



MSc Midwifery Programme Specification

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| Academic Year: | 2020/21 |
| Degree Awarding Body: | University of Bradford |
| Final and interim award(s): | [Framework for Higher Education Qualifications (FHEQ) level 7] MSc Midwifery Postgraduate Diploma in Midwifery Postgraduate Certificate in Midwifery |
| Programme duration: | 3 years Part Time |
| QAA Subject benchmark statement(s): | N/A |
| Date last confirmed and/or minor modification approved by Faculty Board | January 2021 |

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Introduction

The Faculty of Health Studies is a major provider of education and training for individuals working within the health, social, independent, and community/voluntary sector organisations across, the Yorkshire and Humber Region and wider. The Faculty's focus on excellence through knowledge, practice, research, leadership, and management aim to support the future sustainability of individuals, through lifelong learning and improved employability and thereby influencing the future adaptability of individual organisations and service delivery to promote change. Students who have undertaken the award and modules within this programme have gone onto advanced practice roles, being able to undertake roles and activities that develop the profession.

The MSc Midwifery programme and its nested awards aims to develop midwives to work effectively with people of varied cultures, beliefs and practices, within the context of current and future demands of midwifery practice.

The programme adopts a holistic approach to developing registered practitioners into skilled leaders of the profession. This award is available for registered midwives who are registered within the EU.

The programme is designed to develop the skills in complex reasoning, critical thinking and analysis required to undertake these roles. The awards offer students the opportunity to apply knowledge to a range of clinical and professional situations through reflection and practice experience, supported by an experienced mentor. Learning and teaching is designed to equip students with skills in using a range of information, data, tools and techniques to improve the quality of patient care and health outcomes as well as demonstrate impact and value.

Faculty of Health Studies Specialist Skills and Post Registration Development (SSPRD) Framework for Flexible Learning

The programme is delivered within the context of the Faculty of Health Studies, where students can include advanced practice topics such as prescribing and examination of the newborn. The programme sits within the Faculty's Framework for continuing development providing an opportunity for students to develop a bespoke package of content, to ensure both the needs of service and individual professional development can be met.

The flexibility offered by the Faculty of Health Studies' SSPRD framework will enable students to take forward their current experience whatever the area of work, in collaboration with the University of Bradford. Students will be able to obtain credits for short episodes of study, transfer credits from prior certificated or experiential learning, or study a choice of modules over time. An academic advisor will support students in making their choices.

The MSc Midwifery is part of the interdisciplinary specialist skills and post registration development (SSPRD) Framework (formally known as CPD) within the Faculty of Health Studies. The Framework enables students to create an individualised programme of study that will meet either each individual student needs and/or their employer's needs for a changing diverse workforce within a modern organisation.

The MSc in Midwifery and its nested awards are designed to address current and future demands of midwifery practice services, including the recommendations from Midwifery 2020 (DoH 2010). The awards recognise the changing clinical environment and allow students to develop key advanced skills or those associated with service delivery and enhancement within the current social and economic climate.

The programme of study and the collection of modules that students may choose to study will contextualise their learning by addressing the aims and learning outcomes for the programme which are outlined in the next section of this document. Modules such as the research or work based project modules, for example, enable students to shape their own

focus of study within the modules aims and learning outcomes by learning the principles being taught and applying them to their own professional/employment area.

Successful completion of the programme will not enable graduates to register with the Nursing and Midwifery Council (NMC) in the UK. Information regarding registration for overseas nurses and midwives can be found on the NMC website www.nmc-uk.org

Programme Aims

| Level 7 | |
|--|---|
| A1 | Provide a flexible educational framework that is vocationally relevant, which meets the professional development needs of the student, as well as the organisational needs of employers. |
| A2 | Stimulate students to become autonomous self-directed learners who are motivated to sustain and advance their own continuous professional learning with a confidence to support the professional development of colleagues and the work of their organisations. |
| A3 | Develop the skills, knowledge, critical understanding and awareness of the depth and breadth of knowledge applicable to their own fields of practice. |
| A4 | Further develop the student's cognitive and practical skills to undertake data synthesis, complex problem solving, the articulation of competing perspectives and competence in their field of practice. |
| A5 | Provide opportunities for inter-professional teaching and learning to share the knowledge, skills and experience common to a range of different health and social care disciplines. |
| A6 | Develop critically reflective, competent practitioners, managers and leaders who will inform and shape or change inclusive, fair and ethically sensitive service provision. |
| A7 | Provide a framework within which the curriculum, where required, meets the regulatory needs of professional bodies such as the NMC and HPC or is kite marked by the CMI. |
| A8 | Develop the skills required for life-long learning and professional development. |
| Additionally, if students wish to study one or more core research modules or management modules for a post graduate diploma or undertake a Masters dissertation | |
| A9 | Develop an understanding of the theoretical constructs underpinning research or project management which will inform the undertaking of an ethical piece of research or a work-based project and the ability to demonstrate how the findings can influence practice and policy. |

Programme Learning Outcomes

The MSc /Postgraduate Diploma/Postgraduate Certificate Midwifery programme learning outcomes are compatible with the Framework for Higher Education Qualifications (FHEQ 2008).

The programme contains nested pathways as well as the flexibility to design their own pathway. The learning outcomes outlined below are contextualised within the learning outcomes of the modules that students will study.

To be eligible for the award of Postgraduate Certificate at FHEQ level 7, students will be able to:

- LO1 Develop a detailed knowledge and understanding of the literature that relates to midwifery and their specific area of practice.

LO2 Critically analyse research and synthesise the research evidence that informs the development of policy and service delivery in midwifery and their specific field of practice or employment.

LO3 Evaluate and critically apply theoretical concepts and where appropriate, for their field of practice, master practical skills for the management of complex issues within midwifery practice.

Additionally, to be eligible for the award of Postgraduate Diploma at FHEQ level 7, students will be able to:

LO4 Reflect upon and demonstrate knowledge of values, ethical thinking, equality awareness, inclusive practice and demonstrate mastery within their specialist area of midwifery.

LO5 Develop and demonstrate the ability to articulate sound arguments using a variety of formats including written and oral communication skills.

LO6 Demonstrate management and leadership through effective communication, problem solving, and decision making.

LO7 Demonstrate the ability to become an autonomous learner through independent study and critical reflection on continuing development needs.

Additionally, to be eligible for the award of Degree of Master at FHEQ level 7, students will be able to:

LO8 Demonstrate a critical awareness and understanding of different theoretical constructs underpinning research, project management methodologies or management theories.

LO9 Apply research skills to influence and improve practice and policy in midwifery.

LO10 Apply research and project management skills and demonstrate their ability as an autonomous learner to complete an extended project.

Curriculum

The MSc Midwifery curriculum has been designed to meet the needs of students from a range of employment backgrounds and provides a range of modules from the Faculty of Health Studies that are combined to provide an individualised award that suits a students particular learning or employment needs.

The SSPRD Framework offers a structure within which students can undertake the MSc Midwifery and named awards. There is a choice of modules available and are presented in themed areas representing employment practice or work based disciplines. Whilst students may wish to build their own award by choosing their own menu of module options, the module choice on specialist, named award pathways is more clearly defined.

Postgraduate Certificate for EU (NMC) registrants

Students will be eligible to exit with the award of Postgraduate Certificate if they have successfully completed 60 credits and achieved the award learning outcomes.

Postgraduate Diploma

Students will be eligible to exit with the award of Postgraduate Diploma if they have successfully completed at least 120 credits and achieved the award learning outcomes.

Degree of Master

Students will be eligible for the award of Degree of Master if they have successfully completed at least 180 credits and achieved the award learning outcomes.

Curriculum Table

| | | | | Postgraduate certificate | Postgraduate Diploma | Masters |
|---|--|---------|-------------|--------------------------|----------------------|---------|
| * these modules have a pre-requisite that must be studied prior to studying this module, the pre-requisite is RES7013-C | | | | | | |
| ** students must choose one of the four 60 credit modules | | | | | | |
| Module Code | Module Title | Credits | Semester | | | |
| LEM7006-E | Management Project | 60 | 1 or 2 | | | C** |
| MID7009-C | Clinical Examination and Care Management (Enhancing Contemporary Midwifery Practice) | 30 | NSYR | 0 | 0 | 0 |
| MID7013-C | Clinical Examination and Case Management | 30 | NSYR | 0 | 0 | 0 |
| LEM7011-C | Leadership for Advanced Practitioners | 30 | 1 or 2 | 0 | 0 | 0 |
| PRE7004-C | Prescribing for Healthcare Professionals | 30 | 1 or 2 | 0 | 0 | 0 |
| PRP7007-A | Support for Learning in Practice | 10 | 1 or 2 or 3 | 0 | 0 | 0 |
| HES7001-A | Independent Study | 10 | 1 or 2 | 0 | 0 | 0 |
| HES7003-B | Independent Study | 20 | 1 or 2 | 0 | 0 | 0 |
| RES7007-E | Pursuing a Systematic review* | 60 | 1 or 2 | | | C** |
| RES7008-E | Pursuing primary research* | 60 | 1 or 2 | | | C** |
| RES7010-E | Pursuing a Work based Dissertation | 60 | 1 or 2 | | | C** |
| RES7013-C | Preparing for Research | 30 | 1 or 2 | 0 | 0 | 0 |

Learning and Teaching Strategy

Whilst following this programme of study, students will engage with learning through a range of teaching methods. These methods will be dependent on modules studied, however student-centred approaches to learning are a feature of the modules. Students will be expected to take responsibility for their learning as they develop their academic skills. There are a number of approaches to the manner in which modules are delivered and these may include block attendance, study day attendance, distance learning and blended learning using face to face and on-line activities/ materials, the specific attendance and delivery methods will depend on the module selections that a student follows. Students commencing the programme in 2020/21 will engage in more learning, teaching and assessment activities remotely. When devising the individual study plan with the academic supervisor, students will be informed regarding which delivery methods are utilised for which module and in which semester the chosen modules are being delivered.

The aims of the teaching and learning strategies have been designed so that will be given the opportunity to develop theoretical and experiential understanding (Programme LOs 1, 3, 6, 7, 11), advance knowledge and critical thinking with the assistance of research informed teaching. (Programme LOs 2, 8, 4, 5, 10) and to develop a range of skills appropriate to the professional field that the student is in, this may include work-based learning with competencies undertaken in their organisation or with an additional clinical area, (Programme LOs 1, 2, 4, 11). The Midwifery modules and awards nested within the framework offer students the capacity to acknowledge and build upon the knowledge and skills they may have acquired through previous learning experiences including those in the workplace.

The programme of study will expose students to a range of different teaching, learning and assessment strategies required to achieve the learning outcomes. The teaching approaches that are used across the Faculty of Health Studies are informed by the University core values which are for teaching and learning: to be Research informed Reflective, Adaptable, Inclusive, Supportive, Ethical and Sustainable. Students will experience these across their choice of modules in order to meet both the aims and outcomes which may include any number of the following:

Lectures: To a group of students where information will be presented and discussed whilst informed by core values. These sessions may take place face to face, on campus or online.

Facilitated seminars and group discussion: Social interaction develops learning through the interpretation and critical application of information and group learning. These sessions may take place face to face, on campus or online.

Tutorial: Where a small group of students reflect and discuss issues related to their learning. These may also be individual for formative feedback on assessed work prior to submission. These sessions may take place face to face, on campus or online.

Work-based learning: Where learning is directed within the work environment and is reflected upon and then reported on, and competencies maybe undertaken.

Web based virtual learning environments to support technology enhanced learning, such as the Canvas, or Pebble Pad3: To access information such as key professional learning packages, interact with other students, undertake group work activities or developing wikis.

Directed reading: Where set reading may be recommended.

Self-directed learning: where students are expected to develop their own learning by, identifying areas of interest, selecting research articles for debate and identify areas in which knowledge needs to be developed.

Undertaking a work-based project or a research module: Which is shaped by self-directed learning needs and the learning outcomes at MSc level.

Students will be expected to develop an autonomous learning style and become self-directed as a learner.

Assessment Strategy

The University has a scheme where students will be able to have some discretion on how they are assessed within a module. Students will be able to negotiate the assessments choices within the module descriptor but there will be some areas that can only be assessed through one method Assessment will be against the learning outcomes and programme aims through the use of a range of different assessment techniques which may include one or more of the following approaches:

1. Written essay
2. Reflective case study
3. Audit report of individual practice competencies
4. The development of a reflective portfolio
5. Completion of a set of competencies
6. Completion of a set number of clinical contacts
7. Practical examination (OSCE)
8. Computer based Multiple Choice Question examination
9. Computer based open book examination.
10. Oral seminar / poster presentation
11. Written project report
12. Completion of a dissertation
13. Research paper/executive summary

Some of these teaching and assessment strategies will develop and alter over time through the ongoing development of Programmes.

Assessment Regulations

This Programme conforms to the standard University Assessment Regulations which are available at the link: <https://www.bradford.ac.uk/regulations/>

However, the programme has 2 exceptions to these regulations as listed below:

Where part of the module assessment has not been achieved at the required 40% for written theoretical components the student will be permitted to re submit the supplementary attempt within a time scale agreed by the Board of Examiners and notified to the student. This will normally be after 4 weeks from receipt of the confirmed marks.

Students will be required pass all components and elements of assessment with a minimum mark of 40% in order to pass the module overall.

Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on the particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

For EU registrants the standard entry requirements for the programme are as follows:

A first degree in a relevant subject area, NVQ level 6 or equivalent or a relevant postgraduate qualification.

A registered qualification with a UK professional regulatory organisation if a professional practice award is applied for that enables the students to practice in the UK. E.g., Registration with the NMC to undertake a named nursing or Midwifery award students whose qualifications do not meet the entry requirements above but who have significant experience and other evidence of ability to study at this level.

Students for whom English is not a first language must have an IELTS score of 6.5 or equivalent.

Applications are welcome from students with non-standard qualifications or mature students (those over 21 years of age on entry) with significant relevant experience.

Additional requirements

For work-based learning modules students will be required to have evidence of clinical and or managerial support in place. A self-audit of clinical environment may be required (details provided on application).

Computer literacy courses are available for people new to information technology and both the Academic Skills and Advice Service and the Disability Office can provide support to

those who have a disability. Dyslexia screening is also available. For further information please see <http://www.bradford.ac.uk/disability/>

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of the programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

Minor Modification Schedule

| Version Number | Brief description of Modification | Date of Approval (Faculty Board) |
|----------------|---|----------------------------------|
| 1 | Specification reformatted and made accessible | January 2021 |