School of Health and Social Work

Title of Programme: BSc (Hons) in Pre-registration Midwifery (shortened)

Programme Code: HHMBS

Programme Specification

This programme specification is relevant to students entering:
15 January 2018

Associate Dean of School (Academic Quality Assurance):
Cheryl Holman

Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

<table>
<thead>
<tr>
<th>Section</th>
<th>Date</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td></td>
<td>To include the 12 week rule: All assessment outcomes within a progression point (e.g. 1st progression point) must be successfully completed and the results confirmed at an Examination Board within 12 weeks of entering the next (2nd) progression point.</td>
</tr>
</tbody>
</table>

If you have any queries regarding the changes please email AQO@herts.ac.uk
Programme Specification
BSc (Hons) in Pre-registration Midwifery (shortened)

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential 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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

<table>
<thead>
<tr>
<th>Awarding Institution/Body</th>
<th>University of Hertfordshire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Institution</td>
<td>University of Hertfordshire</td>
</tr>
<tr>
<td>University/partner campuses</td>
<td>College Lane</td>
</tr>
<tr>
<td>Programme accredited by</td>
<td>Nursing and Midwifery Council (NMC)</td>
</tr>
<tr>
<td>Final Qualification</td>
<td>BSc Honours</td>
</tr>
<tr>
<td>All Final Award titles</td>
<td>Pre Registration Midwifery (shortened)</td>
</tr>
<tr>
<td>(Qualification and Subject)</td>
<td></td>
</tr>
<tr>
<td>FHEQ level of award</td>
<td>6</td>
</tr>
<tr>
<td>UCAS code(s)</td>
<td>N/A Application direct to UH</td>
</tr>
<tr>
<td>Language of Delivery</td>
<td>English</td>
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</table>

A. Programme Rationale

The rationale for this programme is to provide students with a range of theoretical and practical experience to equip them to function confidently and competently in a wide range of midwifery care settings. Work based learning packages and a blend of adult learning approaches are facilitated to ensure that students develop their critical analytical abilities to enable them to respond to the dynamic practice environment. Students enter this programme with a Registered Nursing (Adult) qualification, a wide range of personal experiences, which are valued and respected; this in turn results in students who provide a personalised, respectful service to women and their families.

This programme provides one route to the award of Registered Midwife, BSc (Hons) Degree in Pre-Registration Midwifery. Students study the programme full time over 18 months. Graduate midwives are equipped for a variety of career options including clinical practice, management, research and education.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in **UPR TL03**.

Additionally this programme aims to:
- Prepare student midwives for entry to the Midwives Part of the Nursing and Midwifery Council’s Professional Register, in accordance with the professional and statutory requirement.
- Prepare student midwives who are committed to the enhancement of midwifery, health and social care through inter-professional collaboration.
- Develop a responsive, confident midwife who at the point of registration is competent to practice in a variety of settings within the philosophy of the programme
- Equip the student midwife to be safe, effective and competent in caring for women experiencing normal childbirth recognising the need for appropriate referral to other health professionals.
- Equip the student midwife to act as an advocate and facilitator of change using an evidence-based approach in theory and practice
- Actively involve students in midwifery caseload, preparing them for autonomous practice
- Develop transferable communication skills to enhance critical decision making and to utilise appropriate information technology
- Prepare student midwives for employment and demonstrate a commitment to ongoing personal and professional development.

### C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Midwifery (2001) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Teaching and learning methods</th>
<th>Assessment strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 - The biological and behavioural sciences which support midwifery practice.</td>
<td>Acquisition of knowledge and understanding (A1-6) is through a combination of distance learning packages, scenario led teaching, on line small group tutorials, group work, practice based triggers, lectures and key study days.</td>
<td>Knowledge and understanding are assessed through a combination of on-line work (A1-5) Practice based assessments (A1-6), professional discussion (A1, A3-4) Reflective essays (A1-3 A5) written assignments (A1-A6)</td>
</tr>
<tr>
<td>A2 - The cultural, political and religious influences which impact on the provision of maternity care and the childbirth experience.</td>
<td>Feedback is provided by response to formative course work linked to each module during tutorials, group discussions.</td>
<td></td>
</tr>
<tr>
<td>A3 - The effect that disability may have on childbearing women and their families. The health agencies, support groups and benefits available to support these families.</td>
<td>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</td>
<td></td>
</tr>
<tr>
<td>A4 - The principles and practice of clinical governance, and its implementation into the maternity services.</td>
<td>Extra support is available for both English and numeracy skills as well as for disability.</td>
<td></td>
</tr>
<tr>
<td>Intellectual skills</td>
<td>Teaching and learning methods</td>
<td>Assessment strategy</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>B1 - Utilise distance learning, enquiry based and action learning approaches to analyse and evaluate care.</td>
<td>Intellectual skills are developed through the programme by the methods and strategies outlined in section A above. Critical, analytical, discursive and problem solving skills are enhanced by using a student centred approach e.g. practice based scenarios; triggers based learning on practice sites and e-learning online.</td>
<td>Intellectual skills are assessed through online work (B2, B4); critical literature review; project work (B2-4), practice based workstations and examinations (B1-3) and reflective essays and practice assessments (B3).</td>
</tr>
<tr>
<td>B2 - Use relevant literature and research to inform the practice of midwifery.</td>
<td>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</td>
<td></td>
</tr>
<tr>
<td>B3 - Develop reflective skills that will enhance excellence in practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B4 - Develop an effective academic writing style to support and disseminate evidence based midwifery practice.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical skills</th>
<th>Teaching and learning methods</th>
<th>Assessment strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 - Provide holistic care for the woman and baby throughout the childbearing period.</td>
<td>Practical skills are developed through a range of strategies using the skills laboratories and support in the practice placements (C1-6). Skills learning is supported by practice based scenarios, and triggers; podcasts; videos and online distance learning and discussion groups.</td>
<td>Practical skills are assessed through practice based assessment (C1-2) workstations in the skills laboratories (C2-3 C5-6), communication workshop (C2,C4), professional discussion (C1-C6) and through online workbooks.</td>
</tr>
<tr>
<td>C2 - Integrate principles of communication and counselling to create an environment which facilitates effective relationships with the woman, her family and members of the multidisciplinary team.</td>
<td>Students' performance in practice is consolidated by building on practice experience in previous years and by specialist practice opportunities e.g. special care nurseries, operating theatres; high dependency unit; children’s centres; gynaecology wards.</td>
<td>Caseload, skills books and the portfolio are not assessed summatively, but students are required to achieve the skills and caseload elements (D6).</td>
</tr>
<tr>
<td>C3 - Implement and evaluate the range of management options for women and babies with obstetric and/or neonatal complications.</td>
<td>As adult learners students also may elect to attend additional in-service education sessions and arrange specialist visits to support personal development at home and abroad.</td>
<td></td>
</tr>
<tr>
<td>C4 - Interpret the requirements of clinical governance within the maternity services and apply these principles to midwifery practice.</td>
<td>Throughout, the learner is expected to consolidate their development of information technology by accessing the managed learning environment (StudyNet) and resources available within the Learning Resources Centre and trust postgraduate libraries.</td>
<td></td>
</tr>
<tr>
<td>C5 - Enhance health and social care through inter-professional collaboration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C6 - Implement the principles and practice of effective medicines management.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transferable skills</th>
<th>Teaching and learning methods</th>
<th>Assessment strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D. Transferable skills – able to:

D1 - Communicate effectively, both verbally and non-verbally.
D2 - Work effectively within a team.
D3 - Manage time and resources effectively.
D4 - Use competently the technology to support theory and practice.
D5 - Solve problems in a logical manner.
D6 - Learn effectively and independently, in preparation for lifelong learning.

Transferable skills are developed through practice based assessments and skills based workstations. (D1-5)

Lifelong learning is fostered by the use of student centred approaches, such as self-directed on line packages and supervisions for the final year project. This will foster a desire to seek out knowledge.

Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan (MAPS), the use of practice portfolios and experience records.

Transferable skills are assessed through a range of assignments including portfolios, online workbooks; practice based workstations and practice based assessments. (D1-6) The examinations also require integration of knowledge and problem solving and therefore particularly support D1 and D5.

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered full time (eighteen months, 80 weeks) leading to the award of Registered Midwife and a BSc (Hons) Degree. Entry is normally at level 5 with a current entry on the Adult Nursing (Nurse - Level 1, Adult) of the Nursing and Midwifery Council (NMC) Professional Register. Enrolment is available in January. Opportunities to slow track may be possible on negotiation with commissioners and the appropriate Head of Midwifery.

The EU directive (2013/55/EU) states that the duration of the programme must be at least 3,000 hours of theoretical and practical training, which does not account for annual leave. The programme contains 5 weeks of leave included and 4 weeks professional development. Students are not expected to attend university or practice during the 4 weeks of professional development. The working week will be 35 hours plus an additional 5 hours designated as practice reflection time. At least 50% of the practice reflective hours should verified by a sign off mentor, the remainder maybe self-declared by the student. These hours are to be recorded in the Practice Assessment Document. Thus, the working week comprises of 28 hours practice, 7 hours theory and 5 hours practice reflection time.

Professional and Statutory Regulatory Bodies

This programme is validated conjointly with the Nursing and Midwifery Council (NMC). In order to register as a midwife at the end of the programme students must successfully complete all the programme modules and meet the standards for pre-registration midwifery education set by the NMC.

Work-Based Learning, including Sandwich Programmes

In order to register as a midwife at the end of the programme, students must successfully achieve the practice requirements specified by the NMC in compliance with the European Union Midwives Directives. All students undertaking the pre-registration midwifery programme have supernumerary status. Students are supported to gain and record practice based experiences through the completion of a practice assessment document (PAD). The student’s working week will be 40 hours including 5 hours designated as practice reflection time. At least 50% of the practice reflective hours should verified by a sign off mentor, the remainder may be self-declared by the student. These hours are to be recorded in the PAD.

All assessment elements must be passed (academic and practice based) alongside achieving the clinical hours and midwifery competencies necessary to meet the NMC requirements. The assessments will include at least one unseen Objective Structured Clinical Examination (OSCE), completed under supervised conditions to test the student’s theoretical knowledge, practical skills and attitude, without prior knowledge of the subject matter. Typically students will attend 100% of all practice and theoretical components - any
missed hours or theory sessions, associated with a leave of absence or sickness time, will need to be caught up on return to the programme.

Erasmus Exchange programme
N/A

Programme Structure
The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

| Mode of study | Full Time. |
| Entry point   | Semester B |
| Level         | 6          |

<table>
<thead>
<tr>
<th>Compulsory Modules</th>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Journey to Motherhood</td>
<td>5NMH1061</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>AB, BC</td>
</tr>
<tr>
<td></td>
<td>Birth and Early Parenthood</td>
<td>5NMH1062</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A, B</td>
</tr>
<tr>
<td></td>
<td>Complex Midwifery</td>
<td>5NMH1060</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>20</td>
<td>80</td>
<td>B, C</td>
</tr>
<tr>
<td></td>
<td>Diverse Lifestyles and Midwifery Care</td>
<td>6NMH1117</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>BC, CA</td>
</tr>
<tr>
<td></td>
<td>Promoting Normality through Midwifery Care</td>
<td>6NMH1118</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>AB, CA</td>
</tr>
<tr>
<td></td>
<td>Examination of the Newborn</td>
<td>6HSK0043</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>P/F</td>
<td>100</td>
<td>AB, CA</td>
</tr>
<tr>
<td></td>
<td>Enhancing Midwifery Practice</td>
<td>6NMH1119</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>70</td>
<td>30</td>
<td>BC, AB</td>
</tr>
</tbody>
</table>

Progression to level 6 requires a minimum of 60 credits and passes in level 5 modules plus, successful completion of the summative elements within Part 1 of the Practice Assessment Documentation (PAD).

The award of an Honours degree requires 360 credits, including at least 240 at level 6/5, of which at least 120 must be at level 6.

Honours classification
The University has approved structure and assessment regulations common to all programmes. Full details are provided in UPR AS14, Section D.

Table 1b Final and interim awards available
The programme provides the following final and interim awards:
<table>
<thead>
<tr>
<th>Final Award</th>
<th>Award Title</th>
<th>Minimum requirements</th>
<th>Available at end of Level</th>
<th>Programme Learning Outcomes developed (see above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSc (Hons)</td>
<td>Pre-Registration Midwifery.</td>
<td>360 credit points including 240 at level 6/5 of which 120 must be at level 6</td>
<td>6</td>
<td>All programme learning outcomes (see Table 2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interim Award</th>
<th>Award Title</th>
<th>Minimum requirements</th>
<th>Available at end of Level</th>
<th>Programme Learning Outcomes developed (see above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma of Higher Education</td>
<td>Maternal and Neonatal Health Studies</td>
<td>240 credits including at least 120 at level 5</td>
<td>5</td>
<td>A1, A5, A6, B1, B3, B4, C1, C3, C4, C5, C6, D1, D2, D3, D4, D5, D6</td>
</tr>
<tr>
<td>Bachelor's Degree (without Honours) BSc</td>
<td>Maternal and Neonatal Health Studies</td>
<td>300 credits including at least 180 at level 6/5 of which 60 must be at level 6</td>
<td>6</td>
<td>A1, A2, A3, A4, A5, B1, B2, B3, B4, C1, C2, C3, C4, C5, C6, D1, D2, D3, D4, D5, D6</td>
</tr>
</tbody>
</table>

**Programme-specific assessment regulations**

The programme complies with the University's academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13 (delete as applicable) and UPR AS14) with the exception of those listed below, which have been approved by the University:

- The Examination Board has the right to award a ‘Fail - re-enrol permitted by module board’ (FREN) if a student is not deemed to have met the attendance requirement.
- As specified by the external validating body no compensation is permitted. (UPR AS14, D.4 refers)

Further programme-specific regulations (requiring School-level approval) are given below:

- All assessment outcomes within a progression point must be successfully completed and the results confirmed at an Examination Board within 12 weeks of entering the next progression point.
- Students’ are required to complete/attend all aspects of theory and practice. Absence must be made up to the satisfaction of the programme team for the student to complete the module/programme successfully. The examination board has the right to decide if re-enrolment/progression is permitted where a student is not deemed to have met the attendance requirement.
- Successful completion of the summative elements of Part 1 / Part 2 of the Practice Assessment is required to demonstrate achievement of practice experience aspects. The examination board has the right to decide if progression / completion is permitted where a student is not deemed to have met the Practice Assessment requirement.
- The normal period within which a student may gain an award on the programme is two years and six months full time from the date of registration on it. The maximum period of time on the programme is normally three years and six months of the commencement date.

The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes. The Nursing and Midwifery Council (NMC) does not permit accredited prior learning to be considered except on transfer from one NMC approved pre registration midwifery programme to another.
E. Management of Programme & Support for student learning.

Management

The programme is managed and administered through:

- Dean of School, Health and Social Work
- Head of Department – Allied Health Professionals and Midwifery
- Associate Dean (Academic Quality Assurance) who has delegated responsibility for programmes in the School of Health & Social Work
- Lead Midwife for Education accountable to the NMC and responsible for overseeing all matters relating to midwifery education
- A Programme Leader who is responsible for the day to day management of the programme who can also advise students on the programme as a whole
- Link Lecturer to support practice sites and students in the practice environment
- An Admissions Tutor with specific responsibility for open days, selection and recruitment
- A designated administrator to deal with day to day administration associated with the programme
- Module Leaders who are responsible for individual modules, teaching and assessment
- Personal Tutors who provide pastoral support and facilitate experience in the practice placement
- Membership of Programme Committees which are held once in each semester
- A programme committee, the membership of which includes Lead Midwife Education (LME), Programme Leader, Module Leaders, practice representation, Student Representatives, Programme Administrator...
- Practice mentors supporting the placement directly or indirectly in accordance with the NMC guidelines.

Support

Students are supported by:

- A pre course day prior to commencing the programme.
- Attractive modern study environments in 2 Extensive Learning Resources Centres, incorporating libraries and computer centres
- Guided student-centred learning through the use of the UH Virtual Learning Environment.
- Access to extensive digital and print collections of information resources
- A Programme Leader to help the students understand the programme
- A cohort tutor to help students understand the programme structure
- Personal Tutors to provide academic and pastoral support
- Link Lecturers to help students relate theory to practice
- Practice mentors supporting the placement directly or indirectly in accordance with the NMC guidelines
- Module Leaders to help students understand individual modules' teaching and assessment strategy
- An English language drop in centre and academic writing support
- A Mathematics drop in centre
- A designated programme administrator
- On line student discussion sites to provide pastoral care in theory and practice
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support etc.
- A Counselling Service
- An Accommodation Office
- A substantial disability support system including University disability Advisors
- An Equal Opportunities Officer
- Student representatives on programme committees
- Student representatives on local Service and Education forums
- A Student Support Representative Officer (SSRO)
- The Students’ Union
- A Careers Service for all current students and graduates
- Medical Centre
F. Other sources of information
In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The A-Z of the University of Hertfordshire is an introduction to the academic, social, cultural and sporting services and opportunities available at the University of Hertfordshire, and includes the Student Charter and Student Code of Conduct.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University’s rules, regulations and procedures. These are published in a series of documents called ‘University Policies and Regulations’ (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: http://www.herts.ac.uk/secreg/upr/. In particular, UPR SA07 ‘Regulations and Advice for Students’ Particular Attention - Index’ provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

The UK Quality Assurance Agency for Higher Education (QAA) has confirmed the quality and standards of provision at the University of Hertfordshire. A key part of QAA’s role is to review and report on how universities maintain their academic standards and quality, to inform students and the wider public. The team of QAA reviewers visited the University of Hertfordshire in 2015/16 and judged that its academic standards, the quality and enhancement of its students’ learning experience, and the quality of information about this learning experience all meet UK expectations. In other words, the University meets national requirements for standards and quality. The QAA’s report can be accessed at: http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.V-KHaiXy0nE

G. Entry requirements
The normal entry requirements for the programme are:
Completion of 12 years of general school education is required before commencing the midwifery programme.

The normal entry requirements for the programme are:
- Diploma in Pre-Registration Nursing (Part 1 of NMC register: Adult Branch)
- Evidence of study of research methods – level 5.

An interview is a required component of the admission process, alongside evidence of literacy, numeracy and good health and character. The work based element necessitates students be able to clearly communicate in English from the start of the programme. This is assessed at interview and/or through the International English Language Testing System (IELTS). The programme will apply the NMC requirements for overseas applicants – an overall IELTS score of at least 7.0 in the listening and reading sections, at least 7.0 in the writing and speaking sections, and an overall average score of at least 7.0.

Applicants must demonstrate that they have ‘good health and character’ on entry and throughout the programme, sufficient for safe and effective practice as a midwife. The University and NMC require Occupational Health clearance and an enhanced DBS (Disclosure and Barring Service) clearance. Where students declare a disability, they should submit a formal assessment of their condition and specific needs from their GP, or other recognised medical authority, to the Occupational Health department. UH policies are in accordance with the Disability Discrimination Act (2005) for the selection and recruitment of students/employees with disabilities. Students will be considered individually regarding reasonable adjustment in both academic and practice environments, towards ensuring safe and effective practice sufficient for future registration.
The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

Students may be considered for transfer into this programme with credit for prior learning only where they wish to transfer in from another NMC approved pre-registration midwifery programme. The relevant NMC requirements for good health and good character would need to be met. It is a prerequisite that applicants are NMC registered adult nurses when they commence the programme and it is recommended that they retain their nursing registration for the duration of the programme. Should this lapse, they may remain on and complete the programme without needing to remain on the nursing part of register as they will be operating as a student midwife rather than as a practising nurse, although this may impact on the student's contract and salary. The student's prior learning would need to be mapped against the programme to clearly demonstrate that all necessary outcomes and standards can be met on completion of the programme. It is the responsibility of the educational institution to decide whether or not to accept an application for transfer.

If you would like this information in an alternative format please contact: Hema Turner (Programme Leader) h.turner4@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to ago@herts.ac.uk
BSc(Hons) Pre Registration Midwifery (shortened)

Table 2: Development of Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Knowledge &amp; Understanding</th>
<th>Intellectual Skills</th>
<th>Practical Skills</th>
<th>Transferable Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>A4</td>
</tr>
<tr>
<td>Complex Midwifery</td>
<td>5NMH1060</td>
<td>X</td>
<td>X</td>
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KEY TO PROGRAMME LEARNING OUTCOMES

Key to Programme Learning Outcomes

A. Knowledge and Understanding

1. the biological and behavioural sciences which support midwifery practice
2. the cultural, political and religious influences which impact on the provision of maternity care and the childbirth experience
3. the effect that disability may have on childbearing women and their families and the health agencies, support groups and benefits available to support these families
4. the principles and practice of clinical governance, and its implementation in the maternity services.
5. health promotion and the impact these may have on the provision of midwifery care
6. the principles and practice of medicines management, for all women accessing maternity care

B. Intellectual Skills

1. utilise distance learning, enquiry based and action learning approaches to analyse and evaluate care.
2. use relevant literature and research to inform the practice of midwifery
3. develop reflective skills that will enhance excellence in practice
4. develop an effective academic writing style to support and disseminate evidence based midwifery practice.

C. Practical Skills

1. provide holistic care for the woman and baby throughout the childbearing period.
2. integrate principles of communication and counselling to create an environment which facilitates effective relationships with the woman, her family and members of the multi-disciplinary team
3. implement and evaluate the range of management options for women and babies with obstetric and/or neonatal complications
4. interpret the requirements of clinical governance within the maternity services and apply these principles to midwifery practice
5. enhance health and social care through inter-professional collaboration
6. implement the principles and practice of effective medicines management

D. Transferable skills

1. communicate effectively, both orally and in writing
2. work effectively within a team
3. manage time and resources effectively
4. competent with the use of technology to support theory and practice
5. solve problems in a logical manner
6. learn effectively and independently, in preparation for lifelong learning
### Section 2

**Programme management**

**Relevant QAA subject benchmarking statements**

**Health Studies (Midwifery)**

- Undergraduate
- January 12
- May 2016
- Level 5 entering January 2018
- School of Health and Social Work

**Type of programme**

Undergraduate

**Date of validation/last periodic review**

January 12

**Date of production/last revision of PS**

May 2016

**Relevant to level/cohort**

Level 5 entering January 2018

**Administrative School**

School of Health and Social Work

### Table 3 Course structure

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