

SECTION 2: PROGRAMME SPECIFICATION

The Programme Specification is a concise description of the learning opportunities provided by the course and an outline of the ways in which these opportunities can be achieved and demonstrated.

1	Awarding institution/body	University of Worcester
2	Teaching institution University	University of Worcester
3	Programme accredited by	Nursing and Midwifery Council
4	Final award	BSc (Hons) Midwifery (leading to Registration on the NMC Professional Register)
5	Programme title	Bachelor of Science with Honours Midwifery
6	Pathways available	Single
7	Mode and site of delivery	Taught Programme delivered at the University of Worcester and local NHS Trusts
8	Mode of attendance	Full Time
9	UCAS Code	B720-BSc/MID – WORCS – W80
10	Subject Benchmark Statement	Midwifery
	Date of PS preparation/revision	August 2011

11. EDUCATIONAL AIMS OF THE PROGRAMME

To facilitate the education of student midwives to enable them to:

- to achieve the Midwifery Proficiencies (NMC 2009) and become eligible to register on the midwifery section of the NMC Professional Register.
- effectively integrate theory and practice.
- deliver a woman – centred, evidence based approach to care which encourages partnership between midwives, women and their families;
- become a flexible practitioner who can transfer and synthesise skills and knowledge to meet the demands of differing practice environments and who recognises both the accountability and responsibilities of the midwife's role;
- become a reflective practitioner capable of clinical reasoning, decision making and sound professional judgement.
- become a midwifery practitioner who is committed to lifelong learning and continuing professional development.
- Promote ethical and non – discriminatory practices.

The aims and objectives of the programme are designed to fully embrace the Midwifery Standards (NMC 2009) and to meet the standards required to achieve an Honours degree.

12. INTENDED LEARNING OUTCOMES AND LEARNING, TEACHING AND ASSESSMENT METHODS

This section has been written reflecting the recommendations of the University of Worcester's Learning Outcomes Policy:

<http://www2.worc.ac.uk/aqu/pdf/LearningOutcomesGuide2007finalversion.doc>

Intended Learning Outcomes

On completion of the course students will have acquired the knowledge, skills, understanding and attitudes that will enable them to:

1. demonstrate the ability to perform the activities of a midwife competently, efficiently and effectively
2. achieve the standards for pre-registration midwifery education
3. develop personal and professional management and decision making skills;
4. work as an effective team member, communicating appropriately with others within a variety of health care settings;
5. critically appraise the role, responsibility and accountability of the midwife within the multidisciplinary team;
6. develop an expertise in reflection, in order to promote higher levels of self-awareness in assessing personal and professional growth and development;
7. transfer and apply creative skills and exercise significant judgement in a range of situations
8. critically evaluate the role, responsibility and accountability of the midwife in creating a positive teaching and learning environment for women and their families;
9. recognise the essential relationship between midwifery practice, theory and best available evidence and apply this in a range of situations;
10. practice within a legal and ethical framework and appreciate the impact of legal and ethical issues on the student's professional role and in the delivery of midwifery care;
11. recognise the significance of midwifery supervision in providing professional and personal support;
12. critically evaluate new concepts and evidence from a wide range of sources
13. critically review current political drivers that influence the provision of maternity services;
14. demonstrate a positive attitude to self-directed life-long learning in order to promote quality and excellence.

Transferable and graduate skills

In addition to the subject specific knowledge and skills students will develop a range of transferable and graduate skills which are underpinned by University of Worcester Student Qualities Profile of personal learning, social, communication and practical learning skills.

Grids illustrating how the programme learning outcomes and transferable skills are mapped against individual modules can be found in appendices 2 and 4.

Learning, teaching and assessment strategy

This section has been developed taking into account the recommendations of the University of Worcester's Learning and Teaching Strategy and the Institute's assessment and moderation policies:

Learning, Teaching and Assessment Strategy

The philosophy which drives this programme's learning, teaching and assessment methods is firmly rooted in the belief that every student should be enabled to maximise their learning potential through a variety of stimulating inclusive learning and teaching opportunities. The programme seeks to fully integrate theory and practice therefore each module has been designed to reflect this integration.

The course team seeks to provide an inclusive, supportive and flexible learning environment in which e-learning is integrated fully. The aim is to provide "blended learning" opportunities where students can enjoy and access a range of teaching and learning methods, which utilize both online and face -to -face activities successfully.

All modules offered in this programme include both formal, summative and an informal, formative assessment; this process is also mirrored in the assessment of clinical practice.

University based learning

A variety of learning and teaching strategies will be employed affording the students the opportunity to progress from supported learning in the first year to independent learning in the third year and beyond. These include a combination of traditional approaches such as lead lectures, and skills workshops and active learner-centred approaches such as problem/scenario based learning, directed and independent study sessions and debates.

Practical simulations are used in the delivery of many aspects of the programme. This method is particularly relevant when teaching clinical skills where students are exposed to practice situations in realistic clinical skills rooms within the University. This approach encourages students to engage with the reality of potential clinical events facilitating the development of decision-making, critical thinking and communication skills. Students are required to sign a consent form upon commencement of the course agreeing to participate in practical simulations, video and audio recordings.

Students are encouraged to develop the skills of autonomous, critical and analytical thinking with the overall aim of emerging as reflective, reflexive lifelong learners.

Inter-professional and Shared Learning (IPL)

The curriculum planning team acknowledge the importance of offering opportunities where learning can be shared with other professional groups.

The proposed strategy to increase opportunities for IPL includes increasing learning opportunities with students studying on the following courses:

- Pre-Hospital, Unscheduled & Emergency Care FdSc
- Diploma in Higher Education, Nursing (Child, Mental Health and Adult branches and Graduate Diploma students)

Many opportunities exist for IPL within clinical practice placements. Student midwives will be expected to participate in:

- Peri-natal audit meetings.
- Caesarean section audit meetings.
- Staff development activities.
- Round table discussions, where appropriate.
- Ward rounds.

Learning in Practice

Students are supernumerary whilst in the clinical learning environment affording them the opportunity to observe, participate and consolidate their knowledge and skills as appropriate for the stage of the course that they are at. Supernumerary status means “in relation to a student that she/he shall not as part of her/his programme of education, be employed by any person or body under contract of service to provide maternity care. Experiences should be educationally driven.” (NMC 2009)

Practice placements normally occur in blocks punctuated by blocks of theory delivered at the University. This theory is normally related to the students’ practice learning environment and therefore practice and theory are mutually supportive.

Each student is supported in practice and summatively assessed by a sign-off mentor who is on the practice provider’s register of sign-off mentors. All students will have a preliminary and end of placement interview, mid-semester progress review and end of semester summative interview. Please refer to mentor guide for further information.

13 ASSESSMENT STRATEGY

The assessment strategy is twofold. Firstly it is designed to enable students to demonstrate their fitness for practice and purpose leading to the award of Registered midwife. Secondly, academic achievement leading to the award of BSc (Hons) Midwifery.

All practice/portfolio assessments must be passed. All components of practice based assessment are non-compensatory.

When there are 2 separate assessments of theory within a module there may be compensation between them.

Purpose of Assessment

- To demonstrate that students complete the course with the necessary knowledge, skills and professional approach to be a proficient midwife.
- To safeguard the academic standards of the course by encouraging the intellectual development of students to a level comparable to that of other BSc Hons courses.

- To safeguard the professional standards of the programme by encouraging the students to attain learning outcomes required for midwife registration;

To safeguard the interests of students, the assessment strategy should:

- be administratively viable and readily understood by students and staff;
- not create an excessive assessment load or discriminate unfairly against any individual student or group of students;
- provide information on progress to individual students, tutors and examiners;
- ensure comparability of assessment for students who are working at different sites and who are being examined on the same assessment component.

Summative Assessment of Theory

Each module is subject to summative assessment. A single module attracts 15 credits and a 4000-word equivalency assessment. A double module attracts 30 credits and 8000-word equivalency.

A variety of assessment methods will be used throughout the programme to assess students' capabilities in a range of professional and academic attributes. Assessment will include essays, seen and unseen exams, reflective case studies, poster presentations, web-based assessments and practical assessments.

In line with University of Worcester Learning Outcomes Policy <http://www2.worc.ac.uk/aqu/pdf/LearningOutcomesGuide2007finalversion.doc>, each assessment relates specifically to the identified learning outcomes for each module, with all learning outcomes assessed. For each module, details of the assessment requirements, including the weighting of each assessment item and any requirement to pass each assessment item will be provided at the launch of each semester. In addition, detailed specific marking criteria for the assignment will be provided to be utilised in conjunction with the URF Generic Marking Criteria.

Students will be advised of submission dates at the commencement of each module, and effective and timely feedback will be provided to all students.

The programmes' assessment strategy has been considered holistically; a grid illustrating how the range of assessment methods at each level of the course match modules in the programme.

Summative Assessment of Practice

The students' assessment of clinical practice will be facilitated through the development and grading of a practice portfolio.

The summative portfolio assessment of clinical practice has 2 non-compensatory components that together generate the grade awarded for clinical practice:

- 1) Achievement of the NMC Standards for pre-registration midwifery education and the assessment of the student's professional attributes. Essential skills clusters will be summatively assessed at the end of year one and at the end of year three.

- 2) The supporting evidence required to meet the learning outcomes and the NMC standards of the semester (see module descriptors).

Summative assessment of practice takes place at the end of each semester, with the NMC proficiencies being awarded a pass or fail. A registered midwife who is on the practice provider's current register of sign off mentors, supports and assesses the students in collaboration with other midwives. The supporting evidence presented in the portfolio is assessed and graded by an academic member of staff.

10% of all summative practice assessments will be moderated by the Midwifery Practice Facilitator or an academic member of the course team.

Whilst giving direct care in the practice setting at least 40% of a student's time must be spent being supervised (directly or indirectly) by the sign-off mentor. Placement providers should support sign-off mentors through provision of the equivalent of one hours protected time per student each week. This facilitates time for the sign-off mentor to reflect, offer feedback and keep records of student achievement (NMC, 2008).

All fails in practice will have the Midwifery Practice Facilitator or an academic member of staff present at the final interview.

Thus students will be allowed a total of three attempts to pass the summative assessment of practice in any one semester. In line with NMC requirements (2009) the course must be completed within a 5 year period failure to do so will result in discontinuation from the BSc Midwifery programme.

14 PROGRAMME STRUCTURE AND REQUIREMENTS

This programme is for a three-year course; each year consists of two semesters within which a variety of modules of study will be offered. The programme achieves the award of Bachelor of Science with Honours Midwifery and it is anticipated that all students will study on a full-time basis.

The programme will meet all the relevant statutory requirements of the European Union Midwives Directives, the Subject Benchmark Statements (QAA, 2001) and Nursing and Midwifery Council (NMC) Standards for Pre-Registration Midwifery Education (NMC 2009).

This is a linear programme, which offers no free or optional modules. Students will demonstrate their personal development planning within their portfolio.

Each semester has four single modules or the equivalent. Each semester must be studied in sequence.

The modules run concurrently in each semester and are summatively assessed.

The total length of the programme offered will be not less than three years (156 weeks) full-time study. This equates to 4600 hours, 2300hrs in theory and 2300hrs

in practice. The programme complies with NMC guidelines for a 156 week pre registration programme consisting of 50% theory and 50% practice (NMC, 2009). There is greater emphasis on theory in the first year of the course and less in the third year.

Year of Course	Theory	Practice	Total
Year 1	922hrs (60%)	614hrs (40%)	1536hrs
Year 2	768hrs (50%)	768hrs (50%)	1536hrs
Year 3	614hrs (40%)	922hrs (60%)	1536hrs
		TOTAL OVERALL	4608hrs

This course attracts a maximum academic rating of:

120 Credit Accumulation Transfer points (CATS) at Level 4
 120 CATS at Level 5
 120 CATS at Level 6 and eligibility for Professional Registration

Foundation Studies in Midwifery - Year 1
 Developmental Studies in Midwifery - Year 2
 Consolidation Studies in Midwifery – Year 3

The course structure is longitudinal with the modules in each semester running concurrently as co-requisites and also acting as pre-requisites for all subsequent modules.

BSc (Hons) MIDWIFERY COURSE STRUCTURE

SEMESTER	TITLE	TAUGHT	PRACTICE
Year 1 Semester 1 Level 4 - 60 Credits	MIDW1001 – Knowledge for Midwifery Practice MIDW1003 – Physiological Basis of Midwifery Practice (1)	10 Weeks	Community 9 Weeks (30 hour week) Total: 9 weeks
Year 1 Semester 2 Level 4 - 60 Credits	MIDW1009 - Normal Birth MIDW1007 - Physiological Basis of Midwifery Practice (2) MIDW1011 - Evidence Informed Midwifery (1)	9 Weeks	9 wks (30 hour week) Labour Ward Total: 9 weeks
Year 2 Semester 1 Level 5 - 60 Credits	MIDW2001 - Therapeutic Relationships in Midwifery Care MIDW2002 - Ethics in Midwifery Practice MIDW2003 – Surgical Interventions and Assisted Birth	8 Weeks	Gynaecology Ward 1 Week Labour Ward & Obstetric Theatre 4 Weeks PN Ward 5 Weeks Total: 10 weeks
Year 2 Semester 2 Level 5 - 60 Credits	MIDW2009 - The High Risk Woman MIDW2011 - Evidence Informed Midwifery (2) MIDW2008 – Aspects of Neonatal Care	7 Weeks	8 wks AN Ward / Clinic / DAU 2 wks TCU/SCBU 2 wks ITU/DHU Total: 12 weeks
Year 3 Semester 1 Level 6 - 45 Credits	MIDW3001 – Promoting Normality in Midwifery Practice MIDW3003 – Midwifery in the 21 st Century	6 Weeks	Labour Ward/ MLU 4 Weeks Community 8 Weeks Total: 12 weeks
Year 3 Semester 2 Level 6 - 75 Credits	MIDW3004 –Independent Study MIDW3006 – Preparation for midwifery practice MIDW3007 – The competent midwife practitioner	4 Weeks	A.N/P.N wards 2 Weeks Labour Ward 10 Weeks Total: 12 weeks

Student Progression

The professional nature of the programme necessitates end of semester progression points. At the end of each semester the midwifery examination board will convene to decide whether the students may:

- Receive an award:
- Progress to the next level
- Continue studying at the same level; or
- Be required to withdraw from the course

The philosophy of student progression is dependent on the level of study. Level 4 students can expect to have structured support, progressing to a more independent status at level 6.

14 QAA ACADEMIC INFRASTRUCTURE

NMC (2009) Standards for Pre-Registration Midwifery Education

The course meets the NMC requirements for: length, hours, theory/practice balance, student support and status, content and knowledge underpinning practice and range of practice learning experiences. By completion of the course students will have developed the theoretical knowledge, clinical proficiency; and personal and professional attributes to achieve the NMC (2004) Standards for pre-registration Midwifery Education.

QAA (2001) Benchmark Statements for Midwifery

These subject benchmark statements describe the nature and characteristics of programmes of study in Midwifery and provide support in the pursuit of internal quality assurance.

QAA (2001) Code of practice for the Assurance of Academic Quality and Standards in Higher Education: Placement Learning

In accordance with NMC requirements, 50% of student learning is practice-based within the clinical environment. The programme adheres to the QAA Code of Practice For Placement Learning (QAA 2001).

16 SUPPORT FOR STUDENTS

Student support is considered to be a crucial component of the midwifery programme, as well as being key to maximising retention. A variety of support mechanisms are offered to students before and during their studies in both the University and clinical learning environments. Examples include:

Midwifery Taster Day

The Midwifery Taster day (MTD) was introduced in December 2002 in response to meeting the needs of non-traditional applicants to the programme, i.e. those with little or no experience of clinical care, or who have not followed a traditional educational path. These, and indeed many other applicants to the

Midwifery programme, are frequently naïve to the demands inherent within a rigorous course of study that offers both an academic degree and a professional qualification. The MTD therefore evolved as a means of providing not only information about the midwifery programme, but also a significant opportunity to engage with those already experiencing student midwifery. This unique initiative is consistently praised by the NMC as an example of good practice, and subsequently been adopted by other programmes, both within and external to the university. The MTD is held twice a year during the UCAS application cycle.

Moving on Programme

The Moving on Programme (MOP) works in harmony with the overall philosophy of the MTD. All new starters are invited to attend university for a pre-course introduction week, where they have the opportunity to engage with current course students, clinical mentors, and midwifery lecturers. The essential aim of the MOP is to foster early relationships with new students and therefore support their transition to the higher education environment. This initiative was introduced for the first time in 2011, funded by a Teaching & Learning award.

17 ADMISSIONS POLICY, CRITERIA AND PROCEDURES

Commissioning & Recruitment

The commissioning body for the University of Worcester is The Strategic Health Authority: The NHS Midlands and East. Commissions are currently confirmed in March prior to the forthcoming September and February intakes.

Criteria for Admission

The admission requirements for the course are:

Sept 2012 entry

- 280 UCAS points, from a maximum of 3½ A levels.
- One must be a relevant subject, e.g. Health & Social Care, Psychology, a Science.
- 5 GCSE passes, grade C or above, to include English, Science and Math's.
- Evidence of recent academic study (within 5 years).

OR

- Access Diploma. A total of 60 credits, 45 must be at level 3. 24 credits must be at merit/distinction level.

OR

- BTEC National Diploma. Relevant named award preferred, e.g. Health & Social Care.

AND

- Level 2 equivalent modules in English language, Math's and Science.
- Evidence of recent academic study (within 5 years).

Other level 3 (not vocational) qualifications may be acceptable.

Key Information for Applicants

- Applications to the midwifery programme should be made via UCAS each year, between September and January.
- Midwifery is an over subscribed course and therefore applications received outside the UCAS cycle will not be accepted.
- Ensure that a relevant and appropriate reference is included with your application. This will usually be an academic reference.
- Ensure that your personal statement has a clear midwifery focus; demonstrates a broad understanding of the role of the midwife; is objective and well written.
- All candidates are encouraged to attend a university open day or midwifery taster day.

Admission Procedure

Potential candidates are offered pre application advice. When considering a career in midwifery, it may be helpful to consider the following person specification in order to help determine whether the individual possess the appropriate experience and qualities that are deemed essential for admission to the course. Individual applicants must:

- Meet academic entry criteria and be able to provide evidence of recent study.
- Have literacy and numeric skills.
- Demonstrate effective communication and interpersonal skills.
- Show interest and commitment to the profession as demonstrated by your preparation for selection. You should have some familiarity with current topical professional issues.
- Be adaptable, flexible, and prepared to work shift hours expected in clinical practice. These include night duty, weekends & bank holidays
- Be able to provide evidence of responsibility, trustworthiness, reliability and integrity.
- Have self-awareness, and an ability to identify personal strengths/weaknesses.
- Have the ability to cope with difficult circumstances.
- Have the ability to work within a team and independently.
- Have an appreciation of issues surrounding equal opportunities.

Students are expected to travel to clinical placements in hospital and community settings therefore, whilst not essential, it is deemed desirable that those considering applying for this programme of study hold a current UK driving licence.

The Midwifery Course Team supports the UW Equal Opportunity Policy and considers that the Midwifery Profession should reflect the community that it serves. However, it is recognised that UW are responsible for ensuring that, before accepting applicants for entry to the education programme, the applicant is in good health and not knowingly suffering from any disability which might preclude meeting the requirements of the programme of education

and subsequently carrying out the duties of a midwife. Admission is therefore conditional upon a satisfactory occupational health check and enhanced police clearance.

All potential candidates have a contact name for either telephone enquiries or informal visits. The selection day team includes midwifery lecturers, clinical staff, and senior student midwives. During the day, candidates are provided with an overview of the course, as well as information about progression, bursary, and accommodation. Time is built in for candidates to ask any specific questions.

The selection day involves the participation of candidates in a variety of activities that demonstrate motivation, communication skills, numeric ability, team working skills, and literacy ability. On the day, successful applicants will:

- Articulate clearly and objectively their motivation to become a midwife.
- Demonstrate some contemporary knowledge and understanding of midwifery practice and issues affecting women's health.
- Communicate clearly, sensitively and with confidence.
- Achieve a minimum required standard in a numeracy test relevant to clinical practice.
- Engage with problem solving in a small team and be able to feedback their findings.
- Demonstrate their potential to be reflective and write at undergraduate level.

The interviewers are also looking for evidence of:

- Organisation of small group task
- Appropriate contribution to the discussion
- Respecting others opinions
- Actively listening to others
- Effective use of non-verbal skills
- Ability to articulate their own view/argument

Potential candidates are required to write up this activity in the form of a summary, therefore their ability to construct a summary, with a clear and logical progression of ideas and a reasonable conclusion will also be assessed.

This along with performance at a formal interview is used to form a decision about a candidates potential for the course. Successful candidates who are recruited have to satisfy specific selection criteria, which are fully documented.

Upon successful completion of all theory and practice based assessments an additional element of Declaration of Good Character is required to be completed by the lead midwife for education for each student before an application for registration with the NMC can be made at the end of the course.

18 METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

- Formal review against the pre-registration NHS contractual requirements
- External examiner from the appropriate part of the NMC register
- Annual review of the quality of the course and External Examiner requirements
- Reviews undertaken by the Nursing and Midwifery Council
- Module/Semester evaluation by students and teaching staff
- Student representation upon relevant committees
- Review of operation/programme delivery by Course Committee
- Clinical staff representative involvement in student selection and identified course committees
- Maintenance of Mentor register
- Clinical learning environment audit
- Peer review of teaching
- University Learning and Teaching Committee and the Learning and Teaching Centre promotes Learning and Teaching across the institution
- A teacher-accredited course (SEDA) for new staff and promotion of membership to the Higher Education Academy
- NMC Monitoring

20 REGULATION OF ASSESSMENT

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see URF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module.

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- classification determined on the profile of the best 3 module (45 credits) grades attained at Level 5 and the best 8 module (120 credits) at Level 6 or
- classification determined on the best 8 module (120 credits) grades attained at Level 6 only

The Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

21 INDICATORS OF QUALITY AND STANDARDS

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its

awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22 CAREER OPPORTUNITIES & LINKS WITH EMPLOYERS

Students may progress to undertake further postgraduate study and/or clinically focused development.

Achievement of the BSc (Hons) Midwifery and associated professional registration will also facilitate employment in either the NHS or private health care sector as a Registered Midwife or Independent Practice.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.