

School of Health and Social Work

Title of Programme: Master of Midwifery

Programme Code: HHMBSM

## Programme Specification

This programme specification is relevant to students entering: 10 January 2022

Assistant Associate Dean of School (Academic Quality Assurance):  
Jenny Lorimer

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.

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### Summary of amendments to the programme

Date	Section	Amendment
31/03/2021	D- Programme specific assessment regulations Page 8	Removed- In accordance with NMC Standards, where serious adverse circumstances prevent all outcomes being achieved within the assessed period (i.e. In the case of deferral), any outstanding outcomes must be met and confirmed within 12 weeks of entering the next part of the programme.
31/03/2021	Table 1a, Part 2, Page 7	7HSK0225 CW1 -30% CW2 Literature Review 70%

If you have any queries regarding the changes please email [AQO@herts.ac.uk](mailto:AQO@herts.ac.uk)

# Programme Specification Master of 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).

## Section 1

<b>Awarding Institution/Body</b>	University of Hertfordshire
<b>Teaching Institution</b>	University of Hertfordshire
<b>University/partner campuses</b>	College Lane
<b>Programme accredited by</b>	Nursing and Midwifery Council
<b>Final Award (Qualification)</b>	Master
<b>All Final Award titles</b>	Master of Midwifery
<b>(Qualification and Subject)</b>	
<b>FHEQ level of award</b>	7
<b>Language of Delivery</b>	English

### A. Programme Rationale

The rationale for this work-based 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. The uniqueness of the shortened midwifery programmes is evident through their work-based learning pedagogy and the use of a variety of adult learning approaches, including face to face teaching, groupwork, simulation, learning in practice sessions and distance learning with self-directed study to enable them to respond to the dynamic practice environment.. The recent introduction of the virtual learning environment (Canvas) has enhanced this experience, by further guiding the learners through their midwifery journey.

The UNICEF UK Baby Friendly Initiative standards are an integral part of this programme which aims 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 (BFI) Standards. These themes are threaded throughout the programme.

Students who enter this programme are graduates with a Registered Nursing (Adult) qualification and 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. The introduction of an award at Masters level for this second qualification will allow academic development for these graduate students.

The programme provides a route to the award of Master of Midwifery (MMid). The MMid enables academic development for graduate students alongside attainment of NMC registration as a midwife. Students study the programme full time over 86 weeks.

The curriculum has been developed in close collaboration with service-users and practice partners to create a safe, supportive and client-focused learning environment in which students can explore and hone their skills to become competent, confident, compassionate and highly employable midwifery practitioners. Masters of Midwifery are equipped for a variety of career options including advanced 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:

- Develop graduates eligible to apply for entry to the Nursing and Midwifery Council's Professional Register as a Midwife. \*
- Prepare student midwives who are committed to the further enhancement of midwifery, health and social care through inter-professional collaboration and, informed by scholarship, research and critical awareness of current issues.
- Develop a responsive, confident midwife who at the point of registration is competent to practice individualised care in a variety of settings, using initiative and taking responsibility, whilst valuing the philosophy of the programme.
- Equip the student midwife to be safe, effective and competent, including applying an in-depth knowledge of normal physiology to support women-centred care, identifying complications, initiating emergency measures and making appropriate referrals in a timely manner.
- Equip the student midwife to act as an advocate and facilitator of change, applying critically evaluated evidence to both theory and practice.
- Actively involve students in midwifery caseload, preparing them for autonomous practice.
- Develop transferable academic and communication skills that enhance critical decision making responsive to the needs of women and their families, including valuing appropriate information technology.
- Develop the student midwife to be competent in undertaking Newborn and Infant Physical Examinations (NIPE).
- Equip students with the knowledge and skills to be able to implement the UNICEF UK Baby Friendly Initiative Standards
- Prepare graduate student midwives for employment including providing them with strategies to promote their resilience and a commitment to independent, ongoing personal and professional development, further study and/or research.

\* <sup>1</sup> 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 2018), 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 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/learning methods & strategies	Assessment
A1 - The biological and behavioural sciences which support midwifery practice.	Acquisition of knowledge and understanding (A1-9) is through a combination of distance learning packages, scenario led teaching, groupwork and tutorials, practice-based learning, learning through simulation, lectures, workshops and key study days.	Knowledge and understanding are assessed through a combination of on-line work (A1-5), practice based assessments (A1-8), simulated clinical assessments (A1, A8), professional discussion/ viva voce (A1, A2-, A3), reflective
A2- The cultural, political and religious influences which impact on the provision of maternity care and the childbirth experience.		

<p>A3 - The inter relationship between diverse lifestyles and health inequality for childbearing women and their families. The health agencies, support groups and benefits available to support these families.</p> <p>A4 - The principles and practice of clinical governance, and its implementation within the maternity services.</p> <p>A5 – The models and theories of health promotion and the impact education may have on improving outcomes for women and their families.</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, local and global health policies and their influence on childbearing women, their families and service delivery</p>	<p>Feedback is provided in response to module coursework, tutorials and group discussions.</p> <p>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 systematic understanding and critical awareness of the subject.</p> <p>Extra support is available for students who have a disability and for those needing to develop their literacy and numeracy skills.</p>	<p>essays (A1, A2, A3, A4) written assignments (A1-A8), presentations (A5, A9).</p>
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Intellectual skills:	Teaching/learning methods & strategies	Assessment
<p>B1 - Utilise distance, scenario and work-based learning approaches to critically appraise, evaluate and enhance midwifery care.</p> <p>B2 – Analyse new and abstract data, literature and research to inform the practice of midwifery.</p> <p>B3 – Manage own learning with minimal guidance using a full range of resources.</p>	<p>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, site-based learning and e-learning online.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	<p>Intellectual skills are assessed through online work (B1-4), critical literature review/project work (B1-4), poster presentation, practice-based workstations and viva examinations (B1-3), reflective/ other types of written assignments (B2-4) and practice-based assessments (B2-3)</p>

<p>B4 – Demonstrate an effective academic writing style that enhances, supports and disseminates evidence-based midwifery.</p> <p>B5 – Develop reflective skills that will enhance excellence in practice and promote resilience within a challenging practice environment.</p>	<p>Reflective abilities are honed through the assignments set and reflection opportunities in both placement and the university.</p>	
<p><b>Practical skills:</b></p>	<p><b>Teaching/learning methods &amp; strategies</b></p>	<p><b>Assessment</b></p>
<p>C1 – Synthesise and apply new knowledge and skills in the provision of holistic care throughout the childbearing period.</p> <p>C2 – Demonstrate confidence when applying the 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 – Initiate and evaluate the management of women and babies with obstetric or neonatal complications, including issues relating to perinatal mental health.</p> <p>C4 – Works effectively within the team, applying the principles of clinical governance to midwifery practice.</p> <p>C5 – Works proactively to enhance health and social care through inter-professional collaboration.</p> <p>C6 – Demonstrate the principles and practice of safe and effective medicines management.</p> <p>C7- Implement the skills required to assist and support infant feeding methods.</p>	<p>Practical skills are developed and enhanced through a range of strategies involving skills laboratories and support in the practice placements (C1-8). Skills learning is supported by practice-based scenarios, role play, podcasts, videos, quizzes, online distance learning and discussion groups.</p> <p>Learning is consolidated using opportunities from practice to develop confidence and competence. All students will have completed a gynaecology placement experience by the time they complete the midwifery programme (prior experience counted).</p> <p>As adult learners, students may also elect to attend additional in-service education/skills sessions and arrange specialist visits to support personal and professional development.</p> <p>The learner consolidates their knowledge and application of information technology by accessing the UH virtual learning environment and resources available within the Learning Resources Centre and Trust postgraduate libraries.</p>	<p>Practical skills are assessed in the clinical practice areas using a Practice Assessment Document (PAD) (C1-8). This is informed by the Ongoing Record of Achievement (OAR) and to enable student progression to be seen. The OAR and PAD are passed from one placement to the next and may include additional comments by service users, midwives and other practitioners. Additional assessments include presentations (C1,5, 8), workstations in the skills laboratories and viva examinations (C1-3, 8).</p> <p>Caseloading, recording of skills and portfolios are not summatively assessed, but students are required to achieve the skills and caseload elements to meet programme and EU requirements.</p>

C8- Integrate key aspects of national, local and global health policies to underpin contemporary practice		
<b>Transferable skills:</b>	<b>Teaching/learning methods &amp; strategies</b>	<b>Assessment</b>
D1 - communicate complex issues effectively, both verbally, non-verbally and electronically.  D2 – Work with initiative and effectively within a team, confidently adapting performance to various contexts.  D3 - Manage time and resources effectively.  D4 - Use technology to advance knowledge base and inform decision making.  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 online packages and supervision for the final year project. This will foster a desire to seek out knowledge (D6).  Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan, use of practice portfolios and experience records.	Transferable skills are assessed through a range of assignments including written/ online work, simulated workstations, professional discussion and practice-based assessments. (D1-6). The assessments require systematic integration of knowledge, problem solving and evaluation, therefore particularly support D1, D2 and D5.

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

The programme is offered full time (86 weeks) and leads to the award of a Master of Midwifery (MMid) Degree. Entry is at level 6 with a current entry on the Adult Nursing (Nurse – level 1, adult) part of the Nursing and Midwifery Council (NMC) Professional Register. Intake is normally in January.

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 includes 10 weeks of annual leave (to include bank holidays) and 2 weeks of professional development time. Students are not expected to attend university or practice during the 2 weeks of professional development. The student's working week will be 40 hours and when in placement, this comprises of 30 hours practice and 10 hours designated theory time. Practice hours are to be recorded in the PAD. Theory weeks are 40 hours, with programme and practice reflection days also included within the programme.

##### Professional and Statutory Regulatory Bodies

This programme is validated conjointly with the Nursing and Midwifery Council (NMC). In order to be eligible to apply 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 Practice Assessment Documents (PADs).

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 specific questions. 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 completed on return to the programme.

### Programme Structure

The programme structure and progression information below (Tables 1a and 1b) is provided for the 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

The programme structure and progression information below (Table 1a and 1b) is provided for the Masters award. All modules are compulsory to achieve the full 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 (section two) identifies where each learning outcome is assessed.

**Mode of study** Full Time

**Entry point** Typically Semester B

#### Part 1

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Principles of Midwifery Care M	7HSK0229	30	English	0	30	70	BCA
Transition to Parenthood M	6HSK0131	15	English	0	100	0	B
Public Health and Global issues in Midwifery Practice M	6HSK0152	15	English	0	0	100	C
Risk Recognition and Midwifery Management M	7HSK0227	30	English	0	100	0	C

#### Part 2

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% examination	% coursework	% Practical	Semesters
The Professional Midwife M	7HSK0226	15	English	0	20	80	ABC
Examination of the Newborn (Pre-reg 7 shortened)	7HSK0133	30	English	0	100	P/F*	AB
Complex Midwifery M	7HSK0247	15	English	0	100	0	B
Investigating Midwifery Practice M	7HSK0225	30	English	0	100	0	BC

### 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.

The award of a Master of Midwifery Degree requires 180 credits, to include at least 150 credits at Level 7 (with no more than 15 credits below Level 6).

To progress to Part 2 of the programme the student must complete and pass all modules in Part 1.

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 (normally):	Programme Learning Outcomes developed (see above)
Masters	Master of Midwifery	180 credits, to include 150 credits at level 7 and with no more than 15 credits below level 6. In addition, the NMC requirements for registration must be met.	Level 7 (5 semesters)	All programme learning outcomes- see Table 2

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
Postgraduate Diploma	Postgraduate Diploma in Maternal and Neonatal Health Studies:	120 credits, to include at least 90 credits at level 7 (with no more than 15 credits below level 6)	3-4 Semesters	A1, A2, A3, A4, A5, A6, A7, A8, A9, B1, B2, B3, B4, C2, C5, C6, C7, C8, D3, D4, D6
Postgraduate Certificate	Postgraduate Certificate in Maternal and Neonatal Health Studies	60 credits to include at least 45 credits at level 7 (with no more than 15 credits below level 6) as per UH Regulations	3 Semesters	A1, A2, A3, A4, A5, A7, A8, A9, B1, B2, B3, B4, C5, D3, D4, D6

These interim awards do not lead to registration as a midwife with the Nursing and Midwifery Council

Masters and Diploma awards can be made "with Distinction" or "with Commendation" where criteria as described in [UPR AS14](#), Section D and the Programme Handbook are met.

### 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:

- Final compensatory credit and/or intra-module compensation is not permitted. All modules and components of assessment must be passed to ensure eligibility to apply for NMC registration (exemption from UPR AS14 D4.4).

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

- Failure to fulfil the requirements for practice, including undertaking barring and enhanced disclosure checks, attending occupational health screening when referred and completing self-declarations of good health and good character, will normally lead to the student being withdrawn from the programme.
- All assessment outcomes must be successfully completed, and results confirmed at an examination board by the progression point (Exemption from UPR AS14, section D3). Students are expected to attend all scheduled and timetabled sessions and attendance is monitored. The Board of Examiners' may take student attendance into account.

- In addition to the placement hours in the Definitive Module Documents, the student will be required to complete additional hours over the programme. The NMC require a total of 3000 hours of combined theory and practice - with no less than 50 per cent practice and no less than 40 per cent theory (NMC, 2009).

## E. Management of Programme & Support for student learning

### Management

The programme is managed and administered through:

- Dean of School of Health and Social Work
- Head of Department – Allied Health Professionals, Midwifery and Social Work
- Associate Dean (Academic Quality Assurance) who has delegated responsibility for programmes in the School of Health and 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
- An administrative team to deal with day to day administration associated with the programme
- Link Lecturers to support practice sites and students in the practice environment
- An Admissions Tutor with specific responsibility for open days, selection and recruitment
- Module Leaders who are responsible for individual modules, teaching and assessment
- Personal Tutors who provide pastoral support and facilitate experience in the practice placement
- A programme committee, the membership of which includes Lead Midwife Education (LME), Programme Leader, Module Leaders, practice representation, Student Representatives, Programme Administrator, service users (expert(s) by experience).

### Support

Students are supported by:

- A pre-course day prior to commencing the programme.
- Attractive modern study environments in two well equipped 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
- Personal Tutors who provide pastoral support and facilitate experience in the practice placement.
- Link Lecturers to help students relate theory to practice
- Module Leaders to help students understand individual modules' teaching and assessment strategy
- Professionals responsible for supporting the placement, in accordance with the NMC standards
- An English language drop in centre and academic writing support
- A Mathematics drop in centre
- Online student discussion sites to provide peer and tutor support in theory and practice
- A substantial Student Centre that provides advice on issues such as student wellbeing, 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 Community Organiser (SCO)
- The Students' Union
- A Careers Service for all current students and graduates
- Medical Centre
- Office of Dean of Students, incorporating Chaplaincy, Counselling and a Nursery

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## 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 Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- Fitness to practice guidance UPR SA15
- School policies

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>

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## G. Entry requirements

The normal entry requirements for the programme are:

Completion of 12 years general school education is required before commencing the midwifery programme.

The normal entry requirements for the Master of Midwifery are:

- Active NMC Registration (Part 1 of NMC register: Adult)
- First degree at honours level normally minimum 2:1 – this would typically be achieved on a programme leading to registration as an adult nurse. Alternative routes would be considered on an individual basis.
- Students who do not have a first degree at honours level will need to demonstrate equivalent professional or other development to this standard, usually 60 credits at level 6 to include a module on research methods.

A face-to-face 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 to 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 – 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 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 clearance from Occupational Health and the enhanced Disclosure Barring Process. 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 Equality Act (2010) 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.

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. The student's prior learning would need to be mapped against the programme and clearly demonstrate that all necessary outcomes and standards can be met on completion of the programme. The MMid level of study mapping would need to include evidence that the student can achieve the credits required at the necessary academic levels, in order to fulfil the University policies and regulations and receive the award. It is the responsibility of the educational institution to decide whether or not to accept an application for transfer.

It is a pre-requisite 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 the NMC register as they will be operating as a student midwife rather than as a practising nurse.

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).

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If you would like this information in an alternative format please contact: Radica Hardy (Programme Leader) [R.hardyal@herts.ac.uk](mailto:R.hardyal@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](mailto:aqo@herts.ac.uk)

## Master of 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								
Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	
Public Health and Global issues in Midwifery practice M	6HSK0152		x	x		x			x	x		x	x		x	x	x	x	x	x				x	x	x	x	x		x
Transition to Parenthood M	6HSK0131	x						x	x	x		x	x	x	x	x	x							x			x	x		x
Risk recognition and Midwifery Management M	7HSK0227	x	x						x			x	x	x	x	x	x	x		x				x	x	x	x	x	x	x
Principles of Midwifery Care M	7HSK0229	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x
The Professional midwife M	7HSK0226	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Examination of the Newborn M	7HSK0133	x	x		x	x		x	x	x	x	x	x		x	x	x	x	x	x				x	x	x	x	x	x	x
Investigating Midwifery Practice M	7HSK0225		x		x				x			x	x	x	x	x				x	x			x	x		x	x	x	x
Complex Midwifery M	7HSK0247	x							x			x	x			x	x	x	x	x				x	x	x	x		x	x
Public Health and Global issues in Midwifery practice M	6HSK0152		x	x		x			x	x		x	x		x	x	x	x	x	x				x	x	x	x	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 spiritual influences which impact on the provision of maternity care and the childbirth experience
- A3. The inter relationship between diverse lifestyles and health inequality for childbearing women and their families. The health agencies, support groups and benefits available to support these families.
- A4. The principles and practice of clinical governance, and its implementation within the maternity services
- A5. The models and theories of health promotion and the impact education may have on improving outcomes for women and their families
- A6. The principles and practice of medicines management, for all women accessing midwifery 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, local and global health policies and their influence on childbearing women, their families and service delivery

### Intellectual Skills

- B1. Utilise distance, scenario and work-based learning approaches to critically appraise, evaluate and enhance midwifery care
- B2. Analyse new and abstract data, literature and research to inform the practice of midwifery.
- B3. Manage own learning with minimal guidance using a full range of resources
- B4. Demonstrate an effective academic writing style that enhances, supports and disseminates evidence-based midwifery.
- B5. Develop reflective skills that will enhance excellence in practice and promote resilience within a challenging practice environment.

### Practical Skills

- C1. Synthesise and apply new knowledge and skills in the provision of holistic care throughout the childbearing period.
- C2. Demonstrate confidence when applying the 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. Initiate and evaluate the management of women and babies with obstetric or neonatal complications, including issues relating to perinatal mental health.
- C4. Works effectively within the team, applying the principles of clinical governance to midwifery practice.
- C5. Works proactively to enhance health and social care through inter-professional collaboration.
- C6. Demonstrate the principles and practice of safe and effective medicines management.
- C7. Implement the skills required to assist and support infant feeding methods.
- C8. Integrate key aspects of national, local and global health policies to underpin contemporary practice

### Transferable Skills

- D1. Communicate complex issues effectively, both verbally, non-verbally and electronically
- D2. Work with initiative and effectively within a team, confidently adapting performance to various contexts
- D3. Manage time and resources effectively.
- D4. Use technology to advance knowledge base and inform decision making.
- D5. Solve problems in a logical manner
- D6. Learn effectively and independently, in preparation for lifelong learning.

## Section 2

### Programme management

<b>Relevant QAA subject benchmarking statements</b>	Midwifery
<b>Type of programme</b>	Taught Post-graduate
<b>Date of validation/last periodic review</b>	June 18
<b>Date of production/ last revision of PS</b>	March 2021
<b>Relevant to level/cohort</b>	Level 7 entering January 2022
<b>Administrative School</b>	School of Health and Social Work

Table 3 Course structure

Course details		
Course code	Course description	HECOS
HHMBSM	Master of Midwifery	100288