

MSc Midwifery Studies Programme Specification

<https://www.bradford.ac.uk/courses/pg/midwifery-studies-msc/>

Programme Catalogue

Academic Year

2020/21

Degree Awarding Body

The University of Bradford

Accreditation

Nursing and Midwifery Council (NMC)

Programme Admissions

September

Programme Duration

36 months full time

QAA Subject Benchmarks

Health Studies (2019)

Target Award

Degree of Master in Midwifery Studies
(FHEQ Level 7)

Interim or Exit Awards

Degree of Master in Health Studies
(FHEQ Level 7)

Postgraduate Diploma (FHEQ Level 7)

Postgraduate Certificate (FHEQ Level 7)

Origination Date

July 2016

Publication Date

April 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.

Whilst there are opportunities to exit this programme and be offered an academic award, successful completion of all the requirements up to and including Level 7 of this programme are required before application to the Nursing and Midwifery Council (Professional, Statutory and Regulatory body) for entry to the Midwifery Register.

Introduction

The MSc in Midwifery Studies is a three-year pre-registration midwifery programme designed to prepare students to become safe, competent, autonomous practitioners. Our programme philosophy underpins the development of an innovative and holistic curriculum designed to offer students an engaging and rewarding learning experience. The programme has an emphasis on maternal and neonatal wellbeing that commences in pregnancy, continuing until the end of the postnatal period. The curriculum reflects contemporary maternity provision, influential political drivers and current NHS demands. These drivers highlight the need for midwives to develop their role as practitioners, partners and leaders in delivering and shaping the future of maternity services.

Key topics explored within the curriculum include awareness of issues associated with perinatal mental health (Department of Health Mental Health Service Reform, 2012, Alliance, 2014, Maternal Mental Health Alliance, 2014), the patient safety agenda (Francis, 2013, Kirkup, 2015) and wider public health (Local Government Association, 2010, Kirkup, 2015, Office, 2011, The Stationery Office, 2011). Midwives are entrusted with providing and promoting safe practice by understanding the human factors which can influence

people and their behaviour, this enables identification of what contributes to providing effective care (Chief Nursing Officers for England, 2010, Bromley, 2011, Rafferty et al., 2015). Midwives also have a major role in public health agenda to improve the health and wellbeing of childbearing women and their families and reducing health inequalities. The local, national and global perspective on public health is reflected in the programme learning and teaching strategy.

Programme Overview

The programme is rooted in normality, which is a focus on normal, low risk midwifery care, whilst also preparing students to care for women with more complex needs. Students will engage in skills that are practiced ethically and informed by the NHS values in midwifery settings. In order to consolidate the student's experience and to encourage the development of the role of lead carer, in the final stage of the programme the student will identify a caseload of women for whom they will provide midwifery care, under indirect supervision from their named mentor. This experience will build on leadership and decision-making skills and support the development of autonomous practice (Nursing and Midwifery Council., 2009, Chief Nursing Officers for England, 2010, Nursing and Midwifery Council, 2009). Students on the programme will be encouraged to embrace all learning opportunities and challenges to support development of their professional identity, self-awareness and resilience in order to prepare them for midwifery practice in the 21st century.

The curriculum offers a unique opportunity to engage in active integrated learning in both the academic and clinical environments. This full time programme differs from other postgraduate courses as it is taught over 45 weeks a year for 3 years. The duration of the programme enables the student to meet the NMC (2009) standards for pre-registration education. Fifty percent of the time on the programme is spent in practice, forty percent in theory and ten percent available for reflection on practice and completion of the student's Ongoing Record of Achievement (ORA) within the clinical practice e-portfolio. Students are fully supported in both clinical and academic environments by practice assessors academic assessors and link lecturers. The programme fees are funded for EU nationals and students may be eligible for an NHS bursary. Students will study 180 credits of theoretical masters/level 7 content and 180 credits of clinical practice at Framework for Higher Education Qualifications (FHEQ) undergraduate levels 4, 5, and 6.

The range of practice placements offers a rich and diverse learning environment for students. Bradford and the surrounding area have a multicultural context that will see students exposed to people from diverse ethnic and socio-economic backgrounds. The city is home to a unique 20-year longitudinal cohort study, the Born in Bradford project, which is a cohort study of more than 13,000 Bradford babies born over a three-year period. Alongside this, there is an acknowledgement of the growing number of specialist services and community projects being developed and implemented to meet the health needs of an increasingly diverse population. Students on the midwifery programme will be exposed to changes in service provision as a direct result of the findings of this unique research study. Students will also have the opportunity to experience inter-professional and interagency working to maintain the health and wellbeing of mothers, babies and their families, and

also develop an understanding of the multi-faceted role of the midwife in promoting sustainable communities.

Students on the programme will develop their digital literacy, enabling them to harness available resources to enhance their learning, including use of the university virtual learning environment (VLE). A blended learning approach combines the creativity and flexibility of online learning and the interactive element of face-to-face campus sessions. The skills needed for IT literacy are developed through sustained utilisation of a number of VLE platforms and e-learning tools such as Blogs during PBL; clinical e-portfolios to record practice experience and clinical practice assessment; a number of e-learning packages to support delivery of care in placement; use of databases to conduct literature searches and for maintenance of a development e-portfolio detailing personal growth during the programme. Students will develop a range of attributes and skills including enhanced communication, team working, problem solving, autonomy and self-efficacy through completion of the programme, which are all valuable for employability in a wide range of roles. Our core aim is to prepare midwives who can provide safe and effective care for women and their families.

Programme Philosophy

A feminist philosophy underpins the educational strategy of the School of Allied Health Professions and Midwifery. Influences of co-operation, inclusion, equality and reflexivity are embedded within our approach. Our scholastic environment exposes students to learning where all knowledge is valued; learning is transformational with a key focus on the development of self and others within a cultural and social context for scholarship. Learning which is situated in the authentic world of midwifery clinical practice is actively encouraged. Intricate connections between practice, education and research are harnessed to develop midwives of the future.

The School of Allied Health Professionals and Midwifery has been unique in adopting and designing a curriculum presented totally through problem based learning (PBL), which has been delivered at the University since 2000. The theoretical aspects of this programme are organised using the principles of PBL, which is a research based teaching and learning strategy (Ozturk et al., 2008, Hmelo-Silver, 2004). Student led learning is facilitated to support development of academic, research, teamwork and leadership skills. Learning consists of studying PBL Enigmas (scenarios), with these being centred upon authentic practice issues. PBL is an educational approach that puts students at the centre of their learning and provides them with scaffolding for learning core principles referred to as threshold concepts. Threshold concepts are considered to be knowledge that constitutes a core principle essential to the student learning experience (Meyer and Land, 2003). The curriculum is underpinned by five threshold concepts: normality, reflexivity, ways of knowing, care ethics and professionalism. Through PBL students are able to develop depth and explore special interests to meet personal and professional development needs. Students are thus prepared to successfully meet the University and, Further and Higher Education Qualification (FHEQ) criteria for a Master of Science Degree and the NMC (2009) Standards for pre-registration midwifery education.

Students completing their programme here at the University of Bradford will experience a programme that has been at the forefront of innovative developments. For example,

clinical practice has been graded since 1995, this has since become a standard requirement for pre-registration midwifery programmes (Nursing and Midwifery Council., 2010, Nursing and Midwifery Council, 2009). Achievement in the clinical practice environment makes a significant contribution towards the final degree outcome and classification. The midwifery programme at Bradford was also one of the first in the country to move the clinical assessment document completely electronically (clinical e-portfolio: Ongoing Record of Achievement). This enables authentic real time review of a student's progress by students themselves, by academics and by clinicians at any time during their practice placement experience.

Programme Aims

The programme is intended to:

- A1** Develop the skills and knowledge commensurate with a graduate which will enable students to meet National and European requirements for professional registration.
- A2** Develop the skills and knowledge which will enable students to engage in an ethical, informed and skilled manner in contemporary midwifery practice and to live and work in a globally sustainable way.
- A3** Develop the skills and knowledge which will enable students to meet the lifelong learning demands of working as autonomous practitioners within multi-professional teams and dynamic environments.

Admission Requirements

We take into consideration a number of factors when assessing your application. It's not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond.

This programme is for current graduates that meet UK residency criteria. A typical applicant will have a first degree (Bachelor's with Honours) classified at lower 2nd class (2:2) or higher, or equivalent.

Successful applicants will also need:

- 5 GCSEs at grade 4/C or above, including GCSE English Language and Maths (NMC requirement) and either Biology or Combined Science.
- For international students, evidence of equivalent study of sciences. Stricter English Language requirements apply and applicants require English proficiency at a minimum of IELTS 7.0, with no sub-test lower than 7.0, or the equivalent score in another recognised test: www.brad.ac.uk/international/entry-requirements/
- Agreement to undertake DBS and Occupational Health Assessment.

Candidates who meet the admission requirements will be offered a place subject to successful face to face interview. Please note: this information relates to the contemporary recruitment cycle when this document was published. It may be different for the current

cycle. To check the current UCAS tariff and other admissions requirements, visit the course page: <https://www.bradford.ac.uk/courses/pg/midwifery-studies-msc/>

Disability

Disabled students' applications are considered on the same grounds as all students. Applicants may wish to check with our Disability Service before applying by visiting www.bradford.ac.uk/disability/before.

All students are offered screening from the Disability Service on entry to the programme to aid identification of any specific learning difficulties. Students will gain access to information, which will provide specific study support.

Recognition of Prior Learning

The NMC does not permit the application of prior learning experiences within midwifery programmes to a registerable qualification.

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 this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

Programme Learning Outcomes

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

1. Identify the underlying concepts and principles associated with midwifery practice and demonstrate the ability to critically analyse, evaluate and apply these within the context of health.
2. Critically evaluate threshold concepts in order to interpret and synthesise evidence to develop lines of argument. Make evidence based judgments in accordance with theories and concepts relevant to midwifery practice
3. Use creative arguments to explore the appropriateness of different approaches to solving problems related to health and wellbeing.
4. Communicate the results of their practice and written work accurately using a broad range of evidence to underpin structured and coherent arguments.
5. Be an independent learner capable of continuing their professional development, using skills in critical reflection, reflexivity, action planning and self-evaluation. Collaborate and build working relationship with others.
6. Use creative arguments to explore and critically evaluate knowledge of professional, political and ethical principles with an emphasis well-being and to undertake sustainable midwifery practice.

7. Critically reflect on midwifery clinical situations demonstrating knowledge of the qualities and transferable skills necessary for employment including: accountability, autonomy and responsibility for professional practice.
8. Practise safely under direct the supervision of a midwife to meet the competencies as set out by the NMC first progression point.

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

9. Critically evaluate and synthesise midwifery knowledge, demonstrating an in depth understanding of health beliefs and concepts of wellbeing and the way in which these have developed.
10. Synthesise and apply underlying threshold concepts to the context of midwifery practice. Make evidence based judgments in accordance with theories and concepts relevant to midwifery practice
11. Use creative arguments to explore knowledge and understanding of the main methods of enquiry in health and social care, critically evaluating different approaches to problem solving related to health and wellbeing.
12. Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences including women and their families
13. Skilled in critical and creative thinking and able to take personal responsibility for own learning whilst contributing to the development of peers through collaborative working in midwifery.
14. Critically evaluate and apply knowledge of professional, political and ethical principles with an emphasis on well-being and to undertake sustainable midwifery practice.
15. Critically reflect upon and evaluate decision-making, demonstrating qualities and transferable skills necessary for employment including initiative in solution focused problem solving, personal responsibility and accountability in midwifery practice.
16. Practise safely as lead carer (with indirect supervision) in normal labour and contribute to multi-disciplinary team working to meet the NMC essential skills clusters for entry to the register for intrapartum care.

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

17. Critically evaluate and interpret midwifery clinical situations on the basis of sound knowledge of physiological concepts and research informed evidence base of midwifery practice whilst promoting normality; placing the woman and her family at the centre of care.
18. Synthesise and apply underlying threshold concepts to the context of midwifery practice. Make evidence based judgments in accordance with theories and concepts relevant to midwifery practice.

19. Use creative arguments to explore and critically evaluate an area of public healthcare from a global midwifery perspective, drawing on main methods of enquiry in health and social care.
20. Communicate effectively and professionally information, problems or solutions to diverse audiences through a variety of media.
21. Assess and creatively manage own learning and contribute to self and peer development through collaborative working in both midwifery and multi-disciplinary groups.
22. Demonstrate a critical knowledge and in-depth understanding of professional, political and ethical principles, with an emphasis on midwifery from a global perspective, promoting well-being and sustainable midwifery practice and multi-disciplinary team working
23. Critically reflect upon and evaluate decision making, demonstrating qualities and transferable skills necessary for employment including initiative in solution focused problem solving, personal responsibility and accountability in midwifery practice.
24. Practise competently without the need for direct supervision safely and effectively whilst contributing to multi-disciplinary team working achieving all NMC (2009) requirements for entry to the register.

Please note: Whilst there are opportunities to exit this programme and be offered an academic award, successful completion of all the requirements up to and including Level 7 of this programme are required before application to the Nursing and Midwifery Council (Professional, Statutory and Regulatory body) for entry to the Midwifery Register.

Learning and Teaching Strategy

The curriculum is based on the principles of active and collaborative learning, underpinned by the educational philosophy inherent in problem based learning (PBL). Student engagement is integral to learning situations which are participatory and collaborative. A variety of workshops will introduce students to simulation, using creative media for example film making and games using play to enhance learning. E-portfolios will be used to support students in documenting personal, academic and clinical learning gains and development throughout the programme; building skills in critical reflection, action planning and self-evaluation. Each episode of learning starts with an enigma, which is explored to identify prior knowledge and generate questions to promote problem solving in a stimulating learning environment. Students will be supported to enhance skills of research, and research appreciation, to enable them to examine empirical evidence pertaining to perspectives of women's health in a national and international context. Key academics and clinicians will share their research being undertaken locally. Our threshold concepts, considered to be troublesome knowledge, underpin the student learning experience at each stage.

Clinical placement learning towards achievement of the competencies is supported by practice supervisors/practice assessors (NMC 2018) . Students will be allocated to different practice supervisors to facilitate a range of learning opportunities. Whilst students will have a minimum of 300 hours for each module with their assessed placement there is a

requirement that all students must complete 4600 hours (including university teaching, reading and examination weeks) by the end of the programme and therefore each year students will attend other learning environments for additional experiences. Students will also have support from a link lecturer via the Ongoing Record of Achievement (ORA), email and link lecturer placement visits.

Stage 1

In the PG Certificate level (stage 1), PBL enigmas will introduce students to core social, cultural, psychological and ethical concepts, providing students with the early skills to work under the direct guidance of the midwife; understanding the rationale for support provided to women. The focus will be on the local community and key health and well-being priorities. Students practice skills will be underpinned by key lectures and workshops that integrate anatomy, physiology and sociological concepts. Learning activities will support the development of individual self-awareness and resilience. Additionally students will be supported by series of tutorials with research active staff to examine empirical research evidence to enhance student's critical thinking skills.

Stage 2

As the programme progresses into PG Diploma (stage 2) student's capacity for research analysis and application is increased, new study skill activities and authentic scenarios bring together more complex concepts. Student focus will move to take on a national perspective of health and wellbeing and societal issues for women and their families. Key lectures and workshops develop students' confidence in decision making within midwifery situations, which as students progress towards the end of this stage, will include care for women with increasingly complex needs.

Stage 3

In the Masters, (stage 3) students will enhance critical appraisal skills and knowledge of research methodologies. Students will be supported in applying their skills and knowledge by undertaking a critical review of a global aspect of maternal well-being in order to identify areas for potential practice development. Theoretical concepts of leadership and change management will add depth to the student's study. Students will be able to identify individual strengths and areas for further development. The PBL enigmas in this year will enable students to explore complex clinical and global maternal health issues. These activities provide students with areas of theoretical depth, detailed midwifery practice understanding, and engagement in new ways of thinking. Practice placements will enable students to progress from indirect supervision to long arm supervision during the caseloading placement, demonstrating sound decision-making and leadership skills. The Theoretical weeks will vary from 35 – 40 hours per week and the practice weeks between 35 and 38 hours per week.

Assessment Strategy

The assessment strategy complies with the University of Bradford regulations and NMC requirements for pre-registration midwifery programmes (Nursing and Midwifery Council., 2009, Nursing and Midwifery Council, 2009) and also encompasses the tenets of the

University of Bradford Curriculum Framework. It addresses the need to assess knowledge, understanding and skill and their application in midwifery practice. The assessment strategy reflects the need to ensure that the programme produces midwives who are safe in practice and fit for academic award.

Assessment of theoretical components

The Curriculum Framework (2018) recommends diversity of assessment to examine a wide range of programme or module outcomes, therefore a range of summative assessment methods have been selected. Knowledge and understanding are assessed by Ipsative multiple choice questions (MCQ); this is a computer marked exam. An Ipsative assessment enables the student to identify the breadth of knowledge required and then personal progression throughout the programme, enabling students to take responsibility for their own learning and development. The assessment strategy includes a synoptic assessment, which facilitates holistic assessment of a range of module learning outcomes. An opportunity to experience a range of assessment methods includes presentations, written assignment and critical writing BLOG. The student is enabled to demonstrate the acquisition and application of knowledge that includes the context of practice.

The curriculum assessment strategy also includes the use of formative assessment methods to support development of knowledge, understanding and assessment literacy. These will include a formative opportunity at both the ipsative and synoptic assessment methods described above.

Assessment of practice

The practice assessor will be responsible for assessment of students in clinical practice, with the student demonstrating competency through actively engaging in the care of women and their families. Students are required to provide evidence of their learning in their ORA. The practice assessor will verify this information by undertaking a final placement interview, which includes grading of practice. The students are assessed against stage specific criterion that reflects students learning throughout each practice placement. Only practice assessors who have previously met the requirements for sign-off status and were on the practice assessor register can assess students (Nursing and Midwifery Council, 2009). To meet the NMC criteria for grading of practice the final placement Ongoing Record of Achievement marks will count towards the final award and are embedded within the module Questioning Midwifery Knowledge (Level 7) portfolio of assessment.

Assessment Optionality

During the programme students will have the opportunity to submit selected assessments that have been developed from a range of formatively assessed work. Students will receive feedback and develop their work accordingly and then choose which piece to submit for summative assessment. Optionality not only includes choice of which piece of work to include, but also choice in topic focus.

Curriculum

Students study 120 credits a year. All modules are core to the programme.

In limited circumstances, the curriculum may change, in accordance with the University's programme monitoring and review processes.

Stage 1 Modules (Postgraduate Certificate)

FHEQ Level	Module Title	Credits	Study Period	Module Code
7	Beginning Midwifery Knowledge (7)	60	FLYR	MID7010-E
4	Midwifery Care and Practice 1	30	ACYR	PRP4012-C
4	Midwifery Care and Practice 2	30	NSYR	PRP4013-C

Stage 2 Modules (Postgraduate Diploma)

FHEQ Level	Module Title	Credits	Study Period	Module Code
7	Developing Midwifery Knowledge (7)	60	FLYR	MID7011-E
5	Midwifery Care and Practice 3a & 3b	30	ACYR	MID5007-C
5	Midwifery Care and Practice 4	30	NSYR	MID5004-C

Stage 3 Modules (Degree of Master)

FHEQ Level	Module Title	Credits	Study Period	Module Code
7	Questioning Midwifery Knowledge (7)	60	FLYR	MID7012-E
6	Midwifery Care and Practice 5a & 5b	30	SEM1	MID6004-C
6	Caseload and Leadership	30	NSYR	MID6008-C

Terminology

Code	Study Period	Description
SEM1	Semester 1	Starts September, ends in or before January
SEM2	Semester 2	Starts January, ends in or before May
FLYR	Full Year, 3 terms	Starts in September, ends in or before August
ACYR	Academic Year, 2 terms	Starts in September Semester 1, ends in or before May
NSYR	Academic Year, 2 terms	Starts in January Semester 2, ends in or before September

Assessment Regulations

Due to the vocational nature of the programme and the requirements of the Nursing and Midwifery Council, the MSc Midwifery Studies programme falls outside the scope of the standard University Assessment Regulations and is subject to programme-specific regulations. Detailed regulations for progression and award in the MSc Midwifery Studies programme and its interim awards can be found in appendix 2 of this specification.

Placement and/or Study Abroad

This programme provides the opportunity for students to undertake a two week elective work placement or period of study at home or abroad related to aspects of local, national or global maternal health issues towards the end of the final year. The placement is for a minimum of 60 hours but can be extended to accommodate a longer period if required.

Students are responsible for arranging and financing all expenses which completing such a placement would incur including travel and accommodation. Many undertake fundraising activities and some obtain support through successful funding or award applications.

A report justifying the choice of placement area must be submitted prior to commencement. The learning experience is then presented to peers, academics and clinicians on completion. Planning, undertaking and evaluating the elective all form part of the students' clinical experiences and evidence for achievement of the placement will be submitted via a clinical e-portfolio: Ongoing Record of Achievement (ORA).

Awards Summary

Stage 1

At the end of stage 1, students will be eligible to step off or exit with the award of Postgraduate Certificate (Health Studies) if they have successfully completed at least 60 credits at FHEQ Level 7, completed the additional hours required towards meeting the final NMC Standard and achieved the award learning outcomes. This award does not confer eligibility to register with the Nursing & Midwifery Council (NMC) as a Registered Midwife.

Stage 2

At the end of stage 2, students will be eligible to step off or exit with the award of Postgraduate Diploma (Health Studies) if they have successfully completed at least 120 credits at FHEQ Level 7, completed the additional hours required towards meeting the final NMC Standard and achieved the award learning outcomes. This award does not confer eligibility to register with the Nursing & Midwifery Council (NMC) as a Registered Midwife.

Stage 3

Students will be eligible to exit with the award of Degree of Master of Science (Health Studies) if they have successfully completed at least 180 credits at FHEQ Level 7 and achieved the award learning outcomes. This award does not confer eligibility to register with the Nursing & Midwifery Council (NMC) as a Registered Midwife.

Students will be eligible for the target award of Degree of Master of Science in Midwifery Studies if they have successfully completed at least 360 credits at FHEQ Level 7, totalling the NMC required 4600 hours and achieved the award learning outcomes. This award confers eligibility to register with the Nursing & Midwifery Council (NMC) as a Registered Midwife.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval
4	Updated QAA Benchmark Statement	January 2020
5	Specification reformatted and made accessible. Updated references dead links	April 2021
6		

Appendix 1: References

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Appendix 2: Programme Regulations

REGULATION GOVERNING THE AWARD OF THE DEGREE OF MASTER OF SCIENCE IN MIDWIFERY STUDIES FROM ACADEMIC YEAR 2016/17

1. ADMISSION

- 1.1. All applicants must submit a formal application before beginning a course of study for a postgraduate award
- 1.2. An applicant for a course of study leading to the Degree of Master must have obtained the following:
 - 1.2.1. A Degree of Bachelor of an approved university or of the Council for National Academic Awards or of any other approved degree-awarding body.

2. STUDY REQUIREMENTS

This programme is made up of 180 credits at level 7 and 60 credits at level 4, 60 credits at level 5, 60 credits at level 6 studied over and will be studied over a three stage period.

2.1. STAGE 1

- 2.1.1. Students must study units amounting to 60 credits at Level 7 and 60 Credits at Level 4 amounting to a total of 120 credits.

2.2. STAGE 2

- 2.2.1. Students must study units amounting to 60 credits at Level 7 and 60 Credits at Level 5 amounting to a total of 120 credits.

2.3. STAGE 3

- 2.3.1. Students must study units amounting to 60 credits at Level 7 and 60 Credits at Level 6 amounting to a total of 120 credits.

3. COURSES OF STUDY

- 3.1. Students will study linked units of no less than 60 credits at post graduate level and 60 credits, divided into two 30 credit modules at undergraduate level each year.

4. PURSUIT OF COURSE OF STUDY INCLUDING CREDIT IMPORTATION

- 4.1. This programme is exempt from the regulations related to Recognition of Prior Learning.

5. PROGRESSION BETWEEN STAGES

- 5.1. Students may progress from Stage 1 to Stage 2 of the programme if they achieve at least 40% in individual modules amounting to 120 credits, no compensation is permitted. All components of assessment must be passed at 40% or above, where a component has a higher pass mark the requirement will be indicated in the module descriptor.
- 5.2. Students may progress from Stage 2 to Stage 3 of the programme if they achieve at least 40% in individual modules amounting to 120 credits, no compensation is permitted. All components of assessment must be passed at 40% or above, where a component has a higher pass mark the requirement will be indicated in the module descriptor.

6. SUPPLEMENTARY ASSESSMENT

- 6.1. Students are permitted to undertake supplementary assessment on one occasion only for Level 7 modules, in line with Regulations Governing Postgraduate Awards.

- 6.2. Students may be permitted to undertake supplementary assessment on one occasions only for Level 4, 5 or 6 modules, in line with the requirements of the NMC (2009).
- 6.3. A student who does not meet the 40% pass in all components of assessment detailed in 6.2 will be required to withdraw from clinical practice modules and will be withdrawn from the programme.

7. PERFORMANCE IN SUPPLEMENTARY ASSESSMENT

- 7.1. Students who, following Supplementary Assessment, meet the relevant requirements set out above may progress to the next Stage of the course of study. Students who have undertaken Supplementary Assessment with a view to attaining an award as set out below and who now meet those requirements shall be eligible for the award in question.
- 7.2. Students who have exhausted all the attempts permitted by the Board of Examiners and still do not meet the requirements either for progression or for an award, will be required to withdraw from the course of study.

8. CARRY FORWARD OF MARKS

- 8.1. The maximum carry forward module mark awarded to students following Supplementary Assessment will be capped at 40 or higher where the required pass mark for that component is above 40.

9. ELIGIBILITY FOR AWARDS

9.1. POSTGRADUATE CERTIFICATE IN HEALTH STUDIES- INTERIM AWARD

- 9.1.1. Postgraduate Certificate in Health Studies – To be eligible for the award of the Postgraduate Certificate in Health Studies, students must achieve at least 40 in individual modules amounting to 60 credits at Level 7.
- 9.1.2. Students who, in achieving the requirements set out in 9.1.1, attain an overall average of at least 58 in the assessments for the modules required shall be eligible for the award of the Postgraduate Certificate in Health Studies with Merit.
- 9.1.3. Students who, in achieving the requirements set out in 9.1.1, attain an overall average of at least 68 in the assessments for the modules required shall be eligible for the award of the Postgraduate Certificate in Health Studies with Distinction.

9.2. POSTGRADUATE DIPLOMA IN HEALTH STUDIES - INTERIM AWARD

- 9.2.1. To be eligible for the award of the Postgraduate Diploma in Health Studies, students must achieve at least 40% in modules amounting to 120 credits at Level 7
- 9.2.2. Students who, in achieving the requirements set out in 9.2.1, attain an overall average of 58 in the assessments for the modules required shall be eligible for the award of the Postgraduate Diploma in Health Studies with Merit.
- 9.2.3. Students who, in achieving the requirements set out in 9.2.1, attain an overall average of 68 in the assessments for the modules required shall be eligible for the award of the Postgraduate Diploma in Health Studies with Distinction.

9.3. DEGREE OF MASTER OF SCIENCE IN HEALTH STUDIES – FINAL AWARD

- 9.3.1. To be eligible for the award of Degree of Master of Science in Health Studies, students must comply with the requirements as set out in 2.1, 2.2 and 2.3 and attain the following:
- 9.3.2. at least 40% in individual modules amounting to 180 Credits, all of which must be at Level 7.

9.4. DEGREE OF MASTER OF SCIENCE IN MIDWIFERY STUDIES – FINAL AWARD

9.4.1. To be eligible for the award of the Degree of Master of Science in Midwifery Studies, and be eligible for registration with the NMC students must comply with the requirements set out in 2.1, 2.2, 2.3 above, and must achieve:

- i) the requirements set out in 5.1, 5.2
- ii) at least 40.0% in individual Level 7 modules amounting to 180 Credits, including individual components identified within individual modules that must be passed, and
- iii) at least 40.0% in individual modules at undergraduate level 4, 5 and 6 amounting to 180 Credits, including individual components identified within individual modules that must be passed

9.4.2. Degree of Master of Science in Midwifery Studies shall, on the basis of a student's performance, be awarded by as follows:

- i) MSc with Distinction
- ii) MSc with Merit
- iii) MSc

9.4.3. Students who attain an overall weighted average in all Level 7 modules of at least 68, shall be eligible for the award of the Degree of Master with Distinction.

9.4.4. Students who attain an overall weighted average in all Level 7 modules of at least 58, shall be eligible for the award of the Degree of Master with Merit.

9.4.5. Students who attain an overall pass in all modules shall be eligible for the award of the Degree of Master.

9.4.6. Students who achieve at least 40 in any number of individual modules at any level but who do not qualify for one of the above awards shall be eligible for the award of a Certificate of Continuing Education.

10. AEGROTAT AWARDS

10.1. An Aegrotat degree of MSc may not normally be awarded.

11. AMENDMENTS TO SYLLABUS

11.1. Amendments to syllabus should not normally be permitted and only after consultation with the PSRB (Nursing and Midwifery Council).

Appendix 2b – Programme Regulations Definitions and Modules

Stage	Relates to the year and level on the programme of study.
Level	Academic Level in line with FHEQ
Assessment	A summative exercise used to judge whether students have achieved the learning outcomes set for the module within which it is contained.

MODULES:

Stage	Level	Module Title	Credits
1	7	Beginning Midwifery Knowledge	60
1	4	Midwifery Care & Practice 1	30
1	4	Midwifery Care & Practice 2	30
2	7	Developing Midwifery Knowledge	60
2	5	Midwifery Care & Practice 3	30
2	5	Midwifery Care & Practice 4	30
3	7	Questioning Midwifery Knowledge	60
3	6	Midwifery Care & Practice 5a & 5b	30
3	6	Caseload and Leadership	30