

Programme Specification BSc (Hons) Midwifery - 3 years

Date of Publication to Students [Enter date]

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <https://icity.bcu.ac.uk/hels/Health> (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	Birmingham City University Nursing and Midwifery Council
Teaching Institution:	Birmingham City University
Interim Awards and Final Award:	Certificate in Studies in Health Care Diploma in Studies in Health Care BSc (Hons) Midwifery/RM
Programme Title:	BSc (Hons) Midwifery - 3 years
Main fields of Study:	All aspects of midwifery care; antenatal intra-partum and postnatal care with the main emphasis being on normality as per NMC (2009) Standards for Pre-registration midwifery education. It also includes the New-born and infant Physical examination (NIPE) as outlined by the UK Screening Committee. It includes the professional role of the midwife incorporating accountability as well as recognising deviation from normal midwifery and instigating appropriate action.
Modes of Study:	Modular plus clinical placements
Language of Study:	English
UCAS Code:	B720
JACS Code:	

Professional Status of the programme (if applicable):

Completion of all academic components and clinical proficiencies on the BSc (Hons) Midwifery programme allows the student to register on the Midwifery part of the Nursing and Midwifery Council professional register and to practice as a Registered Midwife.

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

Birmingham City University Strategic Plan (2020)
Genetics/Genomics in Nursing and Midwifery (2011)
NICE Guidance for pregnancy and childbirth
NMC (2015) *The Code: Professional standards of practice and behaviour for nurses and midwives*. London: NMC Released 29.01.15, Effective from 31.03.15
NMC (2014) UK Wide Quality Assurance Framework
NMC (2012) Midwives Rules and Standards
NMC (2009) *Standards for pre-registration midwifery education*. London: NMC.
NMC (2008) *The Code: Standards of conduct, performance and ethics for nurses and midwives*. London: NMC.
NMC (2008) *Standards to support learning and assessment in practice*. London: NMC
Newborn and Infant Physical Examination (2008)
QAA level descriptors
QAA work based and placement learning
QAA (2006) Guidelines for preparing programme specifications.
UK National Screening Committee Antenatal and Newborn screening
University Baby Friendly Initiative Standards (2014)

Programme philosophy and aims

Explain the overall approach adopted by the programme and how it leads to the aims shown below

Philosophy:

The BSc (Hons) Midwifery programme centres around the belief that childbirth is a normal and natural life event. The midwifery programme is designed to provide students with the knowledge and clinical skills to practice safely, effectively and proficiently resulting in them being able to be fit to practice at the point of registration by meeting the Nursing and Midwifery Council (2009) Standards for pre-registration midwifery education, therefore being accountable for their practice. Integral to midwifery practice is the incorporation of the 6 key core values (DH 2012) care, compassion, courage, communication, competence and commitment; therefore these values are embedded within the programme.

The philosophy of the midwifery programme is based on a social model of care which is responsive to the individual needs of women, their babies and their families within contemporary, multicultural society. The essence of the programme will be to prepare students to promote normality, respect diversity, ensure equality, recognise deviation from normal and instigate appropriate actions.

Part of the philosophy of the programme is the commitment to the Baby Friendly Initiative (BFI) consequently the Department of Midwifery in 2011 was awarded a Certificate of Commitment as a first step towards gaining international recognition from the UNICEF Baby Friendly Initiative for the high levels of training in infant feeding and nutrition provided to students on the midwifery programme.

The programme will foster student centred lifelong learning, develop specific and transferable skills, ensuring the opportunity for personal development to prepare for employability. In order to facilitate this, students will be exposed to a breadth of experiences focused on the needs of women, babies, service providers and the requirements of the Nursing and Midwifery Council. The programme encourages students to embrace new knowledge and a deeper understanding by reflecting upon their academic and clinical experiences in order to provide safe and effective care in order facilitate positive, life enhancing experiences for women, babies and their families.

Aims:

1. To provide professional education which meets theory and practice requirements:

- for entry to the midwifery part of the Nursing and Midwifery Council professional register
- of The European Union and Article 40 and 42 of Directive 2005/36/EU amended by Directive 2013/55/EU Articles 40 and 41
- for the award of BSc (Hons) Midwifery from Birmingham City University

2. To develop competent, caring midwifery practitioners.

The programme is designed to prepare students to practice safely and effectively so that, on registration with the Nursing and Midwifery Council (NMC) they can assume full responsibility and accountability for their practice as midwives. At the point of registration the student midwife will be fit for practice and purpose, exhibiting confidence and ability to think critically and make competent decisions based on sound knowledge. At successful completion of the programme the student should be able to function with professionalism and work in partnership with women and their families in the provision of maternity care. This also involves working as a member of a multidisciplinary team, recognising the necessity to refer, or involve other health care professionals or support agencies as required.

Intended learning outcomes and the means by which they are achieved and demonstrated:

Learning Outcomes:

By the end of the programme students will be able to demonstrate:

1. Sound, evidence-based knowledge of facilitating the physiology of childbirth and the newborn, and be competent in applying this in practice.
2. A knowledge of psychological, social, emotional and spiritual factors that may positively or adversely influence normal physiology, and be competent in applying this in practice.
3. Appropriate interpersonal skills (as identified in the Essential Skills Cluster-Communication N.M.C. 2009) to support women and their families respecting their ethnic cultural diversity.
4. Ability to utilise information technology in the academic and clinical environments.
5. Being competent to assess fetal well-being, the transition to extra uterine life, undertake the examination of the newborn, provide care and advice to parents and families.
6. Theory and skills relating to best practice in infant feeding (BFI).
7. Being autonomous practitioners and lead carers for women experiencing normal childbirth and being able to support women throughout their pregnancy, labour, birth and postnatal period, in a variety of settings.
8. Being able to undertake critical decision-making to support appropriate referral to either the woman or baby to other health professionals or agencies when there is recognition of normal processes being adversely affected and compromised.
9. Skills in managing obstetric and neonatal emergencies, underpinned by appropriate knowledge.
10. Ability to manage time and prioritise workloads.

Learning, teaching, and assessment methods used

In accordance with QAA benchmarking requirements and accepting the prevalent view, that academic programmes of study should align outcomes to strategies for teaching, learning and assessment, a series of generic outcomes for the programme were developed. These outcomes specify criteria, illustrate the means by which student and educator can work together to achieve the specified end and state how achievement will be assessed. The University Learning and Teaching Strategy is also adhered to.

At the launch of each module students are provided with a Module Study Guide which includes all the relevant information about the specific module including timetable, assignment brief, assessment dates and specific resources available. Strict criteria and advice regarding plagiarism and confidentiality comprise part of these guidelines and students are notified of the relevant penalties within the Course Handbook. Submission dates for the various modules are staggered where possible to assist students in managing their workload.

Module leaders provide tutorial support and mark/assess all assignments associated with the module. The module support moderates a sample in line with University guidelines. Where a team approach is taken to the delivery of a module the student is allocated a specific tutor from within the team for tutorial support who will mark the assignment. A selection of work, in line with University guidelines, from all Level 5 and 6 modules are also sent to an identified external examiner for inspection.

A variety of assessments are used on the three year programme which include essays, personal development plans, case studies, invigilated examinations, viva voce, portfolio development, presentations, patchwork assessments, OSCE as well as attainment of professional proficiencies and essential skills in practice.

Module leaders provide tutorial support and formative assessment and feedback as per individual module specification. External examiners are sent all assignment briefs/exam questions for consultation regarding the appropriateness, clarity, quality and design of the assessments.

Feedback will be available to students' electronically 20 working days following submission, as per faculty guidelines.

All clinical proficiencies and essential skills are assessed by a sign off midwifery mentor. The sign off midwifery mentor will use the marking criteria within the Practice Placement Profile to assess how the students perform the proficiencies and skills. At any point during clinical placements the students and or the sign off midwifery mentor can contact the personal tutor or Practice Placement Manager to facilitate an action plan to address issues. At the end of each year the sign off midwifery mentor, personal tutor and student will meet for the final assessment. The personal tutor and sign off midwifery mentor marking criteria for the Tripartite assessment is identified within the Practice Placement Profile. The Tripartite assessment will include discussion with the student using the evidence from the portfolio. A copy of the placement assessment sheet, completed by the clinical sign off midwifery mentor, forms part of the student's ongoing achievement record (OAR) together with a copy of the Tripartite assessment. The information collected within the OAR is shared with each mentor as the student commences the placement.

In view of the professional qualification gained from this programme all modules involving assessed clinical practice are non-compensatable. The NMC have also

specified that **all** modules of study need to have been successfully completed prior to progression on the programme. For this reason all the modules on the 3 year programme are seen as core and must be successfully completed.

Programme structure and requirements, levels, modules, credits and awards

The structure of the course, the modules, levels and credit values, including ECTS credit values, and the awards which can be gained are shown in the diagram below.

<i>Stage 1 Level 4</i> Module name	Credit
Foundation and Clinical Skills	15
Midwifery Practice Antenatal Care	15
Midwifery Practice Intra-partum Care	15
Midwifery Practice Postnatal Care Mother	15
Normal Neonate	15
Introduction to Professional Midwifery Practice and Personal Development	15
Evidence Based Midwifery Practice 1	15
Clinical Practice Module 1	15

Award: Certificate in Studies in Healthcare (120 credits)

<i>Stage 2 Level 5</i> Module name	Credit
Supporting Vulnerable Women and Families	30
Complex Midwifery Care	30
Complex Neonate	15
Clinical Practice 2	15
Evidence Based Midwifery Practice 2	15
Global Health and the Theory of change	15

Award: Diploma in Studies in Health care (240 credits)

<i>Stage 2 Level 6</i> Module name	Credit
Midwifery Project	30
Midwifery Professional Practice	30
Examination and Care of the Neonate	30
Clinical Practice 3	15
Normality and Woman Centred care	15

Midwifery emergencies taught as skills sessions and assessed as Pass / Fail within the competency document within the portfolio.

Award: BSc (Hons) Midwifery (360 credits)

This level of attainment allows student eligibility to apply to the N.M.C. for Midwifery registration.

BSc (Hons) Midwifery 3 Year Programme Outline

Year 1: Theory weeks = 24 Clinical weeks = 21 weeks Annual leave weeks = 7

	Welcome week	Theory x 4 weeks	Reading week	Theory x 7 weeks + 8 day clinical	Annual leave x 2 weeks	Reading week	Theory x 3 weeks + 1 day clinical for 1 week	Clinical placement 5 weeks 1 x Reading Week	Theory 3 weeks	Clinical x 5 week 1 x Reading Week 1 x annual leave	Theory/ exam	Skills week	Annual leave	Summer Clinical placement Including 3 weeks annual leave & 2 Reading weeks
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Year 2: Theory weeks = 18 Clinical weeks = 27 Annual leave weeks = 7

End of summer Clinical	Theory x 5 weeks	Clinical x 5 weeks	Theory x 2 weeks	Annual leave x 2 weeks	Theory x 4 weeks	Clinical x 5 weeks	Theory x 1 week	Clinical x 5 weeks	Theory x 2 weeks	Reading week	Theory / exam	Annual leave x 1 weeks	Clinical x 5 weeks	Annual leave x 1 week	Summer Including 3 weeks annual leave & 2 Reading weeks
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Year 3: Theory weeks = 19 Clinical weeks = 26 Annual leave weeks = 7

End of summer Clinical	Theory x 2 weeks	Clinical x 5 Weeks	Theory x 5 weeks	Reading week	Annual leave x 2 weeks	Clinical x 5 Weeks	Theory x 4 weeks	Skills week	Theory x 1 week	Annual leave x 1 week	Reading week	Theory x 3 weeks	Clinical x 5 Weeks	Exam	Annual leave x 1 week	Clinical x 5 Weeks	Summer Including 3 weeks annual leave	Finish
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Support for Learning including Personal Development Planning (PDP)

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

Personal Development Planning contributes to the assessment in module entitled: Introduction to Professional Midwifery Practice and Personal Development.

Specific support for numeracy is offered

Personal tutor

Cohort leader

Programme Director

Personal Development Department

Within the clinical area:

The portfolio which includes reflection and personal development links to the Tripartite assessment at the end of each year.

Clinical sign off mentor offers support and teaching while on clinical placement

Practice Placement Manager / Midwife

Clinical link tutor

Supervisor of Midwives. This position will be amended following removal of statutory status of the role and adjusted to reflect new NMC guidance.

Education resources within the Trust

Lecturer / Clinical Support

If specific needs are identified then students will be directed towards the appropriate services within the university such as:

Disability Service

Personal Development Department

Library Services

IT Services

Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

Entry Requirements:

Level 2

GCSE at grade C or above in five subjects, which must include English, Mathematics and a Science.

Level 3

1. Minimum of 320 UCAS Tariff points from three A2 level passes. Typical offer ABB. Relevant subjects such as psychology, sociology, biology or health and social care are preferred. They must have passed a science or a social science at A1 level.
2. BTEC National Diploma in a Health and Care subject with 360 (DDD) UCAS tariff points.
3. Access to Higher Education Diploma in Health 60 credits of which 30 merits or distinctions must be achieved, 18 of which must be from health or science

modules. In addition candidates must have GCSE in English Language and Mathematics at C grade or above.

Or

Level 4

K101 course 'An Introduction to Health and Social Care' from October 2008. Must have evidence of previous level 3 Studies

Selection Process

All procedures for recruitment and selection must comply with relevant legislation including equal opportunity.

- Satisfactory interview score following face to face engagement with staff from the university and clinical area who have received appropriate training including recruitment, equality and diversity.
- Satisfactory references.
- All offers are subject to clearance from Disclosure and Barring and Occupational Health screening.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

The University, Faculty Health, Education and Life Sciences and the programme team are committed to continuous evaluation, quality monitoring and enhancement of programme of study. There are a number of strategies, policies, procedures and guidance that are in place to ensure evaluation, enhancement of quality and standards including listening and responding to views of students. In addition where applicable professional regulatory and statutory body requirements are adhered to.

- Students' views can be expressed in Student and Staff Committee, module, placement and programme evaluations, the online discussion forums and surveys. Students are also invited to meet with External Examiners, attend programme Quality days and meet with external quality monitoring programme reviewers.
- There are a number of committees where the programme team, practice partners and service-users meet to ensure that the programme is current and responsive to local and national developments and policy. These include Profession Specific-group, Curriculum working group and Education Liaison Meetings. Changes to the programme are reviewed and accepted by the Faculty Academic Board and can only be approved following consultation with students, external examiners and practice partners.
- An exception reporting annual programme monitoring report is produced each academic year which includes feedback from students. The annual programme monitoring report is reviewed and approved by students, external examiners and practice partners. Action points are raised to be developed and reviewed for the following academic year. In addition the annual programme monitoring report is peer-reviewed. The annual report is a key document provided to professional bodies and external quality monitoring agencies.
- Educational Audits and evaluation of students learning opportunities take place within each clinical learning opportunity, at least biannually. Practice documentation is moderated with practice partners. Mentors, Sign-off Mentors and Practice Teachers are provided with updates each academic year.
- Assessment procedures are updated by the Academic Quality Office to ensure that they are rigorous and fair. Bench marking statements are used to monitor achievement rates. Marking and moderating policies are in place to ensure that the procedures for assessment are transparent and students' work is reviewed by External Examiners, who also attend Programme Exam Boards, Quality Days and meet with students.
- The Faculty Academic Board is the overarching committee in the Faculty of Health, Education and Life Sciences that contributes to the evaluation and ongoing quality monitoring.