

BSc (Hons) Midwifery Programme Specification

<https://www.bradford.ac.uk/courses/ug/midwifery-studies-bsc/>

Academic Year:	2023
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	
Final and interim award(s):	<p>BSc (Honours) Midwifery</p> <p>[Framework for Higher Education Qualifications (FHEQ) level 6]</p> <p>BSc (Ordinary) in Health Studies</p> <p>[Framework for Higher Education Qualifications (FHEQ) level 6]</p> <p>Diploma of Higher Education in Health Studies</p> <p>[Framework for Higher Education Qualifications (FHEQ) level 5]</p> <p>Certificate of Higher Education in Health Studies</p> <p>[Framework for Higher Education Qualifications (FHEQ) level 4]</p>
Programme accredited by (if appropriate):	Nursing and Midwifery Council
Programme duration:	3 years full time
UCAS code:	
QAA Subject benchmark statement(s):	<ul style="list-style-type: none"> QAA (2019) Subject Benchmark Statements: Health Studies
Date last confirmed and/or minor modification approved by Faculty Board	

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

At the University of Bradford our BSc (Hons) Midwifery programme provides an individualised, dynamic, and diverse learning experience, preparing student midwives for contemporary midwifery practice and to be the future leaders of midwifery. Our vibrant and inclusive learning community supports students as they journey towards their midwifery

career with the ability to make a positive difference in the midwifery world (University of Bradford 2021).

Midwifery is a global profession and all over the world midwives play a vital part in the health and wellbeing of childbearing women, their infants, and their families. The BSc (Hons) Midwifery three-year programme helps our students to develop the Knowledge, skills, and behaviours required by Nursing and Midwifery Council (NMC) (2019) Standards of proficiency for midwives to register and practice within the UK. Midwifery is a unique professional career supporting women across the childbearing continuum and providing safe, respectful, kind, compassionate, and individualised midwifery care. A role in midwifery includes public health promotion and protection, whilst making a positive contribution to the health of women and their families. Midwives are skilled and competent practitioners who work in partnership with women to make decisions about their care, working with other team members, and demonstrate positive role modeling and leadership. Students develop skills that enable them to optimise normal physiological processes, promote positive outcomes for women and their families, and manage complications.

Students will spend approximately 50% of the programme in academic learning and 50% in clinical practice. Our curriculum is co-created in partnership with students, service users and practice partners to ensure that learning, teaching, and experiences are situated in the real world. We value diversity which strengthens learning opportunities and value student feedback to enrich student experience. Students will meet people from a diverse population which gives opportunity for a wide range of experiences. 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. Services are thus constantly evolving to meet the health needs of an increasingly diverse population. Our students can take part in growing number of specialist services and community projects being developed and implemented and are exposed to changes in service provision as a direct result of the findings of this unique research study. For example, students may get experience with the Better Start initiative (2015-2025) a programme set up by the National Lottery Fund which supports community initiatives to address local health inequalities.

Our programme is academically and clinically demanding, and our students are supported to achieve their potential through the excellent academic and pastoral support of our staff who are passionate about their role as educators. Our timetable is designed to support students to succeed in their studies and plan to meet the demands of academic work, clinical placements, home lives, caring responsibilities and social lives which are all important for well-being. Students receive their timetable for the year ahead and placement allocation in advance as possible to ensure a family friendly and culturally inclusive approach. We have thriving peer support systems such as student buddying where second year students support first year students. Our award-winning student led Midwifery Society encourages students to connect with other midwifery cohorts and become involved in the wider midwifery community whilst learning about global midwifery issues. Every year in week one all cohorts come together for a student conference where third year students present their experiences on their elective placements.

Philosophy

Feminist philosophies underpin our education strategy as students explore values and beliefs relating to women's societal position and the role of the midwife. Co-operation, inclusion, equality, diversity, and reflexivity are embedded within our approach to learning.

Our scholastic environment immerses students in learning where all knowledge is valued; education is transformative as learners adjust their thinking as they are exposed to new information. There is 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 supported. Intricate connections between practice, education, leadership, and research are harnessed to develop midwives of the future.

Programme Aims

The programme is intended to:

- A1.** Develop skills and knowledge which will enable students to develop a solid professional identity and meet the professional and regulatory requirements for registration as a midwife and work effectively in the system where they are employed.
- A2.** Develop future midwives with leadership and advocacy skills able to act as change agent and engage in ethical, informed, and skilled contemporary midwifery practice whilst working in a globally sustainable way.
- A3.** Develop autonomous learners with enhanced criticality skills which will enable students to meet the lifelong learning demands of working as a professional within interdisciplinary and multi-agency teams, and culturally diverse and dynamic environments.
- A4.** Embrace the University of Bradford's vision by creating an inclusive learning culture and transformative University experience which enables students to achieve their ambitions and make a positive difference to the world.

Programme Learning Outcomes

To be eligible for the award of Honours Degree of Bachelor at FHEQ level 6, students will be able to:

1. Deliver competent, safe, and compassionate care, and demonstrate evidence based best practice in core and domain- specific skills and procedures in the NMC Standards of proficiency for midwives (2019b).
2. Facilitate the acquisition of excellent communication skills, including the ability to communicate effectively and professionally, information, problems or solutions to diverse audiences using a variety of media including a range of digital and other technologies.
3. Critically appraise the knowledge base that underpins clinical decision making, demonstrating qualities and transferable skills necessary for employment including initiative, personal responsibility, and professional accountability, including application of knowledge of midwifery legislation and the NMC Code (2018).
4. Examine and interpret midwifery clinical situations based on sound knowledge of physical, psychological, social, cultural, and spiritual needs of women and new-born infants with a focus on partnership working and optimising normal physiological processes to support safe practice and promote positive outcomes.
5. Critically appraise models of care, including continuity of midwifery care and carer for childbearing women and their new-born infants in a diverse range of settings with the skills to anticipate, prevent and respond to complications and additional care needs.

6. Critically appraise the physiological, social, and cultural influences on the determinants of health whilst working to mitigate against inequalities.
7. Critically appraise the professional, political, and ethical principles of sustainable health care, emphasising public health, health promotion and health protection through interdisciplinary and multi-agency working.
8. Demonstrate positive leadership and role modelling which includes the ability to advocate for the human rights of women, partners, and families and maintain women's integrity and autonomy, respecting their views preferences and decisions.
9. Critically reflect on personal ongoing learning and develop lifelong reflexive practice including the ability to supervise and support others.
10. Critically analyse research evidence in midwifery and related fields to promote evidence-based practice and act as change agent where appropriate.

Curriculum

Stage 1

FHEQ Level	Module Title	Core/ Option/ Elective	Credits	Study Period	Module Code
4	Beginning Midwifery Knowledge 1: Fundamentals of practice	Core	20	Sem 1- Semester 1	
4	Beginning Midwifery Knowledge 2: Public health	Core	20	Sem 2- Semester 2	
4	Beginning Midwifery Knowledge 3: Midwife as global citizen	Core	20	Sem 3 - Semester 3	
4	Transition to Professional Self 1	Core	20	FLYR - Full Year	
4	Midwifery Practice 1	Core	40	FLYR - Full Year	

At the end of stage 1 students will be eligible to exit with the award of Certificate of Higher Education if they have successfully completed at least 120 credits and achieved the award learning outcomes.

[THIS AWARD DOES NOT CONFER ELIGIBILITY TO REGISTER WITH THE NURSING AND MIDWIFERY COUNCIL]

Stage 2

FHEQ Level	Module Title	Core/Option/Elective	Credits	Study Period	Module Code
5	Developing Midwifery Knowledge 1: Working in Partnership	Core	20	Sem 1- Semester 1	
5	Developing Midwifery Knowledge 2: Advancing public health	Core	20	Sem 2- Semester 2	
5	Developing Midwifery Knowledge 3: Midwife as researcher	Core	20	Sem 3- Semester 3	
5	Transition to Professional Self 2	Core	20	FLYR - Full Year	
5	Midwifery Practice 2	Core	40	FLYR - Full Year	

At the end of stage 2 students will be eligible to exit with the award of Diploma of Higher Education if they have successfully completed at least 240 credits and achieved the award learning outcomes.

[This award does not confer eligibility to register with the Nursing and Midwifery council]

Stage 3

FHEQ Level	Module Title	Core/Option/Elective	Credits	Study Period	Module Code
6	Questioning Midwifery Practice 1: Midwife as skilled practitioner	Core	20	FLYR - Full Year	
	Questioning Midwifery Practice 2: Midwife as scholar	Core	40	FLYR - Full Year	
6	Transition to Professional Self 3	Core	20	FLYR - Full Year	

6	Midwifery Practice 3	Core	40	FLYR - Full Year	

Students will be eligible to exit with the award of Ordinary Degree of Bachelor if they have successfully completed at 120 credits in both Level 4 and 5 and 60 credits at level 6 and achieved the award learning outcomes.

[This award does not confer eligibility to register with the Nursing and Midwifery Council]

Students will be eligible for the award of Honours Degree of Bachelor if they have successfully completed at least 360 credits and achieved the award learning outcomes.

[This award confers eligibility to register with the Nursing and Midwifery Council]

Learning and Teaching Strategy

Students will learn via a blended learning approach. We recognise that face-to-face contact on campus is important for students' social experience and that students value flexibility. Some sessions will be taught face-to-face on campus, some will be live, interactive online sessions and some will be online materials that students can access at their own convenience. Our inclusive teaching and learning environment is designed to suit diverse learning needs and includes digital technologies, clinical skills simulation, case studies, workshops, online discussion groups, lectures, and seminars. Our clinical skills workshop space is equipped to assist students to practice their clinical skills in a safe and supportive environment, offering opportunity for peer and academic formative feedback.

Students learn through problem based learning (PBL), an educational approach which is student centred and facilitated by academic staff. Episodes of learning start with an enigma or case study, which is explored by students to identify prior knowledge and generate questions which encourages problem-solving in a stimulating learning environment. Students are immersed in an environment which values everyone's contribution and promotes the development of self and professional identity. Students are supported to challenge their ideas and beliefs, discuss different perspectives, and develop skills in advocacy, leadership, emotional intelligence, and strategic thinking, all essential for safe and effective midwifery care. Academic staff support students in finding appropriate national and international evidence to answer their questions. Core learning resources specific to the enigma or case study and developed by academic staff are available to students through class and online learning spaces.

The programme design supports the development of skilled, knowledgeable, respectful midwives with the ability to provide compassionate care for women, new-born infants and their families. There are four main themes threaded throughout the programme:

- Developing the midwife as skilled practitioner
- Developing knowledge in public health and health promotion

- Developing the midwife as a global citizen, researcher and scholar
- Transition to professional self

Stage one introduces students to the fundamentals of midwifery knowledge, public health, and the provision of care that all childbearing women and infants need. Stage two builds on the learning in stage one by focusing on the additional care needs of childbearing women and infants with complications. At stage three students will further develop their critical thinking and problem-solving skills through the exploration of complex maternity case studies and care planning. This spiral curriculum enables students to deepen their knowledge at each stage and build on their prior learning (Bruner, 1960). Continuing exposure to a topic enables its reinforcement, helps students develop a basic understanding before progressing to a more complex level, and provides a holistic approach to the development of midwifery knowledge, skills, and behaviours.

The BSc (Hons) Midwifery programme is enhanced through shared learning with students on the MSc Midwifery programme. The richness of experience of the different groups offers a unique learning opportunity to build knowledge and understanding from a range of perspectives.

Our highly skilled, enthusiastic, and experienced midwifery education team support students to achieve their goals. Academic staff are registered midwives with teaching and learning expertise. In addition, staff are research active with skills in a wide range of specialist areas relevant to midwifery. Staff have a positive relationship with our practice placement areas working in partnership to enhance student opportunity and experience.

Clinical placements

Students are allocated to clinical placements throughout each stage of the programme to achieve the Nursing and Midwifery Council (NMC) (2019) proficiencies of a midwife and programme learning outcomes. Over the course of the programme students will be supported to meet the NMC requirement of 2300 hours in practice. Practice placement learning is supported by the NMC (2018) Standards for student supervision and assessment. Students will work alongside clinical practice supervisors to achieve their proficiencies and will be allocated a practice assessor and academic assessor to assess their progression through each stage of the programme.

Students are supernumerary whilst on clinical practice to enable safe and effective care with the level of supervision based on student's individual learning needs. Students will work a range of shifts including days, nights, and weekends. The length of shifts will vary according to the area allocated. Each stage will consist of one year long clinical module of 750-800 hours and provide a range of placement opportunities including experience in continuity of carer, care of women and babies with universal needs, care of women with additional care needs and care of new-born infants with complications.

Placement experiences will include antenatal care, intrapartum care, postnatal care, and neonatal care with opportunity to gain experience in a variety of health care settings which support women's health across the childbearing continuum. As part of the practice placement experience, students are expected to develop and demonstrate the core professional behaviours and values of commitment, care, competence, communication, courage, and compassion.

Elective work placement

Our programme provides students with opportunity to undertake a two week elective work placement or period of study at home or abroad at the end of stage two. Students will be able to deepen their knowledge in an area of particular interest in midwifery by experiencing it in a different clinical or cultural environment. The placement is for a minimum of 60 hours but may be extended if required.

Students are responsible for arranging and financing all expenses which completing such a placement would incur including travel and accommodation. Students may apply for University of Bradford or National award schemes or may complete fundraising activities to finance their elective experience.

Students will complete a report to justify their chosen elective placement and present their experience to their peers, practice partners and the midwifery education team on its completion. Planning, undertaking, and evaluating the elective all form part of the students' learning journey and will be evidenced in an e-portfolio.

Assessment Strategy

Our assessment strategy is designed to support students with a diverse range of learning needs and meets the University of Bradford (2019) regulations and NMC (2018) Standards for pre-registration midwifery programmes. Our curriculum ensures that the programme produces midwives who are safe and effective in practice as well as fit for academic award. We employ a variety of assessment methods to suit different student learning styles. These include visual presentations, OSCEs, written assignments, e-portfolio of learning, MCQs, reflective essays and vivas. A series of formative assessments provides students with the opportunity to receive feedback which will help them develop and enhance their work in preparation for summative assessment. Formative assessment will include peer and lecturer review.

Assessment Regulation

This Programme conforms to the standard University Undergraduate Assessment Regulations which are available at the following link:

<https://www.bradford.ac.uk/regulations>

However, there is exceptional variation to these regulations as detailed below:

1. Students undertaking the BSc (Hons) Midwifery must achieve at least 40.0% in all components of assessment and individual Stage 1, 2 and 3 modules in order to progress on the programme and be eligible for award.
2. Students who fail the clinical practice component of any module at a second attempt will not be offered a third attempt for the clinical practice component and will be required to withdraw from the programme. This waiver will not impact on students' attempts at the portfolio component or who have extenuating circumstances applied or who are successful in an appeal.
3. Students will be permitted, as of right, to progress to the next Stage of the programme and trail up to a maximum of 40 module credits in order to attempt the module(s) again without attendance.
4. Aegrotat Awards shall not be granted for students registered on this programme. Students must complete all elements of the programme to be eligible for the award.

Following successful completion of all programme requirements, students have five years to apply to register with the NMC if they wish to rely on this qualification. In the event of a student failing to register their qualification within 5 years they will have to undertake additional education and training or gain such experience as specified in the standards (NMC 2019a).

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

The **minimum** entry requirements for the programme are as follows:

- 5 GCSEs at a minimum of grade 4 (old grade C) or to include English Language, Mathematics and Biology or Combined Science. Functional Skills Level 2 in English and Mathematics are acceptable in place of GCSE English and Mathematics.

Plus one of the following:

- 128 UCAS points (ABB) from 3 full A-levels (or equivalent) There are no subject specific requirements. □ BTEC Extended Diploma (DDM) a Health or Science subject is required.
- 128 UCAS tariff points from an Access to Higher Education Diploma in Health Professions or Science - at least 12 credits in Biology must be at minimum grade Distinction. Those applying with an Access course are only required to have GCSE English Language and Mathematics at grade C or grade 4 or above. Functional Skills Level 2 in English and Mathematics are acceptable in place of GCSE English and Mathematics.
- For international students, evidence of equivalent study of sciences.
- Agreement to undertake DBS and Occupational Health Assessment and provide a second reference.
- Stricter English Language requirements apply and applicants for whom English is not their first language require International English Language Testing System (IELTS) with an overall score of at least level 7, with at least 6.5 in the writing section and at least 7 in the reading, listening and speaking sections (<https://www.nmc.org.uk/registration/joining-the-register/english-language-requirements/accepted-tests/> accessed 26/10/21)
- No applications are taken from prospective students outside the EU (European Union) at present.
- Evidence of recent relevant study in the last 5 years is required.
- Evidence of completion of at least 12 years of general school education.

- Candidates who meet the admission requirements will be offered a place subject to successful face to face interview.
- The UCAS **tariff** applicable may vary and is published here [link]

Please note: This link provides admission information relevant to the current recruitment cycle and therefore may be different to when this document was originally published.

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

Recognition of Prior Learning

The regulatory body states that there will be no recognition of prior learning (RPL) in relation to pre-registration midwifery programmes.

- Transfer between approved educational institutions

If a vacancy exists on the programme, transfers from Midwifery programmes at other Higher Educational Institutions may be considered for entry at the beginning of the second year if their programme is comparable and they would be able to achieve the outstanding part of the programme within the time frame set by the NMC. Candidates would need to submit their previous curriculum details and evidence of their achievement and be interviewed by the Lead Midwife for Education or Programme Lead. Offers would be subject to satisfactory Occupational Health and Enhanced Criminal Records Bureau checks and supportive references. If successful, suitable learning opportunities and support will be provided to enable the student to make the necessary transition to the programme and meet its outcomes.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1		

References

Bruner, J. S. (1960) *The Process of Education*, Cambridge MA, Harvard University Press

Halman, M., Baker, L. and Ng, S., 2017. Using critical consciousness to inform health professions education. *Perspectives on medical education*, 6(1), pp.12-20.

Nursing and Midwifery Council (2018a) *Standards for student supervision and assessment* NMC: London

Nursing and Midwifery Council (2018b) *Standards framework for nursing and midwifery education* NMC: London

Nursing and Midwifery Council (2019a) *Standards for preregistration midwifery education* NMC: London

Nursing and Midwifery Council (2019b) *Standards of Proficiency for Midwives* NMC: London