

Please select a School

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

Programme Code: HHMW

Programme Specification

This programme specification is relevant to students entering:
23 September 2019

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:

Date	Section	Amendment
27/03/19	B	Updated section on page 3 to reflect updates to NMC standards
27/03/19	G	Updated two sections on page 11 to reflect changes to GCSE grading system from 2018 and changes to NMC IELTS requirements
27/03/19	1	Correct UCAS code to B720
27/03/19	2	Removal of all Course Instances from Table 3 (no longer required)
27/03/19	E	Management of Programme & Support for student learning - remove sentence: Practice mentors supporting the placement directly or indirectly in accordance with the NMC guidelines.

If you have any queries regarding the changes, please email AQO@herts.ac.uk

Programme Specification

BSc (Hons) in Pre-registration Midwifery

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

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	College Lane
Programme accredited by	Nursing and Midwifery Council
Final Qualification	BSc (Hons)
All Final Award titles (Qualification and Subject)	Pre-registration Midwifery
FHEQ level of award	6
UCAS code(s)	B720
Language of Delivery	English

A. Programme Rationale

The rationale for this programme is to provide students with a wide range of theoretical and practical experiences to equip them to function confidently and competently in a wide range of midwifery care settings. Enquiry based learning 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 wide range of personal experience, which is valued and respected. This in turn results in students who provide an individualised, respectful service to women and their families.

The UNICEF UK Baby Friendly Initiative (BFI) standards are an integral part of this programme which aim to explore the issues surrounding the need to increase the number of women breastfeeding their babies and enhance student midwives' interaction with the UNICEF UK Baby Friendly Initiative Standards. These themes are threaded throughout the programme.

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 Part 2 of the Nursing and Midwifery Council's (NMC) Professional Register, in accordance with the professional and statutory requirements¹
- prepare student midwives who are committed to the enhancement of health and social care, through inter-professional collaboration
- 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. This includes the ability to perform the Newborn and Infant Physical Examination (NIPE) competently

- equip the student midwife to act as an advocate and facilitator of change using an evidence-based approach in theory and practice
- involve students actively in midwifery caseloads, preparing them for autonomous practice
- equip students with the knowledge and skills to implement the UNICEF UK Baby Friendly Initiative standards
- develop transferable communication skills to enhance critical decision making and to utilise appropriate information technology
- prepare student midwives for employment including providing them with strategies to promote their resilience and on ongoing commitment to personal and professional development.

¹ European Midwives' Directive (80/154/ECC and 80/155/EEC as amended by 89/594/EEC), the Standards for Pre-registration Midwifery Education (standards 01/02/ 2009 NMC), The Code (NMC 2015), Essential Skills Clusters (NMC, 2008)

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 Health Studies, 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.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
<p>A1- The biological and behavioural sciences which support midwifery practice;</p> <p>A2- The cultural, political and religious influences which impact on the provision of maternity care and the childbirth experience including an awareness of the influence of global issues;</p> <p>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;</p>	<p>Acquisition of knowledge and understanding is gained through a combination of enquiry-based learning, scenario led teaching, small group tutorials, group work, and practice-based triggers, lectures and key study days. Additional support is provided by students undertaking fieldwork visits (A3-A4). Feedback is provided by response to formative course work linked to each module during tutorials, group discussions.</p> <p>Throughout, the programme, the learner is encouraged to undertake independent study both to supplement and consolidate what is being</p>	<p>Knowledge and understanding are assessed through a combination of examinations including oral (A1- A8); Group presentations (A1-8); Practice based assessments (A1-8); Reflective essays and other written assignments (A1-3 A5, A7, A8) and project work (A1-9).</p>

<p>A4- The principles and practice of inter-professional working and clinical governance, and their integration into the maternity services.</p> <p>A5- Models of health and health promotion and the impact these may have on the provision of midwifery care;</p> <p>A6- The principles and practice of medicines management, for all women accessing midwifery care</p> <p>A7- The principles and practice of protecting, promoting and supporting breastfeeding</p> <p>A8- The principles and practice of developing a strong mother – infant relationship</p> <p>A9- National and local health policies and the global influence on childbearing women, their families and service delivery</p>	<p>taught/learnt and to broaden their individual knowledge and understanding of the subject. Inter-professional learning occurs through a module in years one and three of the programme, as well as in the practice domain.</p>	
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>B1-Utilise enquiry-based approaches to analyse and evaluate care;</p> <p>B2- Use relevant literature and research to inform the practice of midwifery;</p> <p>B3- Develop reflective skills that will enhance excellence in practice and promote resilience within a challenging practice environment</p> <p>B4- Develop an effective academic writing style to support and disseminate evidence-based midwifery practice.</p>	<p>Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A above. Critical, analytical, discursive and problem-solving skills are enhanced (B1-B4) by using a student-centred approach e.g. enquiry-based learning; practice-based scenarios; and a blend of learning opportunities. Throughout the programme, the learner is encouraged to develop intellectual skills further by independent study</p>	<p>Intellectual skills are assessed through submission of a critical literature review; project work (B2-4), poster presentation; practice-based workstations and viva examinations (B1-3); reflective and other types of written and practice assessments (B3).</p>

Practical skills	Teaching and learning methods	Assessment strategy
<p>C1- Provide holistic care for the woman and baby throughout the childbearing period;</p> <p>C2- 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</p> <p>C3- Implement and evaluate the range of management options for women and babies with obstetric and/or neonatal complications including issues relating to perinatal mental health</p> <p>C4- Interpret the requirements of clinical governance within the maternity services and apply these principles to midwifery practice</p> <p>C5- Enhance health and social care through inter-professional collaboration</p> <p>C6- Implement the principles and practice of effective medicines management</p> <p>C7- Implement the skills required to assist and support women in their choice of infant feeding methods</p> <p>C8- Demonstrate understanding of the key aspects of national, local and global policies that underpin contemporary practice.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Throughout, the student is expected to consolidate their development of information technology by accessing the managed learning environment (StudyNet) and resources available within the Learning Resource Centre.</p>	<p>Practical skills are assessed through assessment in the clinical practice areas via a Practice Assessment Document (C1-2, 7, 8); workstations in the skills laboratories (C2-3 C5-6); and group presentations (C2, C4)</p>

Transferable skills	Teaching and learning methods	Assessment strategy
D1- Communicate effectively, both orally and in writing D2- Work effectively within a team D3- Manage time and resources effectively D4- Competent with the use of 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 oral presentations; practice-based assessments and skills-based workstations. (D1-5) Lifelong learning is fostered using student centred approaches, such as action and enquiry-based learning which foster a desire to seek out knowledge. Throughout the programme, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan the use of practice portfolios and experience records.	Transferable skills are assessed through a range of assignments including group and individual presentations; 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 in full-time mode over 3 years and leads to the award of a BSc Degree with Honours, in Pre-Registration Midwifery.

Entry is normally at Level 4. It may be possible for a student to transfer to other health-based courses, as well as to and from other higher education institutions. This will depend on the successful mapping of the student's prior learning against the programme they wish to transfer to or from, thus enabling them to continue to meet all the required competencies on final completion of the programme. It is the responsibility of the educational institution to decide whether to accept an application for transfer. Intake is normally in Semester A (September) of the academic year.

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 have passed all summative assessment elements within each module and have met the standards 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 and in compliance with the European Union Midwives Directives. All students undertaking this pre-registration midwifery programme have supernumerary status.

All assessed 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, will need to be made 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 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study: Full time

Entry point: Semester A

Level 4

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Woman's Journey to Motherhood 1	4HSK0038	30	English	0	80	0	A
An Introduction to Interprofessional Education	4HSK0013	15	English	0	100	0	A
Infant Feeding and Relationship Building	4HSK0044	15	English	0	70	0	AB
The Art and Skills of Midwifery	4HSK0036	30	English	0	30	70	ABC
Woman's Journey to Motherhood 2	4HSK0037	30	English	0	0	100	B

Level 5

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Understanding Research	5HSK0060	15	English	0	100	0	B
Midwifery Perspectives in Global Health	5HSK0063	15	English	0	0	100	BC
Enhanced neonatal Studies	5HSK0064	15	English	0	100	0	A
Health Conditions in Childbearing	5HSK0062	30	English	0	100	0	AB
Public Health and Midwifery	5HSK0061	15	English	0	100	0	A
Applied Midwifery Skills	5HSK0059	30	English	0	20	80	ABC

Level 6

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Enhancing Health and Social Care Through Interprofessional Education	6AHP1016	15	English	0	100	0	A
Examination of the Newborn (pre-Reg. 6)	6HSK0125	30	English	0	P/F*	100	AB
Emergency Skills- Saving Mothers and Babies	6HSK0124	15	English	0	0	100	A
Preparing for Midwifery Practice	6HSK0123	30	English	0	20	80	ABC
Investigating Midwifery Practice	6HSK0122	30	English	0	100	0	AB

NOTES

* This Pass/Fail element of assessment must be successfully completed to pass the module, however it will not contribute to the overall numeric grade awarded. For further information regarding the assessment for each module please refer to the Definitive Module Document.

Progression to level 5 requires a minimum of 120 credits at level 4 and progression to Level 6 requires a minimum of 240 credit points passed with a minimum of at least 120 at Level 5.

The award of a BSc (Hons) requires 360 credit points passed with a minimum of at least 120 at level 6 and in addition the NMC requirements for registration as a midwife must be met.

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:

Final Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BSc (Hons)	Pre-registration Midwifery	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	All programme learning outcomes (see Table 2)

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
University Certificate		45 credit points at level 4	4	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm

Certificate of Higher Education	Maternal and neonatal Health Studies	120 credit points at level 4	4, 5	A1, A2, A4, A6, A7, A8 B1, B2, B3, B4 C1, C2, C5, C6 D1, D2
Diploma of Higher Education	Maternal and neonatal Health Studies	240 credit points including at least 120 at level 5	5, 6	A1, A2, A3, A4, A5, A6, A7, A8 B1, B2, B3, B4, C1, C2, C3, C5, C6 D1, D2, D3, D4, D5, D6
BSc	Maternal and neonatal Health Studies	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6	A1, A2, A3, A4, A5, A6, A7, A8, A9 B1, B2, B3, B4 C1, C2, C3, C4, C5, C6 D1, D2, D3, D4, D5, D6

Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12](#) 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 for failed modules is permitted. (UPR A/C/5, D.4 refers).

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

- All assessment outcomes within a progression point (for example; an academic year) must be successfully completed and the results confirmed at an Examination Board within 12 weeks of entering the next academic level.
- Students' are required to attend all aspects of theory and practice. Absence from theory sessions must be made up to the satisfaction of the Module Leader for the student to complete the module successfully.
- Absence from clinical practice will also be required to be made up for the student to successfully meet the NMC requirements. Normally students should complete their practice hours for the year by the progression point. Where exceptional circumstances prevent all practice hours being achieved, any outstanding hours must be completed within 12 weeks of the student entering the next part of the programme.

E. Management of Programme & Support for student learning.

Management

The programme is managed and administered through:

- A Programme Leader to help the students understand the overall programme.

- A Year Tutor to help students understand the programme structure.
- Link Lecturers to support students with practice-based issues and help them link theory to practice.
- A Lead Midwife for Education (LME) accountable to the NMC and responsible for overseeing all matters relating for midwifery education.
- Module Leaders to help students understand individual modules' teaching and assessment strategy.
- An inter-professional working team to support the inter-professional learning modules.
- A designated programme administrator
- Student representatives on programme committees

Support

Students are supported by:

- A pre-course day prior to commencing the programme.
- A named personal tutor to provide academic and pastoral support.
- Extensive Learning Resources Centres, incorporating libraries and computer centres.
- Guided student-centred learning using StudyNet – the UH Virtual Learning Environment.
- Access to extensive digital and print collections of information resources.
- An elective placement co-coordinator.
- An English language and a Mathematics drop in centre and academic support.
- A Student Centre that provides advice on issues such as student well-being, finance, University regulations, legal matters, accommodation and international student support.
- Attractive modern study environment
- A Medical Centre
- University Disability Advisors
- An Equality Office
- The Student Union
- Careers and Employability Service
- Office of Dean of Students, incorporating Chaplaincy, Counselling and Nursery

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 [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

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.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at:

<https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at:

<https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147>

G. Entry requirements

The normal entry requirements for the programme are:

Prospective students are required to have completed 12 years general school education before commencing the midwifery programme. Reference will be made as necessary, to the Health and Safety at Work Act (2004) which restricts the manner in which young people may be deployed. In this context a 'young person' is defined as any person below the age of 18. (NMC Circular 37/2007).

The normal academic entry requirements for the programme are 120 tariff points which may present as:

- Passes in three A level subjects to include a grade B or equivalent in a biological or behavioural science
- 5 GCSEs at grade C or above (Grade 4 or above for those sitting exams from 2018) including English, Science and Mathematics
- BTEC Diploma in a Health or Biological Science Discipline
- Access to Health Care / Nursing and Midwifery course, a minimum of 30 Distinctions at level 3, plus 12 credits in numeracy at level 2 unless a GCSE grade C Mathematics has been achieved.

Mature applicants will be considered on an individual basis but must achieve the minimum education requirements of the University which are 5 GCSEs, C grade or above to include English and Mathematics.

Where International English Language Testing System (IELTS) is offered, the programme will apply the NMC requirements for overseas applicants – overall score 7.0. Not less than 7.0 in reading, listening and speaking. Not less than 6.5 in writing (NMC, 2018).

Applicants must demonstrate that they are of 'good health and character', sufficient for safe and effective practice as a midwife on initial entry and throughout the programme. Occupational Health clearance and a Disclosure and Barring Service (DBS) enhanced disclosure are required for all students prior to entry to the programme. Whilst they are on the programme, students will be required to complete an annual self- declaration form to the Programme Leader confirming their continuing good health and character status.

Where students declare a disability, they should submit a formal assessment of their condition and specific needs from their General Practitioner or other recognised medical authority, to the Occupational Health department. Students will be supported in both academic and practice environments to ensure safe and effective practice sufficient for future registration. 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 and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These 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 in to 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. 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 to accept an application for transfer.

If you would like this information in an alternative format, please contact:
Dr Annabel Jay, Programme Leader, a.m.1.jay@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 aqo@herts.ac.uk

BSc (Hons) in Pre-Registration Midwifery

Table 2: Development of Intended 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.

		Programme Learning Outcomes (as identified in section 1 and the following page)																										
		Knowledge & Understanding									Intellectual Skills				Practical Skills							Transferable Skills						
		A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6
Level	Module Title	Module Code																										
Level 4	An Introduction to Interprofessional Education	4HSK0013				x					x	x	x			x			x				x	x		x	x	x
	Infant Feeding and Relationship Building	4HSK0044	x				x		x	x		x	x	x	x	x						x	x	x	x	x	x	x
	Woman's Journey to Motherhood 1	4HSK0038	x	x			x				x	x		x	x					x	x		x	x	x	x	x	x
	Woman's Journey to Motherhood 2	4HSK0037	x	x			x				x	x		x	x					x	x		x	x	x	x	x	x
	The Art and Skill of Midwifery	4HSK0036	x	x	x	x			x	x	x				x	x			x	x	x	x		x	x	x	x	x
Level 5	Understanding Research	5HSK0060	x	x							x	x	x	x	x					x			x					x
	Public Health and Midwifery	5HSK0061	x	x	x	x	x				x	x	x	x	x	x					x		x	x		x	x	x
	Midwifery Perspectives in Global Health	5HSK0063		x	x		x				x	x	x		x	x			x		x		x	x	x	x	x	x
	Health Conditions in Childbearing	5HSK0062	x	x	x						x		x	x	x	x	x				x	x		x	x	x	x	x
	Enhanced Neonatal Skills	5HSK0064	x		x	x									x	x	x	x	x	x				x	x	x	x	x
	Applied Midwifery Skills	5HSK0059	x	x	x	x	x	x	x	x					x	x	x	x	x			x	x		x			x
Level 6	Enhancing Health and Social Care through Interprofessional Education	6AHP1016				x																						x
	Preparing for Professional Midwifery Practice	6HSK0123				x	x								x													x
	Examination of the Newborn (Pre-registration 6)	6HSK0125	x		x	x																						x
	Emergency Skills: saving mothers' lives	6HSK0124	x			x									x	x	x	x	x									x
	Investigating Midwifery Practice	6HSK1022		x																								x

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

- A1. The biological and behavioural sciences which support midwifery practice
- A2. The cultural, political and religious influences which impact on the provision of maternity care and the childbirth experience including an awareness of global issues
- A3. The effect that disability may have on childbearing women and their families and the health agencies, support groups and benefits available to support such families
- A4. The principles and practice of interprofessional working and clinical governance and its implementation in the maternity services
- A5. Models of health and health promotion and the impact these may have on the provision of maternity care
- A6. The principles and practice of medicines management for all women accessing maternity care
- A7. The principles and practice of protecting, promoting and supporting breastfeeding
- A8. The principles and practice of developing a strong mother-infant relationship
- A9. National and local health policies and the global influence on childbearing women, their families and service delivery

Intellectual Skills

- B1. Utilise enquiry-based approaches to analyse and evaluate care
- B2. Use relevant literature and research to inform the practice of midwifery
- B3. Develop reflective skills that will enhance excellence in practice and promote resilience within a challenging practice environment
- B4. Develop effective academic writing styles to support and disseminate evidence-based midwifery practice

Practical Skills

- C1. Provide holistic care for the woman and her baby throughout the childbearing period
- C2. 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.
- C3. Implement and evaluate the range of management options for women and babies with obstetric and/or neonatal complications including issues relating to perinatal mental health
- C4. Interpret the requirements of clinical governance within the maternity services and apply these principles to midwifery practice
- C5. Enhance health and social care through interprofessional collaboration
- C6. Implement the principles and practice of effective medicines management
- C7. Implement the skills required to assist and support infant feeding methods
- C8. Demonstrate understanding of the key aspects of national, local and global policies that underpin contemporary practice

Transferable Skills

- D1. Communicate effectively, both orally and in writing
- D2. Work effectively within a team
- D3. Manage time and resources effectively
- D4. Be competent with the use of technology to support theory and practice
- D5. Solve problems in a logical manner
- D6. Learn effectively and independently, in preparation for lifelong learning

Section 2

Programme management

Relevant QAA subject benchmarking statements	Midwifery
Type of programme	Undergraduate
Date of validation/last periodic review	November 17
Date of production/ last revision of PS	March 2019
Relevant to level/cohort	Level 4 entering September 2019
Administrative School	School of Health and Social Work

Table 3 Course structure

Course details		
Course code	Course description	JACS/HECOS
HHMW	BSc (Hons) Pre-Registration Midwifery	B720/100288