

PROGRAMME SPECIFICATION

Bachelor of Science with Honours in Midwifery

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
UCAS Code	B720
JACS Code	B720
Programme Duration	Full-Time: 3 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	NMC 2018 Standards for Student Supervision and assessment NMC 2018 Part 1: Standards framework for nursing and midwifery education NMC 2018 Part 2: Standards for student supervision and assessment NMC 2019 Part 3: Standards for pre-registration midwifery programmes NMC 2019: Standards of proficiency for midwives The Lancet Midwifery Series NHS England. (2017) Implementing Better births: continuity of carer. NHS England: London International Confederation of Midwives (ICM) 2019: Essential Competencies for Midwifery Practice International Confederation of Midwives 2010: Global Standards for Midwifery Education RCOG 2015: Each Baby Counts full report RCOG 2018: Each Baby Counts progress report HEE 2014 Values Based Recruitment Framework NHS England 2016 Leading Change, Adding Value NHS 2016 Compassion in Practice - Evidencing the Impact Year Three NHS 2014 Compassion in Practice - Two Years on NHS 2014 NHS Five Year Forward View NHS. The NHS long term plan. 2019 NHS 2015 NHS Constitution QAA 2018 The UK Quality Code for Higher Education
Programme accredited by	Nursing and Midwifery Council
Description of accreditation	https://www.nmc.org.uk/education/approved-programmes/
Validated target and alternative exit awards	Bachelor of Science with Honours in Midwifery
Programme Leader	Michelle Beacock

Educational aims of the programme

The programme aims to provide a professional education which takes account of all the relevant professional and academic benchmarks and produces a Registered Midwife who is autonomous, compassionate, competent, and confident, whilst enabling them to be able to deliver care in a range of settings throughout the childbirth continuum. They will be able to practice safely and effectively.

This will occur through an education that will:

- ensure that students can demonstrate they have the required proficiencies for registration
- provide students with the underpinning knowledge and skills so that they become fully accountable as the lead professional for the care and support of women and newborn infants, and partners and families

- enable the student to become proficient in optimising normal physiological processes
- enable the student to support safe physical, psychological, social, cultural and spiritual situations
- ensure the student anticipates and recognises complications and additional care needs, and appropriately and skilfully respond, manage and escalate these by collaborating with and referring to interdisciplinary and multiagency colleagues
- ensure that students demonstrate respectful, empowering, and equitable care irrespective of social context and setting and that is respectful of human rights
- equip students with the skills to take responsibility for their own actions, critically think, problem solve, demonstrate positive role modelling, and exhibit leadership qualities

Target award Learning Outcomes - Bachelor of Science with Honours

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Practice in accordance with 'The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates' (NMC).
2. Critically examine legal, ethical, cultural, professional and political issues underpinning health needs and midwifery practice.
3. Demonstrate and apply knowledge of public health, health promotion, and health protection.
4. Understand and work to mitigate health and social inequalities.
5. Provide up to date and evidence-based care.
6. Critically analyse research which would improve health care practice and contribute to and interpret data relevant to research, clinical audit, risk management and clinical governance.
7. Display a critical understanding of the knowledge and theories which underpin healthcare practice, considering the wider aspects of health and well-being.
8. Demonstrate competency in communication and relationship building, working in partnership with women, ensuring that women, partners and families have all the information needed to fully inform their decisions.
9. Enable and advocate for the human rights of women and children.
10. Enable and advocate for the views, preferences, and decisions of women, partners and families.
11. Work across the whole continuum of care and in all settings.
12. Show understanding of the woman's and newborn infant's whole maternity journey.
13. Demonstrate competency in the provision of continuity of care and carer.
14. Optimise the normal processes of reproduction and early life.
15. Anticipate, prevent, and respond to complications and additional care needs.
16. Protect, promote and support breastfeeding, demonstrating an understanding of the social and cultural context of breastfeeding.
17. Demonstrate a fundamental understanding of pharmacology, pharmacokinetics, and pharmacodynamics as applied to a range of conditions.
18. Accurately undertake the calculation of medicines, their safe handling, and administration and documentation within the recognised sphere of responsibility, including alternative therapies relevant to midwifery practice.
19. Critically examine the impact of pregnancy, labour and birth, postpartum, infant feeding, and the early weeks of life on longer-term health and well-being.
20. Demonstrate effective communication through written and verbal methods in a coherent manner.
21. Demonstrate appropriate decision making, leadership, communication, support and direction to team members in delivering efficient quality care.
22. Contribute appropriately and skilfully to Interdisciplinary and multiagency working.
23. Critically appraise one's own leadership skills and their application within the contemporary health and social care context.
24. Demonstrate an understanding of the concept of human factors and its application to the role of the student

midwife in safety and quality care.

25. Identify and appraise learning, teaching and assessment strategies as applied to a variety of contexts.
26. Interpret data required for safe and accountable practice.
27. Effectively utilise literacy, numeracy and information technology skills.
28. Display a systematic and in-depth knowledge of midwifery statute and the influence of government health and social policies, professional bodies in the delivery of midwifery care.
29. Evaluate risk management strategies that promote a safe and therapeutic environment.
30. Employ the skills of critical reflection (personal and peer) in order to inform best practice.
31. Understand the responsibilities of the midwife including, moral, legal and ethical dimensions of care provision.
32. Identify the parameters of practice and work within own sphere of competence.
33. Demonstrate personal resilience and use strategies to assist with personal wellbeing.
34. Demonstrate the ability to identify ones own learning needs and utilise a personal development plan (PDP) to meet individual goals.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

A wide range of teaching methods will be utilised in modules, to provide a diversity of teaching methods in order to accommodate different learning styles of students and to facilitate a programme that is designed to cater for a wide range of abilities and interests. This will enable students to reach their full potential and facilitate integration of theory and practice and exploration of the learning outcomes. The learner is encouraged to undertake independent study both to supplement and consolidate their learning, and to broaden their knowledge and understanding of the subject.

Students will have opportunities through a range of methods for concrete experience, reflective observation, conceptualisation and evaluation. Student contact will involve one or more combinations of lectures, tutorials, seminars, workshops, simulated practice, clinical practice, on-line learning, group-work, reflective practice discussions, self-directed and directed study.

The needs of the woman and family are at the centre of maternity care and the midwifery modular programme has a spiral learning and teaching structure. Foundation subjects are taught at Level 4 with the initial focus being on universal midwifery care. The focus of Level 5 is based on increasing knowledge of management of complications and additional care needs. The focus of Level 6 builds upon Level 4 and Level 5 promoting excellence and giving the student skills to become a skilled practitioner, leading the student to reflect on the leadership and management of midwifery care, with the focus being on the women and their families and the midwives role within the interdisciplinary team. This forms the basis of a more critical and analytical approach.

Thus on successful completion of the programme students will be able to provide woman and family centred midwifery care.

The programme learning outcomes will facilitate development from being almost an observer, progressing through stages and leading to students who can use analytical and observational and problem solving skills, and then to the optimum level of students equipped with the skills of self-directed study and the motivation for life-long self-development.

Cognitive skills are developed through a variety of teaching and learning strategies. All modules in the programme emphasise student -centred learning, involving students in a variety of learning activities strengthened by discussion, feedback and a wider application of the concepts.

Skills are developed and enhanced through analysis and evaluation of theoretical knowledge and application to clinical practice. Application of knowledge to clinical practice provides the opportunity for students to absorb, test and reflect on what is learned in taught sessions. Clinical decision making encourages critical thinking skills.

A diverse range of methods is used to assess progress, which reflect the programme aims and objectives.

Assessment tasks take account of students with particular needs and alternative assessments may be provided following discussions with tutors.

Knowledge skills and understanding will be formatively and summatively assessed in the programme modules.

Both formative and summative assessment methods are employed in order to facilitate students learning styles. These include both seen and unseen examinations, written assignments, seminar presentations, poster presentations, reflective portfolios, case studies, OSCEs and VIVAs. Intellectual skills are assessed throughout the programme with assessment activities such as: essays, vivas, presentations, literature reviews, reports, portfolios, simulated practice, clinical practice assessment, critical analysis of case studies, personal reflection, wikis and blogs, analysis of research evidence and critical theoretical assignments.

Dementia teaching is included in the midwifery programme in the form of seven on-line modules. Students will gain an underpinning knowledge of dementia and be able to transfer this knowledge where applicable to their practice settings.

Practical skills are developed through the programme by a combination of experience in the practice setting, simulated practice sessions, skills practice, reflection sessions, seminar and scenario-based presentations, individual and small group tutorials, discussion groups, lectures, workshops, learning packages and computer assisted learning. Practical skills are assessed in practice placements by means of achievement of module learning outcomes for practice, contained in the Midwifery Ongoing Assessment Record (MORA). This approach is complemented by the use of OSCEs in practice and university situations, and in scenario based tasks and case studies. Practice simulation opportunities are also provided in the skills laboratories.

Students will need to pass their proficiencies at each level of the programme in accordance with NMC standards (2019). Practice assessments contribute towards development and achievement of the NMC standards for education (NMC, 2019) and the QAA benchmarks (2018). Practice assessment learning outcomes have to be achieved in each year of the programme, progressing from participating in women's care and moving towards contributing to it and then becoming proficient with appropriate supervision. The pass/fail midwifery practice assessment documents will inform the overall achievement of learning outcomes, ensuring the students are fit for practice. The student will be able to demonstrate their ability to their development of generic and transferable skills, at graduate level, in line with the NHS Knowledge and Skills Framework.

Clinical opportunities ensure students have access to women and their families in a variety of contexts, which include hospital and community settings which encompass antenatal, intrapartum and postnatal settings, where the provision of maternity services have been organised to meet local and specific needs of individuals and groups.

Practice placements represent 50% of the programme and clinical experiences are provided within all aspects of midwifery care, and placements within acute and primary care settings. There is a balanced delivery of theory and practice hours throughout the duration of the programme, with clinical practice interspersed with blocks of theory. This provides high quality practice experiences in a supportive environment, and the appropriate scheduling of theory facilitates integration of theory and practice, which is aided by reflection on practice.

Students will have the opportunity to identify their own progress by the use of formative assessment, timely feedback, feed forward and personal interviews. A personal development plan [PDP] to help students to plan their personal, educational and career development will form part of the personal interview.

Programme structure - programme rules and modules

Validated alternative exit awards are:

120 credits at level 4 Certificate of Higher Education in Healthcare Studies, learning outcomes 1-10.

120 credits at level 4 and 120 credits at level 5 Diploma of Higher Education in Healthcare Studies, learning outcomes 1-20.

Students must achieve 2300 hours theory and 2300 hours practice by the end of the programme, this cannot be achieved any earlier than a minimum of 3 years.

Completion of Programme

Students on the programme will be deemed to have completed the programme when they have achieved 120 credits at Level 4 and 120 credits at Level 5 and 120 credits at Level 6, and completed the required number of theory and practice hours.

Students must complete a declaration at four points in the programme, which are: at the start of Level 4, Level 5, Level 6 and at the end of the programme. LJMU will then complete confirmation of eligibility for the NMC Register and students are then able to enter the register.

Students will also gain a BSc (Hons) Midwifery degree.

In line with the professional requirements for the pre-registration midwifery education (NMC, 2019), and the LJMU Academic Framework Regulations for Undergraduate Programmes (LJMU, 2019) students must complete an academic level before commencing the next. Students may be permitted to trail credits into the next level. In order to progress from one level to the next a full time undergraduate student must:

- (i) have 120 credits at the level under consideration; or
- (ii) be granted an Exceptional Second Referral in no more than 20 credits or
- (iii) be granted a module deferral(s) in no more than 20 credits or
- (iv) be required to undertake referral with attendance in no more than 20 credits in the following year

Students who have not achieved at least 100 credits will not be allowed to progress to the next level. Such students will be counselled by the Programme Leader or the Lead Midwife for Education, or nominated deputy, as to the options available to them, which may require a leave of absence from the programme.

On successful completion of each practice progression point the practice and academic assessors confirm the student's level of competency; there are three practice progression points in midwifery, at the end of Level 4 (progression point 1), Level 5 (progression point 2) and Level 6 (entry onto the register).

There are three practice modules across the programme, one at each level, 4100MW, 5100MW and 6100MW; students will not be allowed an exceptional second referral (ESR) for these modules. The theory module 6101MW also has a practice element as part of the assessment but students will be allowed an exceptional second referral (ESR) for this module.

Upon successful completion of the programme students should register the award with the NMC within 5 years.

Students in the 09/19 cohort who transfer from BA (Hons) Midwifery 30692 to Level 5 of BSc (Hons) Midwifery 36483 in September 2020 will have studied the following modules during 2019-20: 4000MW Communication in Midwifery, 4001MW Introduction to Midwifery Clinical Skills for Practice, 4002MW Life Sciences Applied to Midwifery Care, 4003MW Research and Study Skills, 4004MW Introduction to the Public Health Role of the Midwife, and 5004MW The Vulnerable Family from Level 5. During 2020-21 they will study 4005MW Midwifery Practice instead of the Level 5 module 5105MW Public Health & the Vulnerable Family. This adjustment to the delivery as a result of the impact of Covid-19 on placement activity in 2020 was formally approved by the Education Committee in May 2020.

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6100MW Midwifery Skills & Practice Level 6 (40 credits) 6101MW Enhanced Care of the Newborn (20 credits) 6102MW The Law and Ethics (20 credits) 6103MW Autonomous & Accountable Midwifery (20 credits) 6104MW Applied Research Knowledge and Skills (20 credits)		120 core credits at level 6 0 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5100MW Midwifery Skills & Practice Level 5 (20 credits) 5101MW The Vulnerable Newborn Infant (20 credits) 5102MW Complications in the Childbirth Continuum (20 credits) 5103MW The Context of Midwifery Practice (20 credits) 5104MW Research Supporting Midwifery Practice (20 credits) 5105MW Public Health & the Vulnerable Family (20 credits)		120 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4100MW Midwifery Skills & Practice Level 4 (20 credits) 4101MW The Fetus and Newborn Infant (20 credits) 4102MW Applied Sciences for Midwives (20 credits) 4103MW The Childbirth Continuum (20 credits) 4104MW Research and Study Skills (20 credits) 4105MW Introduction to the Public Health Role of the Midwife (20 credits)		120 core credits at level 4 0 option credits at level 4

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

A variance to the Academic Framework Regulations was approved by the Education Committee in April 2020 for the following to comply with the PSRB requirements – Nursing and Midwifery Council (NMC):

1. There are 2 x 26 Week semesters per year
2. Exemption from the requirement to offer 60c or 120c 'study abroad'
3. 4100MW, 5100MW, 6100MW and 6101MW are approved for year-long delivery
4. No Exceptional Second Referral (ESR) or Final Module Attempts (FMAs) are allowed in the following modules 4100MW, 5100MW and 6100MW.
5. 4104MW, 6100MW and 6101MW are component marked. For these modules, all assessments need to be passed at 40%, or pass where only pass/fail grading. The exception to this is the CareerSmart component in 4104MW which does not have to be passed at 40% to pass the module.
6. A pass mark of 100% is required for the numeracy assessments in modules 4100MW and 6100MW.
7. Students are required to demonstrate appropriate conduct to reach the next level of study or to complete the programme

Opportunities for work-related learning (location and nature of activities)

Placements

Opportunities for Work Based Learning

Work based learning accounts for 50% of the learning on this programme which totals 2300 hours. Students will have the opportunity to work on practical placements across a wide range of settings both inside and outside hospitals and in both the NHS and Independent Sector. There are competencies associated with the programme and achievement of these will be supported by a nationally agreed Midwifery Ongoing Record of Achievement (MORA), Practice Assessors and Practice Supervisors, and the Programme Leader and the Lead Midwife for Education.

To support students during a placement experience a named Practice Supervisor and Practice Assessor will be allocated. A Supervisor/Assessor is a suitably prepared professional trained to support students in practice that meets NMC requirements (NMC, 2019). Students may be assessed by a suitably prepared Supervisor/Assessor such as a Registered Midwife or other registered professional. All placements are subject to annual audits and are overseen by the Placement Learning Support Unit. The Academic Assessor will work in conjunction with the named Practice Assessor and Supervisors. There may be opportunities for international visits as part of the programme, through formative placements. Every placement area has a named academic link. This is recorded on the software package InPlace, and is visible to students and placement staff. There is an LJMU role descriptor for academic staff who undertake this role.

Criteria for admission

A/AS Level

Prior to application applicants must have obtained grade 4 or grade C or above in English Language and Mathematics GCSE.

Minimum number of A Levels required: 3

Maximum number of A Levels accepted: 3

Subject specific requirements: One of the A Levels (or equivalent) must be science related and must be Grade C or above. Subjects we will accept in this area are Biology, Chemistry, Physics, Human Biology, Physiology, Combined Science, Psychology, Sociology and Anthropology.

General studies is acceptable.

AS level awards are not acceptable.

Average A Level offer: ABB

BTEC National Diploma

BTEC certificate: No

90 credit diploma: Acceptable only when combined with other qualifications

Diploma (QCF): Acceptable only when combined with other qualifications

Diploma subjects / grades required: Health or Science related subject area

Extended diploma (QCF): Acceptable on its own and combined with other qualifications

Extended diploma subjects / grades required: DDM if studied on its own in a Health or Science related subject area or to the total of 128 UCAS points when combined with other qualifications

Irish Leaving Certificate

Acceptable on its own and combined with other qualifications

Grades / subjects required: 128 UCAS points from a minimum of 5 subjects

FETAC acceptability: The following modules must be achieved at Distinction:

Anatomy and Physiology, Human Growth and Development, Introduction to Nursing

Scottish Higher

Higher: Acceptable on its own and combined with other qualifications

Advanced Higher: Acceptable on its own and combined with other qualifications

International Baccalaureate

Acceptable on its own and combined with other qualifications

Additional information: 128 UCAS points is required

Access

Acceptability: Acceptable on its own and combined with other qualifications

Access programme must have been taken be in a relevant subject area. 128 UCAS points is required from any combination of distinctions, merits or passes.

Other

Welsh Baccalaureate

Acceptable only when combined with other qualifications

Applicants with a Degree or Diploma that are not health or science related must have an A Level Science at grade C or above.

We will accept the new Cache Level 3 Extended Diploma in Health and Social Care grade A, or in combination with other relevant qualifications. Applicants must have studied in the last 3 years.

Due to the volume of applications, amendments will not be accepted once an application has been submitted, therefore applicants are advised to make sure each section is completed correctly prior to submission.

Application and selection

We shortlist applicants based on current qualifications, predicted grades, references and personal statement.

We are looking for a clear commitment to midwifery and women-centred care. Above all, we want students who are committed to providing the best possible care and support to woman and their families, with a strong desire to continually develop and improve their skills as a midwife.

Applicants will need excellent communication skills, good time management skills, a willingness to work flexible shift patterns and long hours. Applicants will have an ability to combine academic study, clinical work and family/social life, and a strong commitment to study and work.

Applicants will be interviewed and will be asked to complete competency tests as part of the interview process.

Satisfactory Medical Clearance/Examination including DBS check will need to be completed.

In addition, applicants will have to follow Faculty procedures for declaring any convictions after interview.

Convictions or pending actions will be considered at the Faculty Criminal Convictions panel. The panel considerations include the type of offence, age when committed and time expired since. This process is entirely confidential.

All offers made to candidates for pre-registration programmes are via UCAS. LJMU is required to transfer data to third party professional organisations as required to complete a professional award.

Recognition of prior learning is not permitted in midwifery programmes. However, transfers from one NMC-approved midwifery programme to LJMU approved midwifery programmes will be considered through the LJMU RP(E)L process subject to availability of spaces and placement capacity.

All those enrolled on pre-registration midwifery programmes must be compliant with Directive 2005/36/EC regarding general education length.

Overseas qualifications

Overseas qualifications at the discretion of the Programme Leader and Lead Midwife for Education in line with qualifications approved by the NMC. All international qualifications are subject to a qualification equivalency

check via NARIC. IELTS 7.0 (minimum of 7.0 in each component).

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the 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 learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.