

Programme Specification for BSc (Hons) Midwifery

This document applies to Academic Year 2020/21 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	Three Counties School of Nursing and Midwifery
3.	Programme accredited by	Nursing and Midwifery Council (NMC)
4.	Final award or awards	BSc (Hons)
5.	Programme title	Midwifery
6.	Pathways available	NA
7.	Mode and/or site of delivery	Delivered at University of Worcester (UW) using blended learning with classes scheduled during identified theory week blocks combining face to face learning with online activities. Full-time block practice learning experiences are facilitated by statutory placement providers.
8.	Mode of attendance and duration	3 years, full-time, 42-week timetabled year, with a further 7 weeks pre-planned holiday.
9.	UCAS Code	BSc (Hons) Midwifery B720
10.	Subject Benchmark statement and/or professional body statement	NMC (2018) Realising Professionalism: Part 1: Standards for Education and Training NMC (2018) Realising Professionalism: Part 2: Standards for Student Supervision and Assessment NMC (2019) Part 3: Standards for Pre-Registration Midwifery Programmes NMC (2019) Standards of Proficiency for Midwives
11.	Date of Programme Specification preparation/ revision	April 2020 August 2020 – AQU amendments to Section 19. Nov 2020 AQU dissertation confirmed with Student Records.

12. Educational aims of the programme

Midwifery is an essential global profession and robust midwifery education is a key factor in ensuring care that is of a high quality. Midwives work across the childbearing continuum and are influential in present and long-term maternal and family health.

Building positive, trusting relationships is at the heart of effective midwifery care (Sandall et al, 2016). Therefore, the educational aim of this programme is to ensure that midwives, at the point of registration, are equipped to provide skilled, knowledgeable, respectful and compassionate care. This relates to all women, newborn infants and their families across the continuum from pre-pregnancy, pregnancy, labour and birth, postpartum and early weeks of newborn infants' life (NMC 2019). As fully accountable, autonomous practitioners, midwives are the lead professional in optimising normal physiological processes, being ideally placed to anticipate and recognise any change that may require additional care. Midwives have a responsibility for ongoing continuity and coordination of care either as lead professionals or as an intrinsic part of the interdisciplinary team. This programme will prepare students to be midwives who make a pivotal contribution to enhance the quality and holistic safety of maternity care, locally in conjunction with NHS care providers, local maternity and neonatal systems and NHS England. Using best evidence, they will be able to demonstrate the leadership, decision-making and problem-solving skills required to enable them to fulfil this role.

This curriculum is underpinned by a salutogenic orientation, embracing the concepts of meaningfulness, comprehensibility, and manageability within teaching and learning and in clinical practice. The drivers for this are the need for student midwives to develop skills, attitudes and professional values which foster the strength, resourcefulness and flexibility to not only work in

stressful environments and situations, but to contribute to safe factors through the use of advocacy and strength-based approaches. The A-EQUIP model also highlights the need for midwives who have the skills of resilience in the care of self and others. Salutogenesis will therefore inform and scaffold teaching and relationships with students to role model the acknowledgement of the connections between stressors and health and well-being within the context of caring for women and themselves.

To promote a healthy perspective a 'sense of coherence' is central. This supports midwives to successfully cope with challenge. This is also fundamental to formative experiences of student midwives and will be embedded early, and throughout the programme. It will support students to appreciate that coherence helps to make their world understandable, manageable, and meaningful. Students completing this curriculum will be equipped with the skills required to mobilise resources to successfully manage stressful and demanding situations; they will have the opportunity to develop a sense of coherence enabling them to provide safe and effective care for women and their newborn infants.

The BSc (Hons) Midwifery programme at UW has a well-established reputation for delivering excellent and contemporary midwifery education. The innovative, values-based BSc (Hons) Midwifery programme has been developed with practice partners, service users, students, and alumni placing the desires of women, their newborn and their families at its heart. This is in response to both policy and regulatory developments including [NMC \(2018\) Standards framework for nursing and midwifery education](#), [NMC \(2018\) Standards for student supervision and assessment](#), [NMC \(2019\) Standards for pre-registration midwifery programmes](#), [NMC \(2019\) Standards of Proficiency for Midwives](#), [Lancet Series on Midwifery \(Renfrew et al 2014\)](#) and [The National Maternity Review \(NHS England, 2016\)](#). The tenets of values-based midwifery, holistic safety and collaboration are central threads that weave throughout the curriculum. This recognises that the art of midwifery is expressed through the intelligent and courageous responsibility of midwives, in which connectivity and professional integrity is the foundation upon which all meaningful, constructive and therapeutic relationships are established and sustained.

The programme aims to:

1. Provide a range of learning opportunities and resources, which facilitate the effective integration of theory and practice, to safely and successfully support students to confidently achieve the six domains of [NMC \(2019\) Standards of proficiency for midwives](#) ensuring eligibility to register with the Nursing and Midwifery Council, as a Registered Midwife;
2. Through a blended learning approach and integration of theory and practice, encourage the pursuit of contemporary knowledge, understanding and skills to enable the provision of holistic, individualised, woman-centred care across the continuum from pre-pregnancy, pregnancy, labour and birth, postpartum and the early weeks of life;
3. Foster kind, competent, compassionate, autonomous, fully accountable midwives who work in partnership with women, recognising the professional, legal, ethical responsibilities of the midwife's role at local, national and international levels who are fit for purpose and who practice in accordance with [NMC \(2018\) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates](#);
4. Empower student midwives who, in providing continuity of care and carer, are responsive to the demands of differing practice environments utilising the best available evidence in communication and decision making in partnership with women and their families;
5. Foster a midwifery focus on the needs, views, preferences of women and the newborn infant in an empowering, supportive approach, respecting women's decisions and preferences throughout the continuum of care;

6. Promote and support student midwives to become resilient, kind, caring, reflective, life-long learners, who can apply a wide-range of evidence-based knowledge to underpin their professional practice across the childbearing continuum;
7. Empower student midwives with the capability to be the lead professional for the care and support of women, babies, partners and families with the ability to optimise physiological processes and support safe practice in their clinical reasoning and decision-making skills promoting positive outcome, anticipating and preventing complications due to their knowledge and understanding of anatomy and physiology and normal changes associated with childbearing;
8. Enable student midwives to provide health education, health promotion, public health and protection to promote mental and physical health and well-being including an awareness of social and health inequalities and how to lessen them through good midwifery care;
9. Develop student midwives who role model safe, effective, collaborative and supportive team working, enabling continuous quality improvement to enhance their pivotal role in avoiding harm and promoting positive outcomes for women and their families and advocating for the human rights of women and children;
10. Ensure the public are safeguarded and protected, following the principles of non-judgmental and anti-discriminatory practice to uphold public trust by empowering students to recognise the need to raise concerns when the safety of women and their babies is in jeopardy.

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Apply knowledge and understanding of anatomy and physiology including reproductive systems, genetics, and genomics across the life span, protecting, promoting and supporting breastfeeding;	BMID3001
2.	Demonstrate the ongoing development of a systematic understanding of the knowledge base, informed by commitment to lifelong learning and critical reflection and clinical reasoning, which contributes to positive health outcomes for women and babies, evaluating their physical, psychological, social, cultural and spiritual safety;	BMID3005
3.	Critically evaluate, synthesise and systematically apply knowledge of anatomy and physiology, the evidence underpinning genetics, genomics across the life span and epigenetics of infant feeding relevant to the full systematic physical examination of the newborn;	BMID3003
4.	Demonstrate knowledge and understanding of universal care needs, prevalent pre-existing co-morbidities, additional care needs and responsibility to anticipate, prevent, recognise and respond to first line assessment and management of required care within scope and role of midwifery practice;	BMID3001
5.	Apply the principles of public health promotion and protection to women and their families, underpinned by an understanding of public health evidence and data.	BMID3001

Cognitive and Intellectual skills

6.	Access, appraise and apply best available evidence, including local, national and international reports, to inform and promote effective, safe and meaningful midwifery care and quality improvement;	BMID 3004
7.	Demonstrate in-depth knowledge, understanding and ability to provide continuity of midwifery care and carer for the maternal and infant dyad across a range of settings and care needs, to optimise normal physiological, emotional and social processes, strengthening their parenting and care capabilities throughout the childbearing continuum;	BMID 3005
8.	Employ research methods and techniques to review, consolidate and apply knowledge to inform a dissertation which critically and ethically engages with professional practice;	BMID3004
9.	Critically appraise and synthesize legal and ethical concepts, and the public health role of the midwife as applied to the full systematic examination of the newborn in accordance with statutory and professional accountability.	BMID 3003

Skills and capabilities related to employability

10.	Embody the values underpinning <i>The Code</i> <u>NMC (2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</u> acting with appropriate supervision or direction within agreed guidelines to focus care on the woman and their families promote and provide non-judgemental and non-discriminatory practice and demonstrate the professional behaviours of reliability, trustworthiness, openness and integrity and to ensure public protection;	BMID3005
11.	Demonstrate a consistent commitment to the provision of high quality, evidence-based, holistic, responsive and kind midwifery care which builds respectful partnerships with women and families and advocates for personal choice and human rights and the legal and ethical frameworks;	BMID3005
12.	Act as a positive role model, leader and the coordinator of midwifery care ensuring collaborative, 4ciplinary and multiagency working, advocating for the universal and additional needs of women and their babies;	BMID3001
13.	Critically reflect on own role in safeguarding vulnerable individuals and apply a professional duty of candour, to escalating concerns and learn from critical incidents to ensure public protection;	BMID3003
14.	Demonstrate skills and attributes of a colleague, scholar and midwifery leader;	BMID3004
15.	Demonstrate clear, consistent communication and collaborative sensitive team working with colleagues to build professional relationships showing responsible and accountable membership of the multi-disciplinary team promoting diverse strategies for safe and effective practice.	BMID3005

Transferable/key skills

16	Apply numeracy, literacy, digital and technology skills to own learning and professional clinical practice;	BMID3005
17.	Apply sustained approaches to develop professional self-awareness, self and team reflection, resourcefulness and strength-based approaches when working with others, recognising signs of vulnerability in self or others incorporating compassionate self-care into personal and professional life;	BMID3001
18.	Consistently demonstrate highly developed interpersonal skills and cultural responsiveness in a range of contexts, some of which may be unpredictable, in order to share information with clarity, support public health and health promotion, identify health and social issues and acknowledge individual need and preference;	BMID3005
19.	Demonstrate values associated with personal responsibility and commitment to quality improvement, lifelong learning and continuing professional development ensuring that ongoing practice is safe and effective.	BMID3004

Learning, teaching and assessment

Learning

This stimulating and engaging midwifery programme of study is based on learning and teaching strategies that motivate and promote student engagement. The essence of the programme is transformational as students' progress through a range of learning opportunities to that of a registered midwifery professional who promotes excellence and values lifelong learning. The programme is student-focused utilising the principles of blended learning, integrating theoretical underpinnings with lived experience in practice. Approaches to learning, teaching and assessment are founded upon a spiral curriculum. This enables deep and meaningful knowledge acquisition and understanding of all areas within midwifery as students' progress through the programme, from fundamental knowledge and values, to consolidated understanding and professional ideologies.

Central to the teaching approach is the facilitation of incremental learning which builds on students' existing knowledge. This leads to a cyclical reconsideration of fundamental aspects, increasing in depth, to support comprehensive understanding. Cohesive links are made between the modules across each of the years and the programme. The six NMC (2019) domains spiral across the curriculum, supporting the construction of new knowledge:

1. Being an accountable, autonomous, professional midwife.
2. Safe and effective midwifery care: promoting and providing continuity of care and carer.
3. Universal care for all women and newborn infants.
4. Additional care for women and newborn infants with complications.
5. Promoting excellence: the midwife as colleague, scholar and leader.
6. The midwife as skilled practitioner

The 14 modules of the programme are drawn from these domains of the NMC standards. These are revisited across the programme, introducing new content, allowing revision of existing knowledge to the mastery of key concepts. The domains, associated proficiencies, knowledge and understanding, skills and professional values are underpinned by the NMC Code (2018). This is explicit across the theoretical and practice modules.

The curriculum promotes inclusivity so that accessibility for all is considered and integrated from the very beginning. The learning culture that underpins this curriculum embraces the expectations of the [*NMC \(2018\) The Code: Professional standards of practice and behaviour for nurses*](#).

[midwives and nursing associates](#) in that it is conducive to safe and effective learning which respects the principles of equality and diversity, and is ethical, open and honest.

Theory and practice are related with placement opportunities reflective of the modules being undertaken. Students are encouraged to integrate knowledge and professional attributes within both environments enabling them to make firm connections leading to deeper and meaningful understanding. The complexity of each concept revisited increases iteratively so that students increasingly construct links and connections, enabling a cumulative development of knowledge, skills and professional values. As key contributors to the learning and development and as adult learners', students are recognised as key contributors to the knowledge development of themselves and others.

The programme provides opportunities for students to engage with service users and their families during practice learning, but also when appropriate as part of the learning, teaching and assessment strategy related to theoretical component.

In each year of the programme, weeks are equally shared between theory and practice learning. This weighting ensures that neither theory nor practice are privileged in teaching and one does not override the other in the assessment on the programme. All theoretical assignments require students to link theory with practice. Marking of student's submissions is via the approved marking and feedback grid with level 4, 5 and 6 level descriptors illustrating an incremental demonstration of being able to link theory to practice.

Teaching

Theory

Students are taught through a blended learning approach comprising of face to face teaching and technology enhanced learning. Face to face teaching comprises; lead lectures, scenario-based activities, enquiry-based learning and tutorials, the flipped classroom, credible and authentic co-constructed clinical storytelling, skills and simulation. Technology enhanced learning opportunities are presented in the form of the Anatomy and Physiology electronic resources; interactive virtual learning environments, e-workbooks; electronic medicines calculations resources, and clinical skills simulations. Enquiry-based learning is a key feature in all three of the Midwifery Care modules. Scenarios are underpinned by contemporary practice and triggers for enquiries are generated with service users and clinicians. Key to the midwifery spiral curriculum is that learning starts when the student connects professional values, knowledge and skill.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for transferrable, employability and graduate skills. The student's educational journey is robustly scaffolded throughout, with emphasis being placed on supporting the initial transition into Higher Education and, in Level 4 / year one, support to enable achievement and progression. Study skills are embedded into the early stages of the course to help promote student achievement and confidence with learning and assessment. A mixture of independent study, teaching and academic support from Student Services and Library Services, as well as the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Students will have opportunity to meet with their Personal Academic Tutor, as a minimum, at two scheduled group meetings in the first year to ensure they are settling into University life, to signpost to any University services needed and to provide academic support. These will be complemented with 2 individual meetings. During Year 2 and 3, to reflect growing confidence, students will be able to meet with their personal academic tutor in a group once and individually for two meetings.

The [NMC \(2019\) Standards of Proficiency for Midwives](#) emphasises the importance of interdisciplinary and multiagency team working to support safe and effective practice. This

curriculum will offer students a range of interdisciplinary and multiagency team working opportunities supported by an interdisciplinary learning strategy. This ensures that professional socialisation is learnt in an educational context to support interdisciplinary learning during practice placements.

Practice Learning

Practice learning takes place in a range of settings where midwives care for women and their babies. Students participate in all activities that contribute to their training and are taught the responsibilities involved. Students on placement are supernumerary for the duration of the programme. Each student is provided with a Midwifery Ongoing Record of Achievement Document (MORA). This contains all the formative and summative elements of the assessment process, including professional values, proficiencies, skills, medicines management and EU numbers. Practice Episodes Records are incorporated into the document to include the EU requirements at point of registration (Article 40 of Directive 2005/36/EU) which stipulate the number of times a student has provided care specific to the four areas.

Student placements run in blocks across the year, with experiences normally in a minimum of two practice placements each year. Students spend 21 weeks of each year in the clinical learning environment. This includes the use of complementary placements (visits to alternative settings) which enable students to access a range of diverse clinical learning opportunities including interdisciplinary and multiagency team working.

Students are provided with practice learning opportunities that enable them to develop and meet the [NMC \(2019\) Standards of Proficiency for Midwives](#). This ensures that students are equipped to provide holistic, universal and additional care to women, newborn infants, partners and families. Student practice learning occurs in a broad range of clinical settings serving a diverse population. This affords the opportunity for students to achieve proficiencies related to continuity of midwifery carer across the whole continuum of care for all women and newborn infants.

Students are supported by practice supervisors and assessed by a practice assessor in each clinical area, who have undergone appropriate preparation for their roles. Practice facilitators/practice educators, personal academic tutors, link lecturers and academic assessors allocated by the University, provide further support. Practice learning opportunities are tailored to accommodate students' individual needs and significant personal circumstances, including making reasonable adjustments for students with disabilities

Contact time

In a typical week, a student will have around 12-contact hours of teaching during theory weeks. The specific contact hours will depend on the year of study because in the final year there is less contact time in order to enable more independent and self-directed study. This allows the completion of a dissertation, a sustained piece of individual work, which critically and ethically engages with professional midwifery practice

Typically, class contact time per week will be structured around:

- Three 2 hour sessions per day over two days per week
- The 2 hour sessions comprise of a variety of methods including, lectures, enquiry feedbacks and tutorials

Whilst in placement, students will be expected to attend placement for 37 hours per week, experiencing the full range of hours expected of Registered Midwives. All practice learning hours must be formally recorded and signed for.

Independent self-study

In addition to contact time, students are expected to undertake around 25 hours of personal self-study per week during theory weeks. Typically, this will involve locating and reading resources, including preparing for assessments and enquiry feedback in relevant modules. In years 1 and 2 there are 2 weeks independent study blocks and in year 3 there are 5 weeks.

Independent learning is supported by a range of excellent learning facilities, including the Hive and Library resources, the virtual learning environment, firstpoint student advice and support and extensive electronic learning resources.

Teaching staff

Students will be taught by a teaching [team](#) whose expertise and knowledge are closely matched to the content of the modules on the programme. The team is made up of Registered Midwives from different backgrounds offering a range of expertise. Teaching is also supported by contributions from clinicians and other allied health professionals when specialist knowledge is required. Contributions by service users and their families, provide valuable opportunities for the sharing of lived experience with students. Module leads have overall responsibility for their assigned modules.

Teaching is informed by research and consultancy, with ninety percent of permanent lecturers in the teaching team having a Higher Education teaching qualification and Fellowship of the Higher Education Academy. In addition to this, three members of the team have achieved doctoral awards.

Assessment

The course provides opportunities to gain understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade. They reflect the academic level of the student progressing to graduate and professional status.

In line with principles of inclusivity and student-centred approaches, assessments are varied across the 3 years with several modules offering a choice of assessment in recognition that students learn in different ways. Both traditional and innovative assessment methods are used to enhance the development of Higher Education and professional skills and behaviours. While innovation and creativity of assessments is encouraged, this is within the context of a defined range of assignments, providing students with the opportunity to master the skills of academic, transferable and employment skills.

Summative assessment activities include written assignments (essays/reports), exams (seen and unseen), artefact design and group presentations, including poster presentations. Practice learning assessment involves the continuous assessment process of midwifery knowledge, skills, attitudes, behaviours and values expected, progressing from Participation (Year 1), Contribution (Year 2) and Proficiency in Midwifery Practice (Year one). Formative and summative assessment of practice is recorded in the National MORA for each year of the programme. Numeracy and medicines management is assessed developmentally across the programme, culminating in providing evidence of achieving 100% in a calculation of medicines test prior to qualifying.

A typical formal summative assessment pattern for each year of the course is:

Year 1

Group presentation

Report

Reflective account

Exams

Essay

Assessment of practice of NMC (2019) proficiencies using Midwifery Ongoing Record of Achievement (MORA) with practice grading

Evidence of Medicines Management at 80%

Year 2

Report

Reflective account

Group poster presentation

Exam

Essay OR Parental teaching resource

Critique

Assessment of practice of NMC (2019) proficiencies using Midwifery Ongoing Record of Achievement (MORA) with practice grading

Evidence of Medicines Management at 90%

Year 3

Individual presentation

Case presentation

Supporting paper

Dissertation

Reflexive account

Assessment of practice of NMC proficiencies using Midwifery Ongoing Record of Achievement (MORA) with practice grading

Evidence of medicines Management at 100%

14. Assessment strategy

The assessment strategy addresses the need to assess knowledge, understanding, behaviours, attitudes and skill and their application in midwifery practice. The assessment strategy reflects the need to ensure that the programme produces midwives who are safe, knowledgeable and compassionate advocates in practice and display graduate attributes and knowledge worthy of academic award.

To ensure that a cohesive approach has been taken in the design of the assessment process assessments are constructively aligned to learning outcomes. Assessments are considered in the context of the skills and attributes required of the programme aims. In line with NMC requirements, no compensation exists between the assessment of theory and practice or with the assessment of individual items of assessment in a module, ensuring all programme outcomes are met.

The range of formative and summative assessments recognises that all students are unique in their learning style and enables students to choose assessment formats which fit in with their personal, learning styles and requirements promoting inclusivity.

Formative assessment

Formative assessment is an important feature of the midwifery programme having a fundamental role in student learning, achievement and progression. They are included within each module. They provide opportunities for students to develop assessment literacy, learning about themselves as learners and to gain constructive feedback and feedforward that supports summative assessment, thus increasing confidence in the assessment process. Students are strongly advised to engage with all formative activities to promote increasing independence and active engagement in the learning process. Formative feedback is provided from several sources including the module teaching team, year leads, Personal Academic Tutors, clinical practitioners and peers.

For all assessments, assignment guidance is provided. For summative assessments, there will be a comprehensive assignment guide containing explicit assessment criteria, which is aligned to the module learning outcomes and clearly indicates what students need to do to successfully complete the assessment. Each assessment item will have clear marking criteria, benchmarked to the University Grade Descriptors at levels 4-6, with assignments marked using a marking matrix.

All summative written theory assignments are submitted electronically, using plagiarism detection software.

Assessment of practice learning

The assessment of practice learning is aligned to one 30-credit Midwifery Practice module that run across each year. Students are guided and assessed in the practice setting using the National MORA.

The MORA provides opportunities for assessment of practice learning for each part (year) of the programme. During each year of the programme, students are expected to engage at varying levels of proficiency appropriate to their knowledge and understanding during each year of the programme. These proficiencies have been mapped against five sections; Antenatal care, Intrapartum care, Postnatal care, Neonatal care and Promoting excellence which can be assessed in a range of placements. These are not viewed as separate elements; instead they reflect the continuum of care provided in partnership with women and their families. Assessment within the MORA is aligned to the midwifery practice modules' learning outcomes, which are written to reflect the level of study. Students are supported by practice supervisors and practice assessors to achieve the proficiencies and expected professional values. All proficiencies must be met by the end of the programme. Service user feedback is valued within the programme, with this being sought by the Practice Supervisor or Practice Assessor during the placements.

Practice supervisors, practice assessors and academic assessors will have all received appropriate preparation for the role and receive ongoing support to undertake the role. The students' practice is assessed each year, during the summative assessment, using holistic performance descriptors relevant to the level of study contained within the MORA. The Grade is calculated by the Academic Assessor following communication from the Practice Assessor. A grid showing assessment methods and weightings mapped to modules at each level, together with an assessment calendar of submission dates is included in the Course Handbook.

The module lead for each of the practice modules (BMID1005, BMID2005, BMID3005) is responsible for organising a moderation meeting, this meeting will involve the academic team, practice partners and service users. This meeting will review a selection of MORA's from each cohort for consistency in completion of the documentation and assessor feedback in relation to the grade awarded. A moderation form will be completed and shared with the external examiner, who will be invited to review a sample of MORA documents, as well as meet with PS, PA, AA and students each year.

In line with NMC requirements students are required to evidence all practice learning hours including sickness and absence, with hours lost needing to be 'made-up'. These are recorded on Record of Attendance Sheets and entered onto the student's education record. Equal weighting exists between learning in theory and practice. All modules have been developed to facilitate achievement of the NMC proficiencies. Practice learning progression points exist at the end of year one and year two. Theory progression points occur concurrently to practice progression points at the end of years one and two.

All practice learning and assessment is further supported by:

- Work Based Learning Support Team
- Nominated Practice Person
- Practice Supervisor
- Practice Assessor (for each placement or group of placements)
- Academic Assessor
- Personal Academic Tutor
- Academic Link lecturer

This support, alongside the Occupational Health and the Disability and Dyslexia Services, ensures students individual needs and personal circumstances are taken into account, including making reasonable adjustments as required for students with disabilities.

Further details related to practice learning support and assessment are available in the Course Handbook and MORA and MORA FAQ Guide.

15. Programme structures and requirements

The programme meets the requirements of the [NMC \(2018\) Standards for Pre-Registration Midwifery](#) and [NMC \(2018\) Standards for Student Supervision and Assessment](#).

The BSc (Hons) Midwifery programme provides a three year, full-time, unified, integrated and mandatory programme consisting of theory and practice learning modules from level 4 to level 6. The programme complies with NMC requirement of at least 4,600 hours of theoretical and clinical education and provides an equal balance of theory and practice learning. It is timetabled for 42 weeks of the year with 3 weeks for reassessment. There is an additional 7 weeks pre-planned annual leave. Practice learning allows students to experience the full range of hours expected of Registered Midwives.

The programme complies with Article 40, 41 and 42 of the EU Directive 2005/36/EC, which is mapped to the programme modules. This demonstration of the minimum training conditions set out by the directive, including theoretical and technical instruction, includes subject specific to the activities of a midwife and practical and clinical training.

Part (year)/level	Theory (weeks)	Practice (weeks)	Reassessment weeks	Pre-Planned Holiday
One L4	21	21	42 + 3 weeks reassessment	7 weeks
Two L5	21	21	42 + 3 weeks reassessment	7 weeks
Three L6	21	21	42 + 3 weeks reassessment	7 weeks
Totals	63 weeks (2331 hours)	63 weeks (2331 hours)	126 weeks/9 placement reassessment weeks	21 weeks

It complies with NMC requirement of at least 4,600 hours of theoretical and clinical education and provides an equal balance of theory and practice learning. Students are required to complete a minimum of 2300 hours theory and 2300 hours practice learning. Half of the practice hours are allocated within the theoretical modules. These contribute towards the 2300 practice hours over all 14 modules of the 3 years of the programme. The practice based learning hours in the theory module are not assessed within the theory modules. Instead these contribute to the assessment of practice contained within each of the three practice modules (BMID 1005, BMID 2005 and BMID 3005).

Course Title: BSc (Hons) Midwifery

Level 4			
Module Code	Module Title	Credits (Number)	Status
BMID 1001	Foundation Midwifery Skills	30	Mandatory
BMID 1002	Leading Universal Care for Women and Families	30	Mandatory
BMID 1003	Universal Care of the Newborn	15	Mandatory
BMID 1004	Introduction to Evidence-based Practice	15	Mandatory
BMID 1005	Foundation Midwifery Practice	30	Mandatory

Single Honours Requirements for BSc (Hons) Midwifery at Level 4

Level 5			
Module Code	Module Title	Credits (Number)	Status
BMID 2001	Developing Midwifery Skills	30	Mandatory
BMID 2002	Coordinating Additional Care for Women and Families	30	Mandatory

BMID 2003	Additional Care of the Newborn	15	Mandatory
BMID 2004	Apply Evidence to Practice	15	Mandatory
BMID 2005	Developing Midwifery Practice	30	Mandatory

Single Honours Requirements for BSc (Hons) Midwifery at Level 5

Level 6			
Module Code	Module Title	Credits (Number)	Status
BMID 3001	Consolidating Midwifery Care	30	Mandatory
BMID 3003	Holistic Examination of the Newborn	30	Mandatory
BMID 3004	Dissertation	30	Mandatory
BMID 3005	Consolidating Midwifery Practice	30	Mandatory

Single Honours Requirements for BSc (Hons) Midwifery at Level 6

The detailed schedule for the course showing how modules are delivered over the academic year and any further detailed information is contained within the Course Handbook.

Please see Mapping Document for mapping of modules to [NMC \(2019\) Standards of Proficiency for Midwives](#) and EU directives as well as MORA.

16. QAA and professional academic standards and quality

The BSc (Hons) Midwifery programme has taken account of a range of quality academic and professional frameworks. It is aligned to the QAA (2019) Framework for Higher Education Qualifications of UK degree-awarding bodies (FHEQ), with the award located at level six of the FHEQ. It is constructed to enable students to demonstrate achievement of the [NMC \(2019\) Standards of Proficiency for Midwives](#) with learning becoming progressively more challenging, moving from broad generic concepts to a more in-depth knowledge supporting decision-making in complex and unpredictable circumstances.

Only those students successfully completing the BSc (Hons) Midwifery are eligible to apply to register with the NMC.

The course takes account of the UK Quality Code for Higher Education. As the course has a 50% practice-based learning requirement, it takes account of the [UK Quality Code for Higher Education Advice and Guidance Work-based Learning](#)

17. Support for students

Student support is a central component of the midwifery programme and is available from within the Three Counties School of Nursing and Midwifery and from the wider University.

Personal Academic Tutors

Academic tutoring is at the heart of supporting students personally, professionally and academically. The programme team believe that the personal academic tutor system is fundamental to student success. All students are allocated a personal academic tutor from within the midwifery team of lecturers. Students are advised to maintain regular contact with their personal academic tutor, with email being the communication tool of choice. They meet with their personal academic tutor in accordance with University policy. The personal academic tutor being closely involved where there are problems identified in practice and liaising with the practice facilitator, academic assessor, practice assessor and lecturer/practitioner to support the student. Personal Academic Tutors act as the first point of contact for students experiencing problems or concerns arising while at university, offering signposting to wider University support services. They promote the academic and professional development of their tutees, including supporting employability. Students are advised to maintain regular contact with their Personal Academic Tutor. All tutorial contact is recorded via SOLE.

Academic Assessor

All students will be allocated a different Academic Assessor for each year of the programme. Academic Assessors are Registered Midwives who are an academic member of the University teaching team who will not normally be the students Personal Academic Tutor. Academic Assessors must communicate with Practice Assessors at identified points across the academic year to monitor student progress, with a discussion about student learning, progression and achievement of proficiencies across theory and practice taking place prior to the end each year. The Academic Assessor and Practice Assessor are responsible for recommending the student for progression to the next year of the programme and record this in the MORA. This recommendation is ratified at the exam board.

Lead Midwife for Education (LME)

The LME is a Registered Midwife who is responsible for midwifery education at the University of Worcester and is a requirement of the NMC. The LME works closely with Academic Assessors and Personal Academic Tutors to carefully monitor student progression and achievement on the programme to facilitate early intervention strategies to support students struggling to make satisfactory progression. The Lead Midwife for Education has an important strategic and operational role related to midwifery education at the University of Worcester. The LME utilises her midwifery expertise to promote, support and enhance the midwifery education agenda at the University of Worcester.

LME/ Course Leader

The LME/Course Leader (or their designated midwife substitute) provides a supporting declaration of good health and character for all students who have successfully completed the programme and ensures that all students are aware, during and before completion of the programme, that they have five years to register their award with the NMC. The LME has the right to refuse to sign any supporting health and character declaration if the available evidence does not support this.

Midwifery Taster Day

The Midwifery Taster day is provided to meet the needs of applicants to the programme. The taster day evolved as a means of providing not only information to prospective students about the BSc (Hons) Midwifery programme, but also a significant opportunity to engage with those already experiencing student midwifery education and to gain a better understanding of the expectations of a highly intense programme. Midwifery taster days occur during one week each academic year prior to the UCAS application cycle.

'Getting to know you' event

All new starters are invited to attend University for a pre-course introduction session where they have the opportunity to engage with midwifery tutors and current course students. The essential aim of the event is to foster early relationships between new students and therefore support their transition to the higher education environment. Students are provided with the opportunity to invite family and friends along with the aim of understanding the demands of the course to enhance understanding and support the student to improve retention. The feedback received from these events have been consistently positive and is very much valued.

Induction

The first week of the programme provides students with the opportunity to meet other students, the teaching team and other members of the University of Worcester team. Sessions exist to introduce students to the principles of learning and teaching in Higher Education, introduction to information and learning systems including Library resources, an introduction to Student Services, the Student Union and the Midwifery Society.

Professional Midwifery Advocates (PMA)

Within the academic team, there are several trained PMA's. In line with [NHS England A-EQUIP model](#), PMA's deploy the valuable function of leadership, education, restoration and quality improvement. Every midwifery student can access a PMA within the academic team to receive

restorative clinical supervision. This intervention has been shown to support midwives in developing skills of resilience that will protect their future health and reduce the chances of attrition from employment and the PMA team aim to offer this for students at various points from the beginning of the Programme until completion.

Buddy system

Students are allocated a 'buddy' student from midwifery students in the year above who are accessible and can support the student throughout the programme. This system has been highly valued by many students.

Practice learning support

Prior to commencing their first practice learning experience, midwifery students have a practice induction, which includes professional responsibilities and expected conduct, introduction to practice learning assessment documentation and Trust policy and guidance. Students are reminded that women should have the opportunity to give and if required, withdraw their informed consent to student midwives being involved in their care.

Students are supernumerary and supervised whilst in the practice learning environment, with the practice supervisors and assessors having responsibility for supporting and supervising learning experiences, either directly or indirectly (NMC 2018). The practice assessor has the primary responsibility of conducting assessments to confirm student achievement of proficiencies and programme outcomes for practice learning (NMC 2018).

Practice assessors are required maintain current knowledge and expertise relevant for the proficiencies and programme outcomes being assessed. Practice supervisors will receive ongoing support to prepare, reflect and develop for effective supervision and contribution to, student learning and assessment and are required to understand the proficiencies and programme outcomes they are supporting students to achieve.

Students will have opportunities to learn from a range of relevant people in the practice learning environment, including service users, registered and the wider multi-disciplinary team and other students as appropriate.

Further details of practice learning support are available in the course handbook and MORA document.

Dissertation support

All students complete a Level 6 Dissertation. Students are supported in this via the module lead and a Dissertation supervisor.

Disability support

The University is committed to ensuring that disabled people, including those with specific learning difficulties and/or mental health difficulties are treated fairly. Reasonable adjustments to provision will be made to ensure that disabled students are not disadvantaged. [The Disability and Dyslexia Service](#) within [student services](#) provides screening and assessment of disabilities combined with offering specialist disability support.

Meeting the needs of a midwifery student with a disability requires a balancing of creative reasonable adjustments and support strategies within a context of professional regulation and competency. Reasonable adjustments and support strategies must be professionally acceptable and ensure patient safety. Students are actively encouraged to disclose their disability to facilitate safe systems of support and permit additional needs/reasonable adjustment to be put in place.

This support, alongside the Occupational Health and the Disability and Dyslexia Services, ensures students individual needs and personal circumstances are taken into account, including making reasonable adjustments as required for students with disabilities.

18. Admissions

Admissions policy

The University aims to provide fair and equal access to a university education for all those able to demonstrate the potential to succeed or benefit from it. Admissions to the course are made in line with the University's [Admissions Policy](#) and Diversity and Equality policies, and the NMC's Standards for pre-registration midwifery programmes (2019).

The University aims to recruit students who have a strong commitment to the midwifery profession and are able to demonstrate values which accord with the [NMC \(2018\) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates](#), and [Health Education England \(2016\) Values Based Recruitment Framework \(2016\)](#). The course seeks to recruit from a range of school leavers and mature applicants. The individual needs of applicants are considered in order to promote equity and facilitate accessibility. All applicants are required to demonstrate experience of caring for others, and proficiency in the English language.

Selection is based upon applicants who can demonstrate a good understanding of the health and social needs of women and are passionate about human rights and supporting women in their choices. Applicants should be able to demonstrate emotional intelligence and resilience. They should demonstrate an understanding of the role and scope of practice of a midwife and the capacity to acquire professional values and behaviours. Applicants need to show the potential to develop the numeracy, digital and technological skills required to meet the programme outcomes.

Entry requirements

The entry requirements for this course are published on the [University of Worcester course web page](#)

- Typical offer is BBB
- Must include a minimum of one relevant subject e.g. Biology, Chemistry, Psychology, PE, Sociology, or Health and Social Care

OR

- Access to Higher Education Diploma: 45 level 3 credits - 24 at distinction and the remainder at merit

OR

- BTEC Diploma (Health & Social Care preferred)

AND

- 5 GCSE passes to include English and Maths at grade C/4 or above. Functional skills level 2 Mathematics is accepted as an alternative. Please note that functional skills level 2 English is not accepted. Those applying via an Access course only need to meet the requirements for English and Maths.
- Evidence of contributing to the health/well-being of young people/adults, for example:
 - Duke of Edinburgh award scheme
 - Mentor/Leader in any young person's organisation
 - Volunteering
 - Caring for vulnerable individuals in a community or hospital setting
 - Doula/antenatal educator

The University is committed to widening participation and therefore prospective candidates who hold other qualifications, or who do not fully meet the entry requirements will be considered on an individual basis by the Admissions Tutor and Lead Midwife for Education. See [UW Admissions Policy](#) for other acceptable qualifications.

Disclosure and Barring Service (DBS) requirements

All students are required to have enhanced Disclosure and Barring Service (DBS) clearance prior to entry to the programme and self-declare good character each year. Good health is determined through occupational health assessment which is currently provided by an independent supplier.

Health and Character declaration

In addition to the above, the [NMC \(2019\) Guidance on health and character](#) specifies professional entry requirements to determine good health and good character

Recognition of Prior Learning

Recognition of prior learning is not permitted by the NMC.

Admissions procedures

All applications are received through University and College Application Service (UCAS). Course code: B720.

The personal statement must be well written and demonstrate:

- A clear midwifery focus
- A realistic and objective motivation
- A robust understanding of the role of the midwife and her scope of practice
- Evidence of relevant key skills

Applications are screened and suitable applicants are then short-listed against set criteria. Candidates who meet the criteria for admission are invited to attend a values-based selection event.

The written and verbal responses of candidates during the selection event are measured against a set of criteria intended to assess their motivation, insight and ability to communicate and are informed by [NHS England \(2012\) Compassion in practice](#)

The values-based selection event is facilitated by the academic team, clinicians and service users, allowing candidates to demonstrate their understanding of midwifery, the health and social needs of women and families, commitment to succeeding as professionals and suitability for the programme.

Academic staff, service users and practice learning partners attend training in the principles of selection, equality and diversity through the University or the practice partners employing organisation.

Those students who meet all the criteria for entry and are successful at interview are offered a place subject to meeting academic requirements, conditional upon confirmation of good health and good character (DBS).

Where a candidate is unsuccessful at selection day, they are offered written 'feedback' against individual performance and interview outcome. In some instances, potential students may be advised to reapply at a later date or to seek further education.

Admissions/selection criteria

Criteria for making an offer of a place include:

- Applicant meets/working towards academic entry requirements
- A satisfactory and relevant reference must be supplied
- Any criminal cautions/convictions are declared and assessed on an individual basis
- Residency must comply with EU rules

19. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- A student is required to submit and pass all items of assessment in order to pass a module.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.
- Compensation between items of assessment is not permitted.

Submission of assessment items

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the [Taught Courses Regulatory Framework](#).

Retrieval of failure

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module; the module grade for a re-taken module is capped at D-.
- Where a Practice module is failed students will be offered the opportunity of a minimum of a 4-week placement to facilitate retrieval of the fail.
- A student who fails in the original and reassessment opportunity of a practice learning module will be withdrawn from the programme
- Students will not be allowed to be re-assessed in practice more than two times throughout the whole programme. Failure in excess of this will lead to automatic discontinuation from the programme without re-assessment opportunity.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- The nominated practice assessor and nominated academic assessor evaluate and recommend the student for progression based on achievement of proficiencies and outcomes for each year of the programme.
- Students at Level 4 may be permitted to progress to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 120 credits at Level 4;
- Students at Level 5 may be permitted to progress to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 120 credits at Level 5;
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated;
- Students are not permitted to carry failed modules into a succeeding year.

This course is subject to the University's fitness to practice procedures.

Requirements for Awards

Award	Requirement
Certificate of Higher Education in Health and Care	In order to be eligible for the exit award of Certificate in Higher Education in Health and Care, a student must have passed at least 120 credits in total including the mandatory

	modules for level 4 of the award as specified on the award map.
Diploma of Higher Education in Health and Care	In order to be eligible for the exit award of Diploma in Higher Education in Health and Care, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map.
Degree (non-honours) in Health and Care <i>Not eligible to register with the NMC</i>	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, as specified on the award map.
Degree with honours in Midwifery <i>Eligible to apply to Register with the NMC</i>	Passed a minimum of 360 credits with 120 credits at Level 5 and 120 credits at Level 6, as specified on the award map.

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 grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

20. Graduate destinations, employability and links with employers

Graduate destinations

All students who successfully complete the BSc (Hons) Midwifery programme are eligible for registration with the NMC, thereby assuring the relevance of the course. The majority of students who successfully complete the course apply for a midwifery post and are successful in their application, thereby moving into a midwifery career. A number of students are offered more than one post following interview and therefore have a choice of posts to accept. With all students achieving good degrees, a number undertake post-graduate study including the CPD provision offered by the University at Masters' level. Continuing professional development includes the opportunity to undertake post-graduate academic study including Master's degrees: [MSc Advanced Clinical Practice](#), [MSc Public Health](#), [MSc Healthcare Management and Leadership](#).

Student employability

Students graduating from the University of Worcester have an excellent reputation with successful recruitment into full time employment within the first year of qualifying.

A number of initiatives are embedded within the programme to support this. During Year 3 students are supported with CV writing and provided with opportunities to complete 'mock' interviews. Personal Academic Tutors provide further support to students with career planning and writing personal statements. Local employers from within the Worcestershire, Herefordshire and Gloucestershire counties and surrounding areas are invited to meet with students and discuss career opportunities and further professional development. The programme teamwork with the University Careers & Employability Service ensuring details of NHS Trust recruitment events and individual jobs are forwarded to students during their final year.

Students also have the opportunity to 'earn while they learn', gaining work as student ambassadors, helping at open days, induction weeks, selection and taster events. NHS professionals work with the career department to hold workshops for those on professional

courses who have completed one placement, to allow them to gain part-time healthcare work in the NHS.

Links with employers

The Three Counties School of Nursing and Midwifery has excellent working relationships with its practice partners, which have been commended by a number of organisations including the NMC and External Examiner reports. Practice partners have been involved from the inception in the development of the current Pre-Registration Midwifery programme. Practice educators were closely involved in the development of the practice learning modules. The LME/Course Leader and other members of the Midwifery teaching team are frequently involved in discussion regarding the development of the curriculum with the Heads of Midwifery and senior midwives in the local NHS Trusts and are responsive to feedback.

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 they take 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 associated course documentation e.g. course handbooks, module outlines and module specifications