate awareness of woman-centred care</li> <li>make clear recommendations for practice [100%]</li> </ul>		
	Science for midwifery practice (7.5 ECTS level 4)	Computer assisted assessment - can be taken as many times as you wish to self-test knowledge	Short answer questions (1 per 15 minutes) practice questions for self-directed activity and peer marked activity in class	Computer assisted assessment - One 1 hour online exam [50%]	Exam paper – short answer questions - describe relationship between science elements from module to the woman's pregnancy to puerperium experience – One 1 hour written exam comprising 4 questions [50%]	
	Safe and compassionate care for maternal and neonatal health (7.5 ECTS Level 4)	Reflection on practice and professional conversations on the provision of safe and compassionate care to women and their families who are recognised to have a specific vulnerability (with will be undertaken within seminar activity, with peer and academic feedback at the time)	Discussion board activity within blackboard sharing the evidence base underpinning the seminar professional conversation	You will be required to submit a 2000 word essay exploring the role of the midwife in promoting health in the context of safe and compassionate care (80%)	Undertake a professional conversation linked to your essay focus (20%)	
	Practice 1 (15 ECTS level 4)	Interim assessment of practice using eAoPP	N/A	EAoPP NMC competencies – a pass is required in all NMC competencies to pass the module overall. Grading of practice will be completed if all Competencies make a successful outcome	N/A	EAoPP to collate EU and Course requirements i.e. 100 antenatal examinations, 40 births etc.  Work towards completion EAoPP skills competencies by the end of year 1
	Practice 2 (15 ECTS level 4)	Practice Computer aided Assessment of drugs calculations	Interim assessment of practice using eAoPP	EAoPP NMC competencies – a pass is required in all NMC competencies to pass the module overall. Grading of practice will be completed if all Competencies make a successful outcome		EAoPP to collate EU and Course requirements i.e. 100 antenatal examinations, 40 births etc.  Work towards successful completion EAoPP skills competencies by the end of year 1  You <b>MUST</b> pass a Computer aided

						Assessment of drugs calculations
	Practice 2a (7.5 ECTS level 4)		N/A		N/A	<p>End of year requirements for professional/clinical experiences/hours</p> <p>You MUST complete eAoPP clinical skills competencies prior to entering the next academic year</p> <p>You MUST maintain the clinical competencies as completed in P2 as countersigned by a clinical midwifery sign off mentor</p>
Year 2	Developing Midwifery Professional Profile (7.5 ECTS level 5)	Development of learning contract with specific learning outcomes in line with module and agreed learning activity		Agreed academic assessment as per learning contract [100%]		
	Midwifery care for the woman/neonatal dyad with concurrent health challenges (7.5 ECTS LEVEL 5)	Provide a verbal presentation within your seminar group related to the scenarios considered for the summative assessment. Discussions will aid your development of the summative assessments		Choose a scenario from the pre-conception care to birth strand. Provide a 1000 word evidence based plan of care for the scenario chosen [50%]	And Choose a scenario from the 37 weeks gestation to neonatal strand. Provide a 1000 word evidence based plan of care for the scenario chosen [50%]	
	Obstetric and neonatal emergencies (7.5 ECTS LEVEL 5)	Skills rehearsal in groups of various emergency scenarios		Undertake a 15 minute OSCE covering an obstetric emergency [40%]	<p>Provide a 1500 word critical reflection, incorporating an analyse of the primary evidence underpinning the emergency care, on either</p> <p>a) your involvement with an obstetric emergency</p> <p>or</p> <p>b) your performance in the OSCE if you have not had direct experience of an obstetric emergency</p>	

					[60%]	
	Foundations of Research Methods for Midwifery Practice (7.5 ECTS LEVEL 5)	Reflect on your midwifery practice and develop a study plan for your critique of a midwifery research paper.	NA	A 2000 word critique of the research quality of key research papers that underpin the evidence base of a specific midwifery topic (100%)	NA	NA
	Practice 3 (15 ECTS level 5)	Interim assessment of practice using eAoPP	N/A	EAoPP NMC competencies – a pass is required in all NMC competencies to pass the module overall. Grading of practice will be completed if all Competencies make a successful outcome	N/A	EAoPP to collate EU and Course requirements i.e. 100 antenatal examinations, 40 births etc.  Work towards successful completion EAoPP skills competencies by the end of year 2
	Practice 4 (15 ECTS level 5)	Interim assessment of practice using eAoPP	Practice Computer aided Assessment of drugs calculations	EAoPP NMC competencies – a pass is required in all NMC competencies to pass the module overall. Grading of practice will be completed if all Competencies make a successful outcome		EAoPP to collate EU and Course requirements i.e. 100 antenatal examinations, 40 births etc.  Work towards successful completion EAoPP skills competencies by the end of year 2  You <b>MUST</b> pass a Computer aided Assessment of drugs calculations
	Practice 4a (7.5 ECTS level 5)					End of year requirements for professional/clinical experiences/ hours  You <b>MUST</b> complete eAoPP clinical skills competencies prior to entering the next academic year  You <b>MUST</b> maintain the clinical competencies as

						completed in P4 as countersigned by a clinical midwifery sign off mentor
Year 3	Future Professional Practice: Influencing Innovation & Change 1 (7.5 ECTS LEVEL 6)	<p>You will present your business case / essay plan to your seminar group and receive feedback from your peer group and from the seminar tutor.</p> <p>Students will have separate criteria applied according to the academic level at which they are studying.</p>		<p>You will either - Prepare a business case for an innovative method of service delivery <b>or</b> a change to current service delivery <b>or</b> to provide service in a novel, role-emerging setting. In doing so, you will undertake an analysis and evaluation of social policy, legislation and management impacting on the area of practice being considered (3000 words) [100%]</p>	<p>Or, you will -Prepare an essay which explores critical issues for the provision of health and social care. You will choose from a list of three titles reflecting current policy and practice. For example: <i>'Managing the NHS has historically been a challenge with successive governments re-organising services – especially in the run-up to general elections. Discuss and evaluate the strengths and challenges presented by these changes and the impact of political and ideological positions by government in leading service re-design.'</i> (3000 words) [100%]</p>	
	Evidence Base for Midwifery Practice (15 ECTS LEVEL 6)	Presentation to peers and academic tutor on project proposal	Poster presentation of project to peers and clinical colleagues after successful completion of assessment activity	5000 word research proposal [100%]		
	Autonomous midwifery practice with case-load experience (7.5 ECTS LEVEL 6)	You will be required to present a 200 word case overview, which the essay will be based upon (and will form an appendix in the essay – not counted in the word count).		A 2500 word essay critically analysing a tripartite clinical decision where at least one other health, social care or other professional is involved. The decision needs to be linked closely to your practice [100%]		Patient voice feedback sheet, which will be used within an in-depth reflection of each caseload experience to be recorded within the EAoPP
	Practice 5 (15 ECTS level 6)	Interim assessment of practice using eAoPP	N/A	EAoPP NMC competencies – a pass is required in all NMC competencies to pass the module overall. Grading of practice will be completed if all Competencies make a successful outcome	N/A	<p>EAoPP to collate EU and Course requirements i.e. 100 antenatal examinations, 40 births etc.</p> <p>Work towards successful completion EAoPP skills</p>

						competencies by the end of year 3
	Practice 6 (15 ECTS level 6)	Interim assessment of practice using eAoPP	Practice Computer aided Assessment of drugs calculations	EAoPP NMC competencies – a pass is required in all NMC competencies to pass the module overall. Grading of practice will be completed if all Competencies make a successful outcome	N/A	<p>EAoPP to collate EU and Course requirements i.e. 100 antenatal examinations, 40 births etc.</p> <p>You <b>must</b> complete all EAoPP skills competencies by the end of Practice experience 6</p> <p>You <b>MUST</b> pass a Computer aided Assessment of drugs calculations</p>
	Practice 6a (7.5 ECTS level 6)					<p>End of year requirements for professional/clinical experiences/ hours and entry onto the professional register.</p> <p>You <b>MUST</b> complete eAoPP clinical skills maintained competencies prior to entering the professional register</p> <p>You <b>MUST</b> maintain the clinical competencies as completed in P6 as countersigned by a clinical midwifery sign off mentor</p>



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BSc (Hons) Midwifery: Academic Year 2017-18

## Appendix D = NMC mapping

Master of Science Midwifery 156 week programme - Matrix to demonstrate how competencies to achieve the NMC standards are met																																
Nursing and midwifery Council Proficiencies			year one						year two									Year three														
	predominant academic module required to cover proficiency [named module where there are no other module covering under main proficiency]		Introduction to professional practice 2	Practice in Midwifery	The Sciences for practice in midwifery	compassionate and safe care for maternal and neonatal Health	Practice 1	Practice 2	Practice 2a	midwifery professional development	research methods for midwifery practice	Complex health and social challenges in midwifery care for the woman/neonate dyad	midwifery management of obstetric and neonatal emergencies	practice 3	practice 4	practice 4a	Future professional practice: influencing innovation and change 2	Critical Inquiry in midwifery practice	case-loading and autonomous midwifery practice	practice 5	practice 6	practice 6a		VBE thread	medicines management thread	mental health thread						
Effective Midwifery Practice	compassionate and safe care for maternal and neonatal Health	Communicate effectively with women and their families throughout the pre-conception, antenatal and postnatal periods																														
	Practice in Midwifery	Listening to women and helping them to identify feelings																														
	Practice in Midwifery	Enabling women to think through their feelings																														
	Case-loading and autonomous midwifery practice	Enabling women to make informed choices about health/health care																														
	Case-loading and autonomous midwifery practice	Actively encouraging women to think about their own health and that of the babies and family																														
	Case-loading and autonomous midwifery practice	Communicating with women throughout the childbirth process																														
	Practice in Midwifery	Diagnose pregnancy, assess and monitor women holistically:																														
	Practice in Midwifery	History taking																														
	Practice in Midwifery	Observation																														
	Practice in Midwifery	Physical examination																														
	Practice in Midwifery	Biophysical tests																														
	compassionate and safe care for maternal and neonatal Health	Social, cultural and emotional assessments																														
	Practice in Midwifery	Determine and provide programmes of care and support for women including:																														
	Practice in Midwifery	Plans for birth																														
	Practice in Midwifery	Place of birth																														
	Practice in Midwifery	Plans for feeding babies																														
	Practice in Midwifery	Needs for postnatal support																														
	Practice in Midwifery	Preparation for parenthood needs																														
Effective Midwifery Practice	Practice in midwifery and Complex health and social challenges in midwifery care for the woman/neonate dyad	Provide seamless care, and where appropriate interventions, in partnership with women and other care providers during the antenatal period																														
	Practice in Midwifery	Acting as lead carer in normal pregnancies																														
	Complex health and social challenges in midwifery care for the woman/neonate dyad	Contributing to providing support to women when their pregnancies are in difficulty																														
	Complex health and social challenges in midwifery care for the woman/neonate dyad	Providing care to women who have suffered pregnancy loss																														
	Complex health and social challenges in midwifery care for the woman/neonate dyad	Discussion/negotiation with other professionals about further interventions																														

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