

Faculty: Health and Human Sciences

Title of Programme: BSc (Hons)/ BSc in Pre-registration Midwifery

Programme Code: HHMW

# Programme Specification

Start Date: September 2009

Date of Approval: June 2009

Associate Dean (Academic Quality): JO CAHILL

Signature 

# Programme Specification

## BSc (Hons)/ BSc in Pre-registration Midwifery

---

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

## Section 1

<b>Awarding Institution/Body</b>	University of Hertfordshire
<b>Teaching Institution</b>	University of Hertfordshire
<b>University/partner campuses</b>	College Lane
<b>Programme accredited by</b>	Nursing and Midwifery Council
<b>Final Award</b>	BSc (Hons)/ BSc
<b>All Final Award titles</b>	Pre-Registration Midwifery
<b>FHEQ level of award</b>	Honours
<b>UCAS code(s)</b>	1860 Full time 1850 Part time

---

### A. Programme Rationale

The rationale for this programme is to provide students with a wide range of theoretical and practical experience to equip them to function confidently and competently in a wide range of midwifery care settings. Enquiry based learning and a blend of adult learning approaches are facilitated to ensure that students develop their critical analytical abilities to enable them to respond to the dynamic practice environment. Students enter this programme with a wide range of personal experience, which is valued and respected; this in turn results in students who provide an individualised, respectful service to women and their families.

This programme provides two different routes to the award of Registered Midwife, which can be achieved at Bsc (Hons) or BSc levels. This provides students with the option of taking the programme full time over three or four years or part time over five years. The structure of this programme therefore widens participation for students with diverse social needs and enables them to access midwifery education. Graduate midwives are well equipped for clinical practice. They are also provided with a good foundation should they consider a career in management, research and education.

---

## B. Educational Aims of the Programme

The programme has been devised in accordance with the University's general educational aims of programmes of study as set out in UPR TL01

### Additionally this programme aims to:

- prepare student midwives for entry to Part 2 of the Nursing and Midwifery Council's Professional Register, in accordance with the professional and statutory requirements.<sup>1</sup>
- prepare student midwives who are committed to the enhancement of health and social care through inter-professional collaboration
- develop a responsive, confident midwife who at the point of registration is competent to practice in a variety of settings within the philosophy of this programme
- equip the student midwife to be safe, effective and competent in caring for women experiencing normal childbirth recognising the need for appropriate referral to other health professionals.
- equip the student midwife to act as an advocate and facilitator of change using an evidence-based approach in theory and practice
- actively involve students in midwifery caseload, preparing them for autonomous practice
- develop transferable communication skills to enhance critical decision making and to utilise appropriate information technology
- prepare student midwives for employment and demonstrate a commitment to ongoing personal and professional development,

---

## C. Intended Learning Outcomes

The programme outcomes are referenced to the QAA benchmark statements for Health Studies (midwifery) 2006, the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), the Standards of Proficiency for Pre-registration Midwifery Education (NMC 2004) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2003) have been used as a guiding framework for curriculum design. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas:

Knowledge and Understanding of:	Teaching/learning methods & strategies	Assessment
<b>A. Knowledge and Understanding of:</b>  1 the biological and behavioural sciences which support midwifery practice 2 the cultural, political and religious influences	Acquisition of knowledge and understanding A1-A6 is through a combination of enquiry based learning, scenario led teaching, small group tutorials, group work, practice based triggers, lectures and key study days. Additional support is provided by students	Knowledge and understanding are assessed through a combination of unseen examinations (A1-4, A6), Group presentations (A1-5) Practice based assessments (A1-6) Reflective essays (A1-3 A5)

---

<sup>1</sup> European Midwives' Directive (80/154/ECC and 80/155/EEC as amended by 89/594/EEC), the Standards of Proficiency for Pre-registration Midwifery Education (standards 03.04 NMC), the Review of Pre-registration Midwifery Education (14/NMC circular 2007), Midwives Rules and Standards (standards 05.04 NMC), Essential Skills Clusters (NMC, 2007)

<p>which impact on the provision of maternity care and the childbirth experience</p> <p>3 the effect that disability may have on childbearing women and their families. The health agencies, support groups and benefits available to support these families</p> <p>4 the principles and practice of interprofessional working and clinical governance, and their integration into the maternity services.</p> <p>5 models of health and health promotion and the impact these may have on the provision of midwifery care</p> <p>6 the principles and practice of medicines management, for all women accessing midwifery care.</p>	<p>undertaking fieldwork visits. Feedback is provided by response to formative course work linked to each module during tutorials, group discussions.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught / learnt and to broaden their individual knowledge and understanding of the subject.</p>	<p>project work (A1-5)</p>
<p>Intellectual skills - able to:</p>	<p>Teaching/learning methods &amp; strategies</p>	<p>Assessment</p>
<p><b>B. Intellectual Skills – able to:</b></p> <p>1 utilise enquiry based and action learning approaches to analyse and evaluate care.</p> <p>2 use relevant literature and research to inform the practice of midwifery</p> <p>3 develop reflective skills that will enhance excellence in practice</p> <p>4 develop effective academic writing style to support and disseminate evidence based midwifery practice.</p>	<p>Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A above. Critical, analytical, discursive and problem solving skills are enhanced by using a student centered approach e.g. enquiry based learning; practice based scenarios; triggers based learning on practice sites and a blend of learning opportunities. Throughout, the learner is encouraged to develop intellectual skills further by independent study</p>	<p>Intellectual skills are assessed through online study skills workbooks (B2, B4); critical literature review; project work (B2-4), practice based workstations and examinations (B1-3) and reflective essays and practice assessments (B3)</p>

Practical skills - able to:	Teaching/learning methods & strategies	Assessment
<p><b>C. Practical Skills – able to:</b></p> <ol style="list-style-type: none"> <li>1 provide holistic care for the woman and baby throughout the childbearing period.</li> <li>2 integrate principles of communication and counselling to create an environment which facilitates effective relationships with the woman, her family and members of the multi-disciplinary team</li> <li>3 implement and evaluate the range of management options for women and babies with obstetric and/or neonatal complications</li> <li>4 interpret the requirements of clinical governance within the maternity services and apply these principles to midwifery practice</li> <li>5 Enhance health and social care through inter-professional collaboration</li> <li>6 Implement the principles and practice of effective medicines management</li> </ol>	<p>Practical skills are developed through a range of strategies using the skills laboratories and support in the practice placements (C1-5). Skills learning is supported by practice based scenarios, and triggers; podcasts; videos and online distance learning and discussion groups.</p> <p>Students’ performance in practice is consolidated by building on practice experience in previous years and by specialist practice opportunities e.g. special care nurseries, operating theatres; high dependency unit; children’s centres; gynaecology wards.</p> <p>As adult learners students also may elect to attend additional in-service education sessions and arrange specialist visits to support personal development at home and abroad.</p> <p>Throughout, the learner is expected to consolidate their development of information technology by accessing the managed learning environment (StudyNet) and resources available within the Learning Resources Centre.</p>	<p>Practical skills are assessed through practice based assessment (C1-2) workstations in the skills laboratories (C2-3 C5-6), group presentations (C2,C4) and through online workbooks and skills handbooks (C3-6)</p>
<p>Transferable skills - able to:</p>	<p>Teaching/learning methods &amp; strategies</p>	<p>Assessment</p>
<p><b>D. Transferable skills – able to:</b></p> <ol style="list-style-type: none"> <li>1 communicate effectively, both orally and in writing</li> <li>2 work effectively within a team</li> <li>3 manage time and resources effectively</li> <li>4 competent with the use of technology to support theory and practice</li> </ol>	<p>Transferable skills are developed through oral presentations; practice based assessments and skills based workstations. (D1-5)</p> <p>Lifelong learning is fostered by the use of student centered approaches, such as action and enquiry based learning which foster a desire to seek out knowledge. Throughout, the</p>	<p>Transferable skills are assessed through a range of assignments including group and individual presentations; online workbooks; practice based workstations and practice based assessments. (D1-6) The examinations also require integration of knowledge and problem</p>

5	solve problems in a logical manner	learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan (MAPS), the use of practice portfolios and experience records.	solving and therefore particularly support D1 and D5. Caseload, skills books and the portfolio are not assessed summatively, but students are required to pass the skills elements (D6)
6	learn effectively and independently, in preparation for lifelong learning		

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

The programme is offered full time (3 or 4 years) and part time (5 years) all cases leading to the award of Registered Midwife and either a BSc (Hons) or BSc depending on the pathway followed. Entry is normally at level 1. It is possible for a student to transfer to other health based courses, as well as to and from other institutions during the first year.

### Professional and Statutory Regulatory Bodies

This programme is validated conjointly with the Nursing and Midwifery Council (NMC) In order to register as a midwife at the end of the programme students must successfully complete all the programme modules and meet the standards of proficiency set by the NMC.

### Practice Learning,

In order to register as a midwife at the end of the programme, students must successfully achieve the practice requirements specified by the NMC and in compliance with the European Union Midwives Directives. All students undertaking this pre-registration midwifery programme have supernumerary status.

### Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

#### Compulsory Modules

Module Title	Module Code	Credit Points	% examination	% coursework
Core Knowledge and Values for Professional Practice 1*	1HPD00007	15	100%	
Study Skills	1NMH0133	15		100%
The Woman's Journey into Motherhood	1NMH0132	60		100%
Developing Midwifery Practice	1NMH0134	30		100%
Diversity in Women's and Neonatal Health	2NMH0183	45		100%
Using Research to Develop Enquiry	2NMH0185	15		100%
Transition to Parenthood	2NMH0184	30		100%
Transition to Parenthood 2 ( BSc only)	3NMH0196	30		100%
Diversity in Lifestyles and Inequalities in Health	2NMH0186	30		100%
Inter-professional Working in Health and Social Care*	3HPD0029	15		100%
Contemporary Challenges in Midwifery Practice	3NMH0205	30		100%
Complexities in Midwifery Care	3NMH0195	15		100%
Enhancing Midwifery Led Practice	3NMH0194	60		100%

\*these modules are already approved

## Honours classification

The University has approved structure and assessment regulations common to all programmes. The honours classification is determined from a combined average of the best 90 credits at Level 3 plus the best remaining 30 credits at Levels 2 or 3. Full details are provided in UPR AS14.

Table 1b Interim awards available

The programme provides the following interim awards:

Award	Minimum requirements	Available at end of Level
University Certificate in maternal & neonatal health studies.	45 credit points at level 1	1
Certificate of Higher Education in maternal & neonatal health studies.	120 credit points at level 1	1
University Diploma in maternal & neonatal health studies	180 credit points including at least 60 at level 2	2
Diploma of Higher Education in maternal & neonatal health studies	240 credit points including at least 120 at level 2	2
BSc (unclassified) in Pre-Registration midwifery	300 credit points including 180 at level 3/2 of which 60 must be at level 3	3

## E. Support for students and their learning

Students are supported by;

- An induction period at the beginning of each new academic session
- Extensive Learning Resources Centres, incorporating libraries and computer centres
- Guided student-centred learning through the use of StudyNet – the UH Virtual Learning Environment.
- A Programme Tutor to help the students understand the programme
- An Associate Programme Tutor to support the part time students
- A year tutor to help students understand the programme structure
- Personal Tutors to provide academic and pastoral support
- Link Lecturers to help students relate theory to practice
- Practice mentors supporting the placement directly or indirectly in accordance with the NMC guidelines
- Module Leaders to help students understand individual modules' teaching and assessment strategy
- An interprofessional working team to support the interprofessional learning modules
- An elective placement co-ordinator
- An English language drop in centre
- A designated programme administrator
- Student buddies to provide pastoral care in theory and practice
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support etc.
- A Counselling Service
- An Accommodation Office
- A school and faculty based student Disability Coordinator
- An Equal Opportunities Officer
- Student representatives on programme committees

- The Students' Union
- An opportunity to undertake an elective placement in year 2/3.
- A Careers Service for all current students and graduates

## F. Entry requirements

Prospective students are required to have completed 10 years general school education before commencing the midwifery programme. Reference will be made as necessary, to the Health and Safety at Work Act (2004) which restricts the manner in which young people may be deployed. In this context a 'young person' is defined as any person below the age of 18. (NMC Circular 37/2007) The normal academic entry requirements for the programme are 200 tariff points which may present as:

- Passes in two A levels to include a grade B or equivalent in a biological or behavioural science
- 5 GCSE's at grade C or above including English plus Science or Mathematics.
- BTEC Diploma (minimal MMP)
- Access course (minimum credits 60, 48 of which should be level 3).

Mature applicants will be considered on an individual basis but must achieve the statutory minimum education requirements as laid down in the NMC Standards of Proficiency for Pre-registration Midwifery Education ( NMC 2004) 5 GCSE's, C grade or above to include English and Science or Mathematics.

Where International English Language Testing System (IELTS) is offered, the programme will apply the NMC requirements for overseas applicants – overall score 6.5 and not less than 5.5 in any one section.

Applicants must demonstrate that they have good health and good character, sufficient for safe and effective practice as a midwife. The University and NMC require Occupational Health clearance and an annual Criminal Record Bureau enhanced disclosure.

Where students declare a disability, they should submit a formal assessment of their condition and specific needs from their GP or other recognised medical authority, to the Occupational Health department. Students will be supported in both academic and practice environments to ensure safe and effective practice sufficient for future registration.

The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing Accredited Prior Learning (APL) and Accredited Prior Experiential Learning (APEL).

## Section 2

### Programme management

<b>JACS code(s)</b>	B720
<b>Modes of study intake</b>	F/T, P/T,
<b>Relevant QAA subject benchmarking group</b>	Health Studies (Midwifery)
<b>Date of validation/last periodic review</b>	December 2007
<b>Date of production/ last revision of PS</b>	March 2008
<b>Relevant cohorts</b>	September 2008
<b>Faculty</b>	Health and Human Sciences
<b>Administrative School(s)/Departments</b>	Nursing and Midwifery

#### Course (i.e. pathway) details

Course (i.e. Pathway Point) Titles	Course (i.e. Pathway Point) Codes
BSc (Hons) Pre-registration Midwifery	MW1, MWH2, MWH3 MW4P1, MW4PH2, MW4PH3, MW4PH4 MW5P1, MW5PH2, MW5PH3, MW5PH4, MW5PH5
BSc Pre-registration Midwifery	MW1, MW2, MW3 MW4P1, MW4P2, MW4P3, MW4P4 MW5P1, MW5P2, MW5P3, MW5P4, MW5P5

The programme is managed by;

- Head of School, Nursing and Midwifery
- Associate Head of School Academic Quality who is the Lead Midwife for Education accountable to the NMC and responsible for overseeing all matters relating to midwifery education
- A Programme Tutor and Associate Programme Tutor who are responsible for the day to day management of the programme who can also advise students on the programme as a whole
- A year tutor who oversees the programme and provides each year group with pastoral care specifically related to the theoretical part of the programme.
- Link Lecturer to support practice sites and students in the practice environment
- External Examiners
- An Admissions Tutor with specific responsibility for open days, selection and recruitment
- A designated administrator to deal with day to day administration associated with the programme
- Module Leaders who are responsible for individual modules, teaching and assessment
- Personal Tutors who provide pastoral support and facilitate experience in the practice placement
- Membership of Programme Committees which are held once in each semester

### Programme-specific assessment regulations

The programme is compliant with the University's generic assessment regulations (Structure and Assessment Regulations for Academic Programmes UPR AS14). Further points of clarification and interpretation relevant to this specific programme are given below.

- As specified by the external validating body no compensation is permitted. (UPR AS14, D.4.2 refers)

- Students' are required to attend all aspects of theory and practice. Absence must be made up to the satisfaction of the Module Leader for the student to complete the module successfully
- At each academic level, a full-time student will normally be required to have passed 30 credits (at first attempt and /or referral) to be permitted a re-enrolment opportunity and hence repeat failed modules (i.e. F2 grade).
- Where applicable, students studying on a part-time basis will normally be required to have passed 15 credits (at first attempt and / or referral) at each academic level in order to be permitted a re-enrolment opportunity and hence repeat failed modules (i.e. F2 grade).
- The maximum period within which a student may gain an award on the programme is five years full time and seven years part-time from the date of registration on the programme.

---

## Other sources of information

- Definitive Module Documents
- Module Guides
- Student Handbook
- Programme Specification website: Programme Specification website:  
(StudyNet → Staff → Department Lists → Academic Quality Office → Programme Management → Programme Specifications)
- University of Hertfordshire Course website:
- <http://www.herts.ac.uk/courses/http://perseus.herts.ac.uk/uhinfo/administration/aqo/programmes/programmes.cfm>
- QAA Benchmark Statement website:  
<http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp>
- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2001:  
<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI/default.asp>
- SEEC Credit Level Descriptors for Further and Higher Education 2003: <http://www.seec-office.org.uk/creditleveldescriptors2003.pdf>
- External Quality Review report website:  
[http://www.qaa.ac.uk/revreps/inst\\_reports.asp?instID=H-0060](http://www.qaa.ac.uk/revreps/inst_reports.asp?instID=H-0060)
- Professional or Statutory Regulatory Body information:  
<http://www.nmc-uk.org>
- Teaching Quality Information (TQI) website:  
<http://www1.tqi.ac.uk/sites/tqi/home/index.cfm>
- UNISTATS website:  
<http://www.unistats.com/>
- University of Hertfordshire Academic Quality Office website:  
(StudyNet → Staff → Department Lists → Academic Quality Office)
- Structure & Assessment Regulations - Undergraduate & Taught Postgraduate Programmes, UPR AS14:
- Structure & Assessment Regulations - Undergraduate & Taught Postgraduate Programmes, UPR AS14:  
<http://www.herts.ac.uk/secreg/upr/AS14.htm>
- Learning and Teaching Policy and General Educational Aims, UPR TL01:  
<http://www.herts.ac.uk/secreg/upr/TL01.htm>
- Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03:  
<http://www.herts.ac.uk/secreg/upr/SA03.htm>
- Academic Quality, UPR AS17:  
<http://www.herts.ac.uk/secreg/upr/AS17.htm>
- Index of UPRs for students:  
[http://www.herts.ac.uk/secreg/upr/upr\\_azlist\\_student\\_info.htm](http://www.herts.ac.uk/secreg/upr/upr_azlist_student_info.htm)
- UNICEF/UK Baby Friendly Initiative  
<http://www.babyfriendly.org.uk>

---

## University policies relevant to the Programme

The University undertakes to use all reasonable endeavours to deliver, assess and administer this programme in accordance with this Programme Specification. At the same time it is recognised that it is in the nature of academic developments that changes, for example to the structure, curriculum, and assessment of a programme may be necessary in order to ensure that the programme remains up to date, in response to issues raised as a result of on-going monitoring and evaluation, and/or in order to conform to new regulatory requirements imposed by this institution, by professional or statutory bodies, or by national or governmental bodies.

The programme operates within the guidelines and policies relating to equal opportunities and environmental issues which may be agreed from time to time by the Board of Governors and/or the Academic Board of the University.

Where the programme is offered in collaboration with another institution these policies and guidelines will normally be those of the partner institution.

The programme operates in accordance with the University's Regulations Governing Studies Involving the Use of Human Subjects (UPR RE01) agreed from time to time by the Academic Board of the University. However, where the programme is offered in collaboration with another institution (for example through a franchise arrangement for all or part of the programme) then specific approval must be obtained from the University for the operation of the programme within ethical guidelines prepared by the partner institution. The partner institution will be responsible for all insurance liability in connection with the observance of ethical guidelines.



Signed .....

Date.....30 June 2009.....

Chair of Faculty Academic Quality Enhancement Committee

---

## BSc (Hons) BSc in Pre-Registration Midwifery

Table 2: Development of Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

	Module Title	Module Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
Level 1	Core Knowledge and Values for Professional Practice*	1HPD00007																						
	Study Skills	1NMH0133																						
	The Woman's Journey into Motherhood	1NMH0132																						
	Developing Midwifery Practice	1NMH0131																						
Level 2	Diversity in Women's and Neonatal Health	2NMH0183																						
	Using Research to Develop Enquiry	2NMH0185																						
	Transition to Parenthood	2NMH0184																						
	Diversity in Lifestyles and Inequalities in Health	2NMH0186																						
	Elective Placement																							
Level 3	Inter-professional Working in Health and Social Care*	3HPD0029																						
	Contemporary Challenges in Midwifery Practice	3NMH0205																						
	Complexities in Midwifery Care	3NMH0195																						
	Enhancing Midwifery Led Practice	3NMH0194																						

**Key:** Learning Outcome which is assessed as part of the module by shaded squares

\*Existing modules

## Key to Programme Learning Outcomes

### A. Knowledge and Understanding

1. the biological and behavioural sciences which support midwifery practice
2. the cultural, political and religious influences which impact on the provision of maternity care and the childbirth experience
3. the effect that disability may have on childbearing women and their families and the health agencies, support groups and benefits available to support these families
4. the principles and practice of inter-professional working and clinical governance, and its implementation in the maternity services.
5. models of health and health promotion and the impact these may have on the provision of midwifery care
6. the principles and practice of medicines management, for all women accessing maternity care

### C. Practical Skills

1. provide holistic care for the woman and baby throughout the childbearing period.
2. integrate principles of communication and counselling to create an environment which facilitates effective relationships with the woman, her family and members of the multi-disciplinary team
3. implement and evaluate the range of management options for women and babies with obstetric and/or neonatal complications
4. interpret the requirements of clinical governance within the maternity services and apply these principles to midwifery practice
5. Enhance health and social care through inter-professional collaboration
6. Implement the principles and practice of effective medicines management

### B. Intellectual Skills

1. utilise enquiry based and action learning approaches to analyse and evaluate care.
2. use relevant literature and research to inform the practice of midwifery
3. develop reflective skills that will enhance excellence in practice
4. develop effective academic writing style to support and disseminate evidence based midwifery practice.

### D. Transferable skills

1. communicate effectively, both orally and in writing
2. work effectively within a team
3. manage time and resources effectively
4. competent with the use of technology to support theory and practice
5. solve problems in a logical manner
6. learn effectively and independently, in preparation for lifelong learning

