KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	**Faculty responsible for the programme** Health and Social Sciences
Final award(s), title(s) and credits BSc (Hons) Midwifery 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 / 120 (60 ECTS) Level 6 credit	
Intermediate award(s), title(s) and credits BSc in Maternal and Newborn Care 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 / 80 (40 ECTS) credits at Level 6 Dip HE in Maternal and Newborn Care 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 Cert HE in Maternal and Newborn Care 120 (60 ECTS) Level 4	
UCAS Programme Code(s) **(where applicable and if known)** B720	**HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.** 100288 Midwifery
External reference points The revised UK Quality Code for Higher Education (Quality Assurance Agency (QAA) 2018) QAA Health Studies Benchmark (QAA 2019). NMC (2018a) Part 1: Standards framework for nursing and midwifery education. London, NMC NMC (2018b) Part 2: Standards for student supervision and assessment. London, NMC. NMC (2019a) Part 3: Standards for pre-registration midwifery programmes. London, NMC. Nursing and Midwifery Council (NMC) (2019b) Future Midwife: Standards of proficiency for registered midwives. London, NMC. The NMC standards will require exceptions to standard BU Entry Regulations and undergraduate Assessment Regulations	
Professional, Statutory and Regulatory Body (PSRB) links Nursing and Midwifery Council Unicef UK Baby Friendly Initiative (not a PSRB)	
Places of delivery Bournemouth University, Lansdowne, Bournemouth, Dorset, England St Mary's Community Health Campus, Portsmouth, Hampshire, England	
Mode(s) of delivery Full-Time with work-based learning	**Language of delivery** English
Typical duration Minimum 3 years	
Date of first intake September 2021	**Expected start dates** September
Maximum student numbers 120	**Placements** Midwifery programme of at least 4600 hours duration (in line with current NMC requirements). Mandatory placement equal to 50% of the programme at NHS Trusts. Placements are co-ordinated by BU. Students may be required to work in excess of this depending on the timetabled requirements of their programme. Ongoing assessment in practice culminates in an end of year summative assessment according to NMC requirements.

Partner(s) Not applicable	Partnership model NA	
Date of this Programme Specification December 2022		
Version number V1.2-0922		
Approval, review or modification reference numbers E202101 EC 2122 80, approved 05/08/2022 FHSS 2223 01, approved 12/09/2022, previously version v1.0-0922 EC 2223 02, approved 30/09/2022, no change to version number FHSS 2223 09, approved 15/12/2022, previously version 1.1-0922		
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PROGRAMME STRUCTURE

Programme Award and Title: BSc (Hons) Midwifery								

Year 1/Level 4
Students are required to complete all 6 core units

Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2			
Midwifery Practice 1A (Theme: Midwifery Practice)	Core	20		100		35 taught 20 skills	HSS v1.0	100288 100%
Midwifery Practice 1B (Theme: Midwifery Practice)	Core	20		100		20 taught 20 skills	HSS v1.0	100288 100%
Childbirth Journeys (Theme: Art and Science of Midwifery)	Core	20	100			30 taught	HSS v1.1	100288 100%
Fundamental Midwifery Care (Theme: Care Continuum)	Core	20		100		30 taught	HSS v1.1	100288 100%
Promoting Health (Theme: Women, Families and Society)	Core	20	70	30		30 taught 10 skills	HSS v1.1	100288 100%
Foundations for Professional Practice and Research	Core	20		100		30 taught	HSS v1.0	100288
Progression requirements: Requires 120 credits at Level 4 and normally 80% of the expected number of practice hours. **Exit qualification:** Cert HE Maternal and Newborn Care (requires 120 credits at Level 4)								

Year 2/Level 5 Students are required to complete all 6 core units									
Unit Name	**Core/ Option**	**No. of Credits**	**Assessment Element Weightings**				**Expected Contact hours per unit**	**Unit Version No.**	**HECoS Code** (plus balanced or major/ minor load)
			Exam 1	**Exam 2**	**Cwk 1**	**Cwk 2**			
Midwifery Practice 2A (Theme: Midwifery Practice)	Core	20			100		25 taught 15 skills	HSS v1.0	100288 100%
Midwifery Practice 2B (Theme: Midwifery Practice)	Core	20			100		30 taught 10 skills	HSS v1.0	100288 100%
Medicines Optimisation and the Midwife (Theme: Art and Science of Midwifery)	Core	20	100	0 Pass/ Fail			20 taught 10 skills	HSS v1.1	100288 100%
Complexities in Midwifery Care (Theme: Care Continuum)	Core	20	100				30 taught	HSS v1.0	100288 100%
Local, National and Global Health (Theme: Women, Families and Society)	Core	20			100		25 taught 15 peer assessment presentation	HSS v1.0	100288 100%
Research for Professional Practice	Core	20	100				30 taught	HSS v1.0	100288 100%
	Progression requirements: Requires 120 credits at Level 5 and normally 80% of the expected number of practice hours. **Exit qualification:** Dip HE Maternal and Newborn Care (requires 120 credits at Level 4 and 120 credits at Level 5)								

Year 3/Level 6 Students are required to complete all 6 core units									
Unit Name	**Core/ Option**	**No. of Credits**	**Assessment Element Weightings**				**Expected Contact hours per unit**	**Unit Version No.**	**HECoS Code** (plus balanced or major/ minor load)
			Exam 1	**Exam 2**	**Cwk 1**	**Cwk 2**			
Midwifery Practice 3A (Theme: Midwifery Practice)	Core	20			100		30 taught 10 skills	HSS v1.0	100288 100%
						0 pass/ fail			
Midwifery Practice 3B (Theme: Midwifery Practice)	Core	20			100		30 taught 10 skills	HSS v1.0	100288 100%
Evidence for Midwifery Practice (Theme: Art and Science of Midwifery)	Core	20			100		30 taught	HSS v1.0	100288 100%
Care in Midwifery Emergencies (Theme: Care Continuum)	Core	20	50	50			5 taught 25 skills	HSS v1.1	100288 100%
Leadership and Innovation in Midwifery Care (Theme: Women, Families and Society)	Core	20			100		30 taught	HSS v1.0	100288 100%
Team Working for Service Improvement	Core	20			100		30 taught	HSS v1.0	100288 100%
Exit qualification: BSc (Hons) Midwifery **Full-time UG award:** Requires 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6 and successful completion of the required study and practice hours and *any additional requirements of the programme*									

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

This programme aims to prepare students to practice safely and effectively so that upon registration, the midwife will have the knowledge, understanding and skills to care for women, infants, partners and families throughout the maternity journey (NMC 2019a). The programme will meet Bournemouth University (BU) and NMC standards (NMC 2018a, 2018b, 2019a, 2019b) required for an approved programme that confers an academic award with eligibility to enter the NMC professional register as a midwife.

Central to the preparation of students for midwifery practice are the recommendations from the National Maternity Review *Better Births, Improving Outcomes of Maternity Services in England* (NHS England 2016b). These include the need for personalised care and informed choice for the woman her baby and her family. It identifies the importance of respectful and trusting relationships between women and maternity carers. It also highlights the requirements for sound leadership that promotes safety, and inter-professional working that reduces barriers and enables rapid referrals. The ethos, structure and content of the programme reflect these recommendations, recognising the focus areas of this report and of other high-profile contemporary reports relating to midwifery care in the UK such as *Leading Change, Adding Value* (NHS England 2016a) and *Safer Maternity Care* (DoH 2017)

This curriculum has also been developed to align with the Lancet Series of midwifery care papers. These four papers seek to "examine, comprehensively and systematically, the contribution midwifery can make to the quality of care of women and infants globally, and the role of midwives and others in providing midwifery care". Of particular interest is the paper by Renfrew et al. (2014) who provide a framework for quality maternal and newborn care. This recognises the broad scope of midwifery care, for which students must be competent on qualification, including health promotion and care for normal pregnancies, and extending to maternity complications and emergency care. A philosophy of optimising biological, psychological, social and cultural processes and the focus on promoting women's own capabilities is particularly well aligned to the historic, current and future philosophy of the midwifery team at Bournemouth University. Likewise, this curriculum also incorporates the recommendation of an expectant management philosophy, where interventions are minimised, which is of course balanced with the need for students to recognise, act promptly and work collaboratively where complications occur (DoH 2017).

As the midwifery team at BU, we believe that women and their families are at the centre of their midwifery care, and as such this approach underpins the core philosophy.

The programme aims to develop:

- 21st century midwives who have life-long learning skills and personal scholarship that enable them to practice in a contemporary and reflective manner
- Enquiring midwives who can utilise evidence effectively to provide information to women, assess situations and make safe and effective clinical judgements
- Kind, compassionate midwives who offer respectful and person-centred care to all
- Accountable professionals who can lead women's maternity care and advocate for women and their families within a multi-professional team
- Midwives who optimise normal physiological processes, by supporting women's own abilities, agency and personal needs
- Midwives who can anticipate, identify, prevent where possible and participate in managing complications throughout the childbearing continuum to promote positive outcomes

- Midwives who promote the health of individuals and society, through the provision of information, education and care
- Midwives who combine clinical knowledge and critical thinking with excellent communication and interpersonal skills, enable them to be leaders in care and develop practice for the future
- Individuals who understand the importance of self-care, personal health and wellbeing, and the importance of working flexibly, resourcefully and supportively as a member of a team

The Midwifery programme is built on five key themes, based on the underpinning publications referred to above, each of which link to and shape one unit per year (or two units in the case of Midwifery Practice):

Midwifery Practice - The centrality of practice, of learning through experiences of working with women and families. This includes the "pedagogic preparation and reconciliation" [1] of practice learning through personal development, reflection and feedback (x2 units per year).

Art and Science of Midwifery - Combining art and science to integrate "knowledge with insight" [2] recognising that care must be individualised and appropriate and applied with humanisation at its core.

Inter-professional Learning - reflects the importance of an "inter-professional practice-ready team" [4] in effective care for women and families. Interprofessional learning, delivered with an active and collaborative approach reflects the preparation needed for students to become part of a "collaborative practice team" [5].

Care Continuum - Recognises the importance of skilled and effective care across the continuum that optimises "normal biological, psychological, social and cultural processes" [3] and works to prevent and/or effectively manage complications. This recognises the role of the midwife, and her partnership with the woman and family throughout the continuum.

Promoting Health - Identifies the key role of the midwife in "education, information and health promotion - to enable and support women to care for themselves" [4] and for their family. This recognises the importance of long-term health and wellbeing of women in families and society, both locally and globally.

References
1. Billett, S. and Sweet, L., 2015. Chapter 11 Participatory practices at work: Understanding and appraising healthcare students' learning through workplace experiences. *In*: Cleland, J., Durning, S.J., *Researching Medical Education,* Chichester: Wiley Blackwell, p.117.
2. Gilkison, A., Giddings, L. and Smythe, L., 2016. Real life narratives enhance learning about the 'art and science' of midwifery practice. *Advances in Health Sciences Education*, 21 (1), 19- 32.
3. ten Hoope-Bender, P., de Bernis, L., Campbell, J., Downe, S., Fauveau, V., Fogstad, H., Homer, C.S., Kennedy, H.P., Matthews, Z., McFadden, A. and Renfrew, M.J., 2014. Improvement of maternal and newborn health through midwifery. *The Lancet*, 384 (9949), 1226-1235.
4. Renfrew, M.J. and Ross-Davie, M., 2020. Designing and Implementing High Quality Midwifery Care: Evidence, Policy and Models of Care. *In*: Marshall, J and Raynor, M., *Myles' Textbook for Midwives E-Book*, Edinburgh: Elsevier, p.162.
5. World Health Organization, 2010. *Framework for action on interprofessional education and collaborative practice (No. WHO/HRH/HPN/10.3).* World Health Organization [online] Available from: https://www.who.int/hrh/resources/framework_action/en/ [Accessed 19 October 2020].

The Midwifery BSc (Hons) programme remains highly desirable with 500+ applications each year (6+ applicants per place). We generally have close to a 100% employment record at the point of qualification; with most graduates remaining in our link Trust sites or neighbouring areas, demonstrating the regard with which the Bournemouth University Midwifery programme is held.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The programme is an important part of Bournemouth University's Faculty of Health and Social Sciences (FHSS) portfolio, as identified in the Faculty Strategic Plan. BU has played a significant part in the history of local, regional and national development of midwifery in the last 30 years.

The programme is also greatly influenced by the launch of BU 2025 where 'Fusion' remains at the heart of what BU does, with its mission to "Inspire Learning, to Advance Knowledge and to Enrich Society". The core BU 2025 values of excellence, inclusivity, creativity and responsibility underpin the programme and professional values of person-centred and humanised care.

> *"We are recognised worldwide as a leading university for inspiring learning, advancing knowledge and enriching society through the fusion of education, research and practice"* (BU 2025 Strategic Plan)

The Midwifery programme will continue to provide opportunities for students to learn from academics who are active in research and who can delivery inspiring learning with the aim of providing students with the opportunities to apply knowledge to practice and to integrate research into their academic and practice work. The programme will make best use of evidence based educational approaches and technology enhanced learning to create an inspiring and effective educational experience for students. This will be achieved alongside longstanding BU partnerships with maternity and health care providers, which are key to effective student learning and assessment. This enables graduates to leave the programme as employable, safe and effective practitioners, with well-developed personal and professional skills that will enable them to continue to learn throughout their careers.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is normally the equivalent of 133 theory hours required of the student, including lectures, seminars, assessment and independent study. Each unit includes an element of practice time. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits. The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. The PSRB the Nursing and Midwifery Council (NMC 2019b) standards sets out the statutory requirements for length and duration of theoretical and clinical training and this programme will meet these requirements. As a professional award recognised by the NMC students are required to undertake a programme of at least 3 years of full-time education which include at least 4,600 hours (NMC 2019a 2.9), with an equal amount of theoretical and practice experience (NMC 2019a 2.8). More information about practice placements is found on p23 of this document.

In order to provide excellent professional preparation and employability, including fulfilling the additional requirements of NHS Core Skills Learning, UNICEF Baby Friendly Initiative accreditation, examination of the newborn and preparation for the role of Practice Supervisor, this programme has been designed to require 4,800 hours of learning over the course of the programme, of which 2,400 hours are completed through learning and assessment in practice. Students are required to complete these hours in order to successfully complete the programme.

STAFF DELIVERING THE PROGRAMME

The university has a statutory requirement to appoint a Lead Midwife for Education, who is responsible for Midwifery education in the AEI (NMC 2019a 1.1) and is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery.

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research staff/students.

The great majority of teaching on the programme will be delivered or supervised by BU Midwifery academics. These will be occasionally supplemented by academics from other professions within the Faculty of Health and Social Sciences, particularly within the interprofessional learning units. Invited speakers, such as clinicians from midwifery, or from other health or social care professions, will also deliver specialist lectures and participate in themed learning days.

The programme will also draw on the BU PIER Partnership to involve service users in taught sessions and also to advise on recruitment processes and consult around curriculum development and content. Two thirds of the midwifery team hold a PhD, with many other working towards that goal currently. All midwifery lecturers hold (or commence within 12 months of recruitment) an education specific postgraduate qualification.

Staff delivering the programme include:

Lead Midwife for Education - A NMC midwifery registrant who is responsible for "advising on academic standards and quality in midwifery education, contributing to the development, delivery, quality assurance and evaluation of midwifery programmes and providing input at strategic and operational levels within the AEIs on matters relating to midwifery education" (NMC 2019a 1.1, 1.2).

Programme Lead/s - NMC midwifery registrants who coordinate the delivery of the programme and liaise with the LME and other staff to plan, organise and maintain quality. In Midwifery this is usually a Senior Lecturer (there may be two in a shared role on occasion) with considerable academic experience.

Year Lead - At the start of the programme a Year Lead is assigned who supports the cohort throughout and provides a point of contact for cohort specific needs, general organisation, learning skills.

Unit Lead - An academic who plans unit delivery and coordinates the team of academic staff involved in teaching and assessment on the unit.

Personal Tutor - Each student will be allocated a member of academic staff who provides academic, placement organisation and pastoral support in line with the BU policy. The Personal Tutor is also a Link Tutor to the NHS Trust where the student is placed. The student usually stays with the same AA for the duration of the course, where possible.

Tracking Lead - An academic who oversees the arrangements for students who are interrupting, resitting with attendance, or transferring to/from other programmes. The Tracking Lead liaises with LME, Programme Lead, Personal Tutors and the Admissions Lead.

Admissions Lead – Academic/s responsible for managing the admissions process in collaboration with the LME and the Programme Lead.

Link Tutor – All members of the academic team link to and liaise with particular NHS Trust/s. Each NHS Trust has at least two, or more, Link Tutors.

University Practice Learning Advisors (UPLAs) - The UPLA team is led by the Faculty Head of Practice Education. UPLAs support the midwifery team by liaising with central education departments in NHS Trusts in relation to Practice Supervisor and Practice Assessor preparation.

Programme support team – This includes a range of programme support staff and officers who offer Monday to Friday daytime support to students and manage the administration of the programme.

Placement support team - A dedicated team who allocate student placements and liaise between students, Link Tutors and Practice Nominated Persons in NHS Trusts.

OPAL support team - A team managing the dedicated email system for support of students and practice staff in relation to OPAL queries.

Professional Services staff - provide Faculty specific academic and library support to students, IT assistance, and also support the Peer Assisted Learning scheme.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

In a healthcare system driven by an increasing demand for clinical leaders with advanced critical thinking and research skills it is essential that the workforce is equipped with a wide range of transferable skills and the ability to recognise and actively pursue their own learning needs. With that in mind the learning and teaching strategy in the midwifery pre-registration programmes focuses greatly on providing students with the ability to explore and assess their own strengths and weaknesses and manage their study and work to meet their learning needs and develop their skills as independent learners. Importance is placed on enhancing students' abilities to contextualise and apply their developing knowledge to broader experiences and on-going learning.

Teaching and learning strategies provide equal opportunities for students to achieve their learning outcomes and develop their intellectual skills through lectures, themed days, seminar discussions, scenario-based learning and interprofessional project work. Flexible learning is promoted through self-managed study where independent reading, and the use of the virtual learning environment, support and consolidate taught theory to broaden individual knowledge and understanding of the subject. Concepts such as 'flipped classroom' are used where appropriate with a broad range of learning materials linked to our Brightspace online learning environment offered prior to the taught sessions, so that students can consolidate learning and apply knowledge through scenario-based learning in class. The Care in Complex Circumstances will be delivered though this method, having been successfully employed in the Pathophysiology unit in the 2014 curriculum. Likewise, peer learning, where the students deliver the taught sessions as their assessment submission, will be employed again in this curriculum in Local, National and Global Health.   Simulated learning and assessments, some of which will be technology based, enable students to gain confidence with skills and/or encounter situations which may be uncommon in practice (NMC2019a 2.7). An excellent example of this is the 'real time' team maternal haemorrhage OSSE, which has been very well received by the External Examiners for the programme. The BU Midwifery team have developed a number of online learning packages, such as BURP, which covers the theory element of the UNICEF BFI curriculum and has been used extensively by NHS Trusts for staff development but is also used as a resource for BU students to support extensive classroom-based learning. NoObesity is another package developed within the team that offers a resource to BU students and external users.

The curriculum is organised in five broad recurring themes (Midwifery Practice, Art and Science of Midwifery, Care Continuum, Women Families and Society, and Interprofessional Learning) which each span all three years of the programme and reflect key aspects of midwifery practice. Each unit within the curriculum exists within one of these themes. In addition, there are many threads (such as Infant Feeding, Mental Health, Evidence-based Practice, or Selfcare and Personal Wellbeing) that run through the programme, each supported by an academic who maintains an overview of the structure and development of that thread throughout the three years of the programme.

In Year 1 students are introduced to skills to support their use of information technology, the library, research, and self-assessment and reflection strategies, which build the foundations of lifelong learning. They are also introduced to selfcare, teamworking, professionalism and other concepts that they will need to develop in order to become effective practitioners. The focus is on recognising women's' and

families' holistic needs, fundamental midwifery care, and the health promotion role of the midwife, alongside participating in a range of skills and experiences in practice.

In Yr 2 the curriculum builds on the personal and learning skills introduced in Yr 1. Concepts introduced previously around midwifery philosophy and care models are developed, enabling students to demonstrate their understanding of the safe practice principles required for providing continuity of care to a small caseload of women. In Yr 2 there is a growing understanding of complexity in women's health and social situations, and the factors affecting health in both the UK and in a global context.

In Yr 3 the learning that students have undertaken around several key threads in the previous two years culminates in units focusing on NIPE, Midwifery Emergencies, and evidence-based practice. There is also an opportunity to return to reflect on midwifery care and consider, with the experience they now have, how physiological, psychological and social processes can be optimised for individual women. Students are also able to consider the wider context of midwifery and health care in terms of leadership and practice development.

Underpinning the philosophy of the midwifery team are respect, care and compassion, which form the basis of the humanising care approach, and are also fundamental to teaching and learning. The engagement of service users and clinical professionals within the teaching of the programme is key to this:

The team is able to draw on support from BU's Public Engagement in Education and Research the PIER partnership at BU in addition to existing links with service users and service user representatives. Service users engage with the programme on a regular basis, speaking to students around subjects as diverse as personal experience of infant death, or the experience of being cared for by a case loading student, through to consultation around service development projects. The Childbirth Journeys unit has been specifically built around the input of service users, so that students will hear and reflect on the lived experiences of childbearing women and families right at the beginning of their professional learning, with the aim that this will influence their understanding, empathy, attitudes and professional values. We will be supported by the PIER team to work with service users in developing and populating this unit with service user contributors. Service user assessment of student care in practice is an element of Midwifery Ongoing Record of Achievement (MORA), and Practice Assessments will recognise student engagement in that aspect of their learning. Clinicians and other professionals are frequently invited to participate in programme activities, particularly in providing guest lectures, contributing to skills sessions and participating in OSSE assessments.

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

A: Subject knowledge and understanding This programme/level/stage provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:
A1 appraise the role of the midwife and demonstrate readiness to practice as an autonomous accountable practitioner; **A2** analyse and apply the regulatory, legal and professional requirements underpinning midwifery practice; **A3** recognise and apply the principles of respectful, compassionate ad sensitive midwifery care; **A4** demonstrate analytical subject knowledge and understanding of the anatomy and physiology that underpins midwifery practice;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • practice (A3-A11); • lectures (A1-A11); • skills Lab (A4-A6, A8, A9); • BFI Audit (A10); • self-managed study and use of VLE (A1-A11).

A5 articulate ways that the women's biological, psychological, social, spiritual and cultural situations can be supported to optimise normal childbearing processes and promote health and wellbeing; **A6** demonstrate analytical subject knowledge and understanding in recognising, escalating concerns and responding to complexities during childbearing, including the use of medical and therapeutic interventions where indicated; **A7** recognise the health promotion role of the midwife, and ways to assess, plan and provide care that promotes a healthy lifestyle for the woman and her family as well as considering public health strategies; **A8** critique the key principles of screening and prevention programmes that underpin midwifery practice; **A9** articulate and develop the role and responsibilities of the midwife within the inter-professional team based on team strengths and effective communication and collaboration skills; **A10** evaluate the key principles of breastfeeding support policies and practices that are underpinned by the Baby Friendly Initiative; **A11** demonstrate knowledge of cognitive, psychological and emotional wellbeing, and effective support of women, infants and families in those aspects of care.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • practice (A3-A7, A10-A11); • presentation (A1, A2, A4, A8); • OSSE (A1, A4-A6, A9); • digital technology submission (A1, A9).
B: Intellectual skills This programme/level/stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level outcomes:
B1 critically reflect on personal practice, health and wellbeing and have confidence in plan own lifelong learning, development and self-care strategies; **B2** search the literature for current and/or appropriate evidence using a structured approach; **B3** develop a coherent argument/rationale by critically analysing information from a range of sources; **B4** articulate and apply a personal philosophy of midwifery practice, including considering human rights, advocacy and personal choices; **B5** critically consider models of care and consider the role of the midwife in different contexts; **B6** critically analyse collaborative team working in managing change and service improvement;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • practice (B1-B7); • lectures (B1-B7); • skills Lab (B6, B7); • seminars (B1-B3, B7); • self-managed study, use of the VLE (B1-B7). --- Assessment strategies and methods (referring to numbered Intended Learning Outcomes):

B7 explore complex scenarios and use evidence to make evidence-based assessments and clinical decisions.	• practice (B1, B7); • presentation (B6, B7); • Extended Essay (B2-B4); • OSSE (B6-B7); • digital technology submission (B3-B6).
C: Practical skills This programme/level/stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:
C1 demonstrate successful completion of the midwifery proficiencies for entry to the register as a midwife; **C2** plan and provide care that promotes normal childbearing processes, reduces complications and uses interventions appropriately; **C3** work confidently in partnership with women, their families and communities, health professionals, care workers and agencies involved in the delivery of midwifery, health and social care; **C4** provide holistic care, tailored to the woman's circumstances and needs, in a range of care settings and care models;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • practice (C1-C8); • lectures (C2-C8); • Skills Lab (C1, C6, C7, C8); • seminars (C8); • self-managed study and use of the VLE (C2-C8).
C5 demonstrate respect for the rights, beliefs and preferences of others and confidentiality of privileged information; **C6** demonstrate competence in relation to administration of medicines and therapies; **C7** assimilate key principles and apply skills required for the examination of the newborn; **C8** demonstrate effective skills in developing personal practice and supporting the practice of others, using the best available evidence and reflection.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • practice (C1-C8); • presentation (C7, C8); • OSSE (C2, C6, C8); • digital technology submission (C8).
D: Transferable skills This programme/level/stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:
D1 respect, hear and assess the relevance and importance of the ideas of others; **D2** communicate clearly, accurately and effectively, selecting the most appropriate communication method for a given situation;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • practice (D1-D7); • lectures (D1-D7);

D3 demonstrate interpersonal and cultural competence, that is non-judgemental, non-discriminatory and anti-oppressive;	• Skills Lab (D1, D4-D7); • seminars (D1-D6); • self-managed study and use of the VLE (D1-D7).
D4 use information technology to communicate, find, retrieve, store and present information;	
D5 demonstrate effective skills in providing evidence-based information, educating and leading others;	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
D6 recognise the importance of, take responsibility for and plan, own lifelong learning;	• practice (D1-D3, D5, D6); • presentation (D2, D4, D5);
D7 identify personal responsibilities in relation to self - care, and in the effective functioning of teams, recognising and acting where there are concerns about the health, wellbeing or behavior of self or of other professionals.	• Extended Essay (D2, D4, D5); • OSSE (D1 – D7); • digital technology (D4, D5 - D7).

LEVEL 5/DipHE INTENDED LEVEL

A: Knowledge and understanding This programme/level/stage provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
A1 examine the role of the midwife as an autonomous accountable practitioner;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):
A2 articulate the legal and professional requirements underpinning midwifery practice;	• practice (A3-A6, A8-A11); • lectures (A1-A11);
A3 examine the importance of holistic, woman and family-centred midwifery care demonstrating respect for diverse social and cultural preferences and customs;	• Skills Lab (A4, A11); • group work (A2, A3, A7, A8, A9);
A4 explain and apply knowledge of the anatomy and physiology that underpins midwifery practice;	• self-managed study and use of the VLE (A1-A11).
A5 illustrate how biological, psychological, social and cultural processes may be optimised to strengthen women's own capabilities in a range of different situations;	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
A6 explain and apply knowledge of potential complications affecting childbirth;	• practice (A4-A6, A8, A10, A11); • written essay (A1, A2, A9, A11);
A7 identify and reflect on the national and global health promotion role of the midwife, considering health and wellbeing issues and ways to promote a healthy lifestyle for the woman and her family;	• professional interaction (A2); • examination (A3, A4, A6, A10);

A8 consider and apply the key principles of screening and prevention programmes that underpin midwifery practice; **A9** explain the division of roles and responsibilities within the interprofessional team; **A10** articulate the key principles of breastfeeding knowledge and policies underpinned by the Baby Friendly Initiative in complex situations; **A11** identify and explain the cognitive, psychological and emotional factors that may affect the wellbeing of women, infants and families.	• presentation (A3, A5, A7, A8, A9).
B: Intellectual skills This programme/level/stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
B1 reflect on personal practice and develop an action plan to improve practice; **B2** search the literature for appropriate current evidence using a variety of sources; **B3** construct a reasoned argument through evaluation of current evidence; **B4** develop and articulate a personal philosophy of midwifery practice; **B5** critically consider models of care and consider the role of the midwife in relation to continuity of care.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • practice (B1, B4); • lectures (B1-B5); • storysharing (B1); • group work (B2-B4); • self-managed study and use of the VLE (B1-B5).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • practice (B1); • written essay (B2-B5); • professional interaction (B1); • examination (B2-B4); • presentation (B2, B3).
C: Practical skills This programme/level/stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
C1 demonstrate both fundamental midwifery skills, and developing skills required for recognising and caring for women experiencing complications;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):

C2 under the supervision of a midwife practice in a manner that promotes normal childbearing processes and aims to prevent complications;	• practice (C1-C6);
	• lectures (C1-C6);
C3 under the supervision of a midwife work confidently in partnership with women, their families and communities, health professionals, care workers and agencies involved in the delivery of care;	• Skills Lab (C1, C6);
	• group work (C5);
	• self-managed study and use of the VLE (C1-C6).
C4 under the supervision of a midwife pprovide holistic care, tailored to the woman's circumstances and needs, in a variety of care settings;	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
C5 demonstrate respect for the rights, beliefs and preferences of others and confidentiality of privileged information;	• practice (C1-C6);
	• written essay (C5);
C6 demonstrate an understanding and practical skills in the safe administration of medicines and therapies.	• examination (C1);
	• Professional Interaction (C6).
D: Transferable skills This programme/level/stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
D1 hear, respect and learn from the ideas of others; **D2** communicate accurately and effectively, selecting the most appropriate communication method for a given situation;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • practice (D1-D7);
D3 demonstrate interpersonal and cultural competence, that is non-judgemental and anti-oppressive;	• lectures (D1-D7);
	• group work (D1-D5, D7);
D4 use information technology to communicate, find, retrieve, store and present information;	• storysharing (D1-D3, D7);
D5 demonstrate effective skills in providing evidence-based information and educating others;	• self-managed study and use of the VLE (D1-D7).
D6 recognise the importance of, take responsibility for, and plan own learning;	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
D7 demonstrate understanding of effective self-care, and the effective functioning of teams, recognising the importance of identifying individual strengths and needs.	• practice (D1-D7);
	• written essay (D3);
	• presentation (D2, D4, D5, D7);
	• Professional Interaction (D2, D7).

LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES

A: Knowledge and understanding This programme/level/stage provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
A1 discuss the professional context of midwifery and the role of the midwife; **A2** identify the legal and professional requirements underpinning midwifery practice; **A3** describe holistic, woman and family-centred midwifery care that demonstrates respect for diverse social and cultural preferences and customs; **A4** demonstrate knowledge of the anatomy and physiology that underpins midwifery practice; **A5** discuss how to optimise biological, psychological, social and cultural processes and strengthen women's own capabilities; **A5** acknowledge the midwife's role in recognising complications affecting childbirth; **A7** identify and reflect on the health promotion role of the midwife, considering health and wellbeing issues and ways to promote a healthy lifestyle for the woman and her family; **A8** define the key principles of screening and prevention programmes that underpin midwifery practice; **A9** identify the role of the midwife within the interprofessional team; **A10** demonstrate key principles of breastfeeding policies underpinned by the Baby Friendly Initiative; **A11** identify some of the key cognitive, psychological and emotional factors in relation to the wellbeing of women, infants and families.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • practice (A1-A10); • lectures (A1-A11); • Skills Lab (A4, A8, A10); • self-managed study and use of the VLE (A1-A11). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • practice (A4, A10); • written essays (A1-A3, A5-A9, A11); • online test (A4, A5, A11); • OSSE (A4, A10, A11).
B: Intellectual skills This programme/level/stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
B1 reflect on personal practice and identify areas for improvement; **B2** search the literature for current evidence using a variety of sources;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • practice (B1, B4);

B3 locate and utilise information from a range of sources; **B4** demonstrate ability to communicate ideas effectively in both oral and written format; **B5** acknowledge current thinking about philosophies of midwifery practice.	• lectures (B1-B5); • storysharing (B1); • self-managed study and use of the VLE (B1-B5).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • practice (B1, B4) • written essays (B1-B5) • OSSE (B4) • presentation (B3, B4).
C: Practical skills This programme/level/stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
C1 achieve the Nursing and Midwifery Council essential skills for the first progression point for midwifery; **C2** under the direct supervision of a midwife practice in a manner that promotes normal childbearing processes; **C3** under the direct supervision of a midwife work in partnership with women, their families and communities, health professionals, care workers and agencies involved in the delivery of care; **C4** under direct supervision of a midwife, practice core and specific skills to holistically support childbearing women in a variety of settings; **C5** demonstrate respect for the rights, beliefs and preferences of others and confidentiality of privileged information; **C6** show awareness of the principles underpinning safe use of medicines and therapies.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • practice (C1-C6); • lectures (C2-C6); • Skills Lab (C4, C6); • self-managed study and use of the VLE (C2-C6).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • practice (C1-C6); • written essays (C5); • OSSE (C2, C4).
D: Transferable skills This programme/level/stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
D1 hear and respect the ideas of others; **D2** communicate accurately and effectively in a variety of settings;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Practice (D1-D7);

D3 develop interpersonal and cultural competence, that is non-judgemental and anti-oppressive; **D4** use information technology to communicate, find, retrieve, store and present information; **D5** provide information to others in an accessible manner; **D6** recognise the importance of, and take responsibility for, own learning; **D7** understand the importance of self-care and the importance of working effectively in a team.	• lectures (D1-D7); • Skills Lab (D1, D5); • storysharing (D1-D3); • self-managed study and use of the VLE (D1-D7).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • practice (D1-D6); • written essays (D3, D4, D6); • in-class test (D4); • OSSE (D1-D3, D5); • presentation (D2, D4, D7).

ADMISSION REGULATIONS

• Please refer to the course website for further information regarding admission regulations for this programme: BSc (Hons) Midwifery | Bournemouth University

ASSESSMENT REGULATIONS

The regulations for this programme are the 6A -Standard Assessment Regulations: Undergraduate Programmes with the following approved exceptions which align the programme with the requirements of the Nursing and Midwifery Council (2019a)

Compensation (regulation 7.1-7.2 of 6A- Standard Assessment Regulation: Undergraduate: additional requirement over and above the regulations)
No compensation is permitted (NMC 2018a 5.16). A pass mark is required in all defined elements of summative assessment for each individual unit. A pass will be awarded where the overall unit mark is at least 40% and the mark in each separate element of the unit assessment is not less than 40%.
   o In Medicines Optimisation and the Midwife, the pass mark for coursework 2 (medicines calculations) is 100%, and is a pass/fail element (NMC 2019a 4.5)
   o In Midwifery Practice 3A, coursework 2 (NIPE assessment) is a pass/fail element.
Progression (regulation 8: of 6A- Standard Assessment Regulation: Undergraduate: additional requirement over and above the regulations)

In exceptional circumstances a student may be permitted to progress into the next year of study with an outstanding submission/ resubmission. That student proceeds at risk, failure of the submission/ resubmission will require the student to interrupt and await the outcome of the next Assessment Board.

To proceed to Level 5 Students must normally complete a minimum of 80% of the required hours in Level 4. To proceed to Level 6 students must normally must have completed a minimum of 100% of the hours for Level 4 and 80% of the hours for Level 5. To complete the programme students must complete 100% of the practice and theory hours requirement for the programme. Only 37.5 excess hours can be 'carried forward' into the following year at the discretion of the Personal Tutor. Any deviation from this would need to be due to exceptional circumstances and approved by the Lead Midwife for Education.

Progression (regulation 8.4 and 12.8 of 6A- Standard Assessment Regulation: Undergraduate: additional requirement over and above the regulations)
The carrying of credit is not permitted. Students may be permitted to repeat unit(s) in line with the standard regulations but cannot progress onto the next academic level/ part until the repeat unit is successfully completed, this will ordinarily be at the start of the next academic year following the Assessment Board ratification of the repeat unit(s).

Period of Registration (regulation 5.1 of 6A- Standard Assessment Regulation: Undergraduate: additional requirement over and above the regulations)
The minimum period of registration for this award is 3 years. (NMC 2019a 2.9).

Awards (regulation 10 of 6A- Standard Assessment Regulation: Undergraduate: additional requirements over and above the regulations)
To be eligible for the award of BSc (Hons), a student must have achieved 360 credits, completed at least 3 years in the midwifery programme and be of good health and good character (NMC 2019c). A Practice Assessor must have successfully completed the Level 6 practice assessment in the Midwifery Ongoing Record of Achievement, and had this achievement confirmed and grading agreed by their Academic Assessor. This assessment identifies that the student has achieved the proficiencies, achieved the required EU and BU practice episodes, completed the hours in practice required by this programme, undertaken a continuity of care caseloading experience, completed the BU BFI requirements, and fulfilled any other requirements of the programme.

The award of BSc (Hons) Midwifery leads to eligibility to apply for registration with the Nursing and Midwifery Council as a registered midwife.

Cert HE, Dip HE, BSc and aegrotat awards, will not confer eligibility to register with the Nursing and Midwifery Council and will be titled 'Maternal and Newborn Care'.

Classification

Classification for the award of BSc (Hons) will be based on the credit-weighted aggregate mark as outline in 6A -Standard Assessment Regulations: Undergraduate Programmes which you can find under the Assessment link of the BU Important Information webpage.

Cert HE, Dip HE, BSc and aegrotat awards, will not confer eligibility to register with the Nursing and Midwifery Council and will be titled 'Maternal and Newborn Care'.

Provision for failed candidates (regulation 12 of of 6A- Standard Assessment Regulation: Undergraduate:

Failure and reassessment

The Assessment Board will permit a student who fails at the first attempt in unit(s) in a total of no more than 60 credits across levels in Year 1 (Levels 4), 40 credits across levels in Year 2 (Levels 5), or 40 credits across levels in Year 3 (Levels 6) to be reassessed as outlined in the Standard Assessment Regulations. Where a student exceeds the entitlement for reassessment as detailed above, the Assessment Board will act in accordance with the below 'repetition of units'.

Repetition of units (regulation 12.10-12.13 of of 6A- Standard Assessment Regulation: Undergraduate:

Where a student fails unit(s) at the first attempt in a total of more than 60 credits across levels in Year 1 (Level 4), 40 credits across levels in Year 2 (Levels 5), or 40 credits across levels in Year 3 (Level 6), or where a student fails in reassessment, the Assessment board will normally permit them to repeat the remaining failed unit(s) as outlined in the 6A -Standard Assessment Regulations: Undergraduate Programmes.

Related BU policy: 6A -Standard Assessment Regulations: Undergraduate Programmes.

PRACTICE BASED LEARNING (WORK BASED LEARNING) AND PLACEMENT ELEMENTS

Practice placements are located in a broad range of National Health Service Trust hospitals, birth centres and community settings, and other health and social care related environments, providing students with a range of learning experiences to advance personal development and prepare them for registration. All placement settings are subject to regular educational audit and review, to ensure they maintain and develop an optimum learning environment for students to achieve their standards of competency, supported by a sufficient number of Practice Supervisors and Practice Assessors.

Mandatory practice placement hours
The NMC stipulates that student midwives must undertake 50% of their programme in practice and the programme must include at least 4600 hours (NMC 2019a 2.9.1). To enable student learning this programme will slightly exceed 4600 hours and to complete the requirements of the programme the student is expected to complete the hours of study and practice timetabled for their cohort.

A range of shifts must be worked in each year, with an expectation that at least 10-night shifts must be worked in each year (NMC 2019a 3.8). Students must normally complete a minimum of 80% of the required hours for that academic year in order to progress to the next year. Only 37.5 excess hours can be 'carried forward' into the following year at the discretion of the Personal Tutors).

Practice organisation
Practice activity is scheduled in short and long blocks throughout each year to enable theoretical learning to be applied to practice in stages as the student's knowledge and experience develops. Students work most of their placements within one Trust, spending time in community, birth centre and hospital facilities, gaining experience across maternity care provision (NMC2019a 3.1, 3.2, 3.5) and in related fields such as women's health, operating theatres, neonatal care and health promotion (NMC 2019a 3.3, 3.6). Most students experience their first placement in an observational capacity, often in a community or integrated care setting. In the latter half of their programme they are required to provide continuity of care to a small caseload of women (NMC 2019a 3.4) throughout each woman's pregnancy, birth and the postnatal period.

Students are supernumerary throughout their programme (NMC 2019a 3.9). Students are supervised by Practice Supervisors, who will be suitably prepared qualified midwives or other appropriate health professionals and Assessed by registered midwives who are Practice Assessors and have been prepared for that role (NMC 2018b).

Students' personal needs will be considered when allocating placements, where these do not compromise placement learning, and students with disabilities will be eligible for reasonable adjustments (NMC 2019a 3.7)

Continuity of care student caseload
Students must have been engaged in providing continuity of care for a small caseload of women in the last 18 months of the programme. Before commencing this experience, they must have passed the assignment in Midwifery Practice 2A, to ensure their understanding of the principles of safe care involved in student continuity of care provision. They must also have had a tripartite meeting with the midwife who will be supervising them during case loading and their Personal Tutor. At this meeting they will complete the required unit documents. They must also gain agreement from their supervising midwife and their Personal Tutor for their personalised version of the BU Caseload Information leaflet.

Elective period
An elective period in Year 3 enables students to increase their experience of midwifery and further develop knowledge, communication skills and cultural competence by working in different settings within or beyond the UK. Students attending elective placements inside the UK must seek agreement from their Personal Tutor and Placements support. Students attending elective placements outside of the UK must seek agreement from the academic coordinating elective placements and Placement Support and fulfil all BU requirements for overseas placements.

Other practice placement requirements
Students are required to undertake practice visits to health promotion related environments and submit a reflective assessment in relation to the Promoting Health unit. Students are required to undertake observations in practice in relation to leadership activities and submit an assessment in relation to this.

Assessment of practice placement
Midwifery Ongoing Record of Achievement (MORA) provides a record of evidence to demonstrate that the student has met the requirements of the programme and the NMC Proficiencies for Midwives (NMC 2019b). Professional behaviour and proficiency in practice skills will be supported and identified by the Practice Supervisors. Formative and summative assessments are undertaken by named Practice Assessors, based on records created in MORA by the Practice Supervisors, service users and students. An end of year summary will be undertaken by the named Academic Assessor. Grading decisions for Midwifery Practice 1B, 2B and 3B will be made in collaboration between the Practice Assessor and the Academic Assessor using the MORA holistic assessment and published grading criteria.

Programme Skills Matrix

		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
L6	Midwifery Practice 3A	x	x	x	x	x	x	x	x	x	x	x							x	x	x	x				x	x					x		
	Midwifery Practice 3B			x	x	x	x		x		x	x	x			x				x	x	x	x	x	x	x	x		x	x	x		x	x
	Evidence for Midwifery Practice (Art and Science of Midwifery)													x	x				x													x		
	Care in Midwifery Emergencies (Care Continuum)	x	x	x			x		x				x	x				x	x	x	x	x		x										
	Leadership and innovation in Midwifery Care (Women, Families and Society)	x	x					x		x		x	x		x		x	x										x	x	x		x		
	Team Working for Service Improvement (IPL)								x				x					x										x			x	x		
L5	Midwifery Practice 2A	x	x	x		x	x	x			x		x	x	x	x	x		x	x	x	x	x	x						x		x		x
	Midwifery Practice 2B			x	x		x		x	x		x	x								x	x	x	x	x				x	x			x	x
	Medicines Optimisation and the Midwife (Art and Science of Midwifery)		x		x		x				x								x		x				x									
	Complexity in Midwifery Care (Care Continuum)			x		x		x	x	x	x								x		x	x		x									
	Local, National and Global Health (Women, Families and Society)		x				x	x	x	x	x			x	x													x	x	x	x	x	x	
	Research for Professional Practice (IPL)													x	x				x							x					x			
L4	Midwifery Practice 1A	x	x	x				x					x		x	x								x				x	x	x			x	x
	Midwifery Practice 1B			x				x		x			x							x	x	x						x	x	x			x	x
	Childbirth Journeys (Art and Science of Midwifery)			x	x	x				x																x			x			x		
	Fundamental Midwifery Care (Care Continuum)			x	x	x	x		x	x	x					x				x	x	x	x	x	x						x			
	Promoting Health (Women, Families and Society)			x		x		x	x	x	x	x	x							x	x	x	x	x				x	x	x	x		x	
	Foundations for Professional Practice & Research (IPL)		x					x		x			x		x			x										x	x	x	x	x	x	x	x

A – Subject Knowledge and Understanding

This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:

A1 appraise the role of the midwife and demonstrate readiness to practice as an autonomous accountable practitioner;

A2 analyse and apply the legal and professional requirements underpinning midwifery practice;

A3 develop and evaluate holistic, woman and family-centred midwifery care demonstrating social and cultural competence;

A4 demonstrate analytical subject knowledge and understanding of the anatomy and physiology that underpins midwifery practice;

A5 assimilate and integrate subject knowledge to demonstrate how biological, psychological, social and cultural processes may be optimised to strengthen women's own capabilities in a range of different situations;

A6 demonstrate analytical subject knowledge and understanding regarding possible complications during childbearing, including the use of medical and therapeutic interventions where indicated;

A7 assimilate and integrate the health promotion role of the midwife, considering health and wellbeing issues and ways to promote a healthy lifestyle for the woman and her family ;

A8 critique the key principles of screening and prevention programmes that underpin midwifery practice;

A9 articulate and develop the role and responsibilities of the midwife within the interprofessional team based on need, competency and resources;

A10 evaluate the key principles of breastfeeding policies that are underpinned by the Baby Friendly Initiative;

A11 demonstrate knowledge of cognitive, psychological and emotional wellbeing, and effective support of women, infants and families in those aspects of care.

C – Subject-specific/Practical Skills

This programme provides opportunities for students to:

C1 demonstrate successful completion of the midwifery competencies within the required amount of clinical practice and clinical experiences for entry to the register as a midwife;

C2 plan and provide care that promotes normal childbearing processes, reduces complications and use interventions appropriately;

C3 work confidently in partnership with women, their families and communities, health professionals, care workers and agencies involved in the delivery of care;

C4 provide holistic care, tailored to the woman's circumstances and needs, in a variety of care settings;

C5 demonstrate respect for the rights, beliefs and preferences of others and confidentiality of privileged information;

C6 demonstrate competence in relation to administration of medicines and therapies;

C7 assimilate key principles and apply skills required for the examination of the newborn;

C8 inform and develop personal practice and the practice of others using the best available evidence and reflection on practice.

B – Intellectual Skills

This programme provides opportunities for students to:

B1   critically reflect on personal practice and have confidence in developing own action plan;

B2   search the literature for current evidence using a structured approach and apply to practice;

B3   develop a coherent argument/rationale by analysing information from a diversity of sources ;

B4   articulate and apply a personal philosophy of midwifery practice, including leadership, including considering human rights, advocacy and personal choices;

B5   critically consider models of care and consider the role of the midwife in different contexts;

B6   critically analyse collaborative team working in managing change and service improvement;

B7   explore complex scenarios and use evidence to make evidence based assessments and clinical decisions.

D – Transferable Skills

This programme provides opportunities for students to:

D1   respect, hear and assess the relevance and importance of the ideas of others;

D2   communicate clearly, accurately and effectively, selecting the most appropriate communication method for a given situation;

D3   demonstrate interpersonal and cultural competence, that is non-judgemental and anti-oppressive;

D4   use information technology to communicate, find, retrieve, store and present information;

D5   demonstrate effective skills in providing evidence-based information, educating and leading others;

D6   recognise the importance of, take responsibility for, and plan own lifelong learning;

D7   identify personal responsibilities in relation to self-care, and in the effective functioning of teams and acting where there are concerns about the health, wellbeing or behavior of self or of other professionals