

PROGRAMME SPECIFICATION

Bachelor of Arts 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	Quality assurance framework (NMC, 2016) DOH (2004) the NHS Knowledge and Skills Framework and Development Review QAA (2008) Framework for Higher Education Pre-registration standards for midwifery education (2009) Midwifery subject benchmarks [QAA, 2001] NMC Regulatory Requirements
Programme accredited by	Nursing and Midwifery Council
Description of accreditation	http://www.nmc-uk.org/ApprovedProgrammeSearchResult progid=1153
Validated target and alternative exit awards	Bachelor of Arts 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 practitioner who is Fit for Practice, Fit for Purpose, Fit for Award and Fit for Professional Standing. The programme aims to prepare students to practice safely and effectively so that on registration, they can assume full responsibility and accountability for their practice as midwives.

The programme aims:

- To equip students to lead high quality autonomous care in a diverse range of settings to women experiencing normal childbirth
- To provide a learning environment that enables the student to meet challenges flexibly and creatively to become a

proficient, confident, safe and accountable practitioner whose practice is underpinned by a rigorous evidence and value base to ensure fitness for practice.

- To equip students with the skills they need to enhance employability, career development and entrepreneurial skills through reflective practice and personal development planning.
- To enable students to undertake critical decision-making in practice and be leaders in their care.

At the end of the programme the student should be able to:

“Practice 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” (NMC 2009).

Alternative Exit Awards:

DipHE Healthcare Studies (without professional qualification) CertHE Healthcare Studies (without professional qualification)

DipHE Healthcare Studies (without professional qualification)

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

- Demonstrate an enhanced knowledge of anatomy and physiology and the influences of pathophysiology related to women and babies
- Display a critical understanding of the knowledge and theories which underpin healthcare practice, considering

the wider aspects of health and well-being.

- Critically analyse research which would improve health care practice
- Identify strategies which enhance personal and professional development through consideration of the organisation of inter-professional learning and collaboration
- Apply cognitive understanding of the appropriate use of relevant health care skills

CertHE Healthcare Studies (without professional qualification)

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

- Demonstrate underpinning knowledge and competence in practical skills relating to health care practice
- Interpret the legal, ethical, cultural and political issues underpinning health and well being
- Evaluate the importance of research and its application to evidence based practice
- Identify reflective processes and use to support continuing professional development
- Apply knowledge and accountability to the professional nature of health care

Target award Learning Outcomes - Bachelor of Arts 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. Critically apply in-depth knowledge of the anatomy, physiology and pathophysiology of the human body, reproductive health to midwifery practice.
2. Critically evaluate the impact that the psycho-social, cultural determinants can have on women and their families and the influences and services provided by public health and health promotion agencies.
3. Synthesise knowledge about the administration, legislation and effect of pharmacological preparations including alternative therapies relevant to midwifery practice.
4. 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.
5. Understand the responsibilities of the midwife including, moral, legal and ethical dimensions of care provision.
6. Critically explore theories fundamental to learning, self development and research.
7. Critically analyse and evaluate theoretical knowledge and evidence and recognise its application to practice.
8. Critically analyse clinical knowledge/judgement to inform decision making at all levels in different situations recognising the limits of professional knowledge and experience.
9. Critically evaluate the situation and select the appropriate communication strategy for a range of scenarios.
10. Employ the skills of critical reflection (personal and peer) in order to inform best practice.
11. Contribute to and interpret data relevant to research, clinical audit, risk management and clinical governance.
12. Exhibit competence, dexterity and sensitivity in the full range of skills and procedures as detailed in the EC directives and set out by the statutory regulatory body.
13. Judiciously utilise a full range of communication methods with midwives, service users, other health professionals involved in maternity services and any other appropriate professional.
14. Maintain legible, accurate and contemporaneous records for professional and personal use.
15. Provide individualised woman centred care in light of evidence based practice and audit consistent with accepted guidelines and legislation.
16. Demonstrate the ability to act as the lead professional in midwifery care.
17. Work collaboratively as a member of the multi-professional team, using their expertise appropriately.
18. Synthesise knowledge of a range of information technology skills in order to present materials, produce teaching aids, retrieve information for research and statistical purposes maintaining data protection and confidentiality.
19. Effectively transfer skills learnt in an academic environment using information technology across the full range of clinical settings.
20. Judiciously utilise a range of communication skills competently across professional and cultural boundaries

21. Critically reflect upon their own practice taking responsibility for the identification and facilitation of their own lifelong/ongoing future learning needs and seize new opportunities in a changing environment.

22. Lead, influence and disseminate evidence based knowledge amongst their colleagues and client group and when necessary act as a change agent.

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 to enable students to reach their full potential and facilitate integration of theory and practice and exploration of the learning outcomes. 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 normal midwifery. The focus of Level 5 is based on high risk pregnancies where medical conditions can complicate pregnancy outcomes. The focus of Level 6 builds upon Level 4 and Level 5 bringing the student to reflect on the leadership and management of midwifery care, with the focus being on the women and their families. 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. Practical clinical skills will be taught and applied within the university practice suite in preparation for consolidation in clinical practice. The use of multi-media skills support students' learning.

A diverse range of methods is used to assess progress, which reflect the programme aims and objectives, knowledge skills and understanding will be formatively and summatively assessed in the programme modules.

There are a variety of both formative and summative assessment methods 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, OSCE's and VIVAs . 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.

Cognitive skills are developed through the teaching and learning strategies outlined above. 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.

Intellectual skills are assessed throughout the programme with assessment activities such as: essays, vivas, presentations, literature reviews, reports, portfolios, artefacts, clinical graded practice, simulated practice, clinical practice assessment, critical analysis of case studies and personal reflection, wikis and blogs. Analysis of research evidence and critical theoretical assignments. Assessment tasks take account of students with particular needs.

Practical clinical skills will be taught and applied within the university practice suite in preparation for consolidation in clinical practice. The use of multi-media skills support students' learning. The Faculty promotes a student centred approach to learning which is professionally focused and the learning opportunities and experiences offered, aim to encourage the development of life long learning. The integration of theory and practice will be facilitated with the use of a variety of teaching, learning and assessment methods. The programme learning outcomes will facilitate development from being almost an observer to students who can use analytical and observational and problem solving skills to the optimum level of students equipped with the skills of self directed study and the motivation for life long self development.

A process on ongoing formative assessment and a summative OSCE and VIVA assessments of clinical knowledge and skills.

Clinical Grading in Practice and achievement of the Midwifery Domains and Essential Skills Clusters at each level (NMC, 2009).

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

Dementia teaching is included in the midwifery programme in the form of 7 on-line modules. Students will gain an underpinning knowledge of dementia and be able to transfer this knowledge where applicable to their practice settings.

Practice assessments contribute towards development and achievement of the NMC standards for education (NMC, 2009) and the QAA benchmarks (2001). Practice assessment learning outcomes have to be achieved in each year of the programme in the areas of antenatal, intranatal and postnatal clinical midwifery domains and essential skills clusters. The clinically graded 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.

Programme structure - programme rules and modules

The BA (Hons) Midwifery degree programme is three years in length consisting of 4600 hours and operating over a 2 semester extended academic year. It consists of 50% theory and 50% practice. The award includes entry onto the midwifery part of the NMC register; as a qualified midwife. The students will also gain a BA(Hons) Midwifery degree.

In line with pre-registration midwifery education (NMC, 2009) professional requirements, students must complete a level before commencing the next level. Students may be permitted to trail credits into the next level but must complete these within 12 weeks from the progression point. Failure to do so will mean that the student cannot progress on the programme at that time. 12 week rule (NMC, 2009). A student in this position will be counselled by the Lead Midwife for Education and Programme Leader as to their options, this may require a leave of absence from the programme.

On successful completion of each progression point the sign-off mentor confirms the student's level of competency; there are two progression points in midwifery, at the end of Level 4 (progression point 1) and Level 6 (entry onto the register).

All students are required to sign a Good Health and Good Character self-declaration annually.

There are three practice modules across the programme, one at each level, 4005MW, 5005MW and 6005MW; students will not be allowed an exceptional second referral (ESR) for these modules. 6000MW also has a practice element as part of the assessment and students will not be allowed an exceptional second referral (ESR) for this module.

Students beginning the programme in September 2019 will take the following modules in the first year:

4001MW, 4002MW, 4003MW, 4004MW, 4006MW and 5004MW.

Students beginning the programme in September 2019 will take the following modules in the second year:

4005MW, 5000MW, 5001MW, 5002MW, 5003MW and 5005MW.

Students beginning the programme in September 2019 will take the following modules in the third year.

6000MW, 6001MW, 6002MW, 6003MW, 6004MW and 6005MW.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
6000MW Examination of the Newborn (20 credits) 6001MW Complex Care in Practice (20 credits) 6002MW Research - the wider influences on midwifery care (20 credits) 6003MW Midwife as a Lead Professional (20 credits) 6004MW Promoting Normal Birth (20 credits) 6005MW Midwifery Practice Level 6 (20 credits)		120 core credits at level 6 0 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5000MW The Vulnerable Baby (20 credits) 5001MW The Law and Ethics (10)		120 core credits at level 5 0 option credits at level 5

credits) 5002MW Research Supporting Midwifery Practice (10 credits) 5003MW Pathophysiology Related to Midwifery Care 1 (20 credits) 5004MW The Vulnerable Family (20 credits) 5005MW Midwifery Practice Level 5 (20 credits) 5006MW Pathophysiology Related to Midwifery Care 2 (20 credits)		
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4000MW Communication in Midwifery (10 credits) 4001MW Introduction to Midwifery Clinical Skills for Practice (20 credits) 4002MW Life Sciences Applied to Midwifery Care (20 credits) 4003MW Research and Study Skills (10 credits) 4004MW Introduction to the Public Health Role of the Midwife (20 credits) 4005MW Midwifery Practice Level 4 (20 credits) 4006MW Holistic Midwifery (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 05/16 for the following to comply with the PSRB requirements – Nursing and Midwifery Council (NMC):

1. Programme to use calendar year for teaching weeks, to include semester 1 and 2 and weeks outside of academic calendar weeks.
2. Exemption from the requirement to offer 60c or 120c 'study abroad'
3. To have a year long module in level 5
4. Programme year starts before the university's academic year / university induction weeks
5. All modules with components are component marked. For these modules, all assessments need 40% to pass, or pass where only pass/fail grading
6. A pass mark of 100% is required for numeracy assessment
7. To have a second year long module at level 6 (By having this as a year long module, students can practise the skills at their own rate, be accommodated within the practice capacity in appropriate areas to ensure quality experience and supervision and completion of the 'Newborn infant physical exam (NIPE) standards, which would not be achievable in one semester).
8. Compliance with the NMC 12 week rule for progression. (In line with pre-registration midwifery education (NMC, 2009) professional requirements, students must complete a level before commencing the next level. Students may be permitted to trail credits into the next level but must complete these within 12 weeks from the progression point, failure to do so will mean that the student cannot progress on the programme at that time; 12 week rule) (NMC, 2009)

A variance to the Academic Framework Regulations was approved 07/18 for the following to comply with the PSRB requirements – Nursing and Midwifery Council (NMC):

1. To allow in-year referral for modules 4001MW and 6001MW. These are assessed by OSCE/VIVA to confirm clinical competence.

The following Variances were approved on 08/04/20

1. Any eligibility for ESR/FMA's will be determined by the Board of Examiners using the 120 credits attempted

during the academic year, rather than at level completion.

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

Placements

A variety of clinical experience is provided at local NHS Trusts, Health Centres, Specialist Clinics and within the Community Setting. The main placement areas used by the programme are well established midwifery and obstetric areas with associated surgery, medical and women's health departments attached. New areas are recommended to the Practice Development Managers and Practice Education Facilitators who will set up a learning agreement and assessment of the placement area leading to approval. The School's Lead for Practice Learning ensures the placements comply with the LJMU Placement Learning Code and the Lead Midwife for Education assesses its suitability for the programmes learning outcomes.

A key development over the last few years in the management of all aspects of placement learning has been the introduction of the Practice Learning Support System (PLSS). PLSS provides support and information for health care students, their mentors/supervisors and stakeholder Higher Education Institution staff across the Cheshire and Merseyside region.

The system incorporates details of NHS Organisations, Independent and Voluntary Sectors that facilitate practice learning. Placements that are suitable for either hub or spokes can be identified. The system also includes mentor/supervisor, quality assurance and capacity data for all practice placements in the region.

Students on the programme have opportunities to negotiate placements at the end of level 4 (one week) and level 6 (4 weeks) that add to the enhancement of their learning and interest but are not part of the core assessed programmed weeks. There are processes in place to assure compliance with the LJMU Placement Learning Code and approved programme outcomes.

Mentorship

All mentors who supervise students in practice are properly prepared and supported in the role, meeting the Standards to support learning and assessment in practice (NMC, 2008, NMC, 2010). Professionals who supervise student midwives in practice will be suitably prepared and supported in their role with relevant workshops and facilitation. This preparation and support forms part of the Cheshire and Merseyside HEI's collaborative initiative for cross curriculum planning and facilitation of practice learning.

All practice learning environments where midwifery students are placed have sufficient registered staff and equipment to deliver safe and effective care, which is identified through the joint HEI practice Audit process and monitored on a regular basis then stored on the Practice Learning Support System (PLSS) database.

All mentors meet the requirements of 'Standards to support learning and assessment in practice' (NMC,2008) regarding:

- Roles and responsibilities
- Annual updating
- Triennial review
- Sign-off mentors are given 1 hour per student per week to reflect, give feedback and keep records of student achievement in their final period of practice learning.

Mentors assessing midwifery students would not be expected to support more than three students from any discipline at any time. This partnership arrangement is currently monitored and audited using PLSS as the communication vehicle.

Mentorship standards monitoring

A local register of mentors and practice teachers is maintained according to Standards to support learning and assessment in practice (NMC 2008), including annual update, triennial review and sign-off status of mentors. This information is maintained through PLSS and is updated by practice partners to ensure it is maintained as a live database.

The Clinical Assessment Document (CAD) guidance to mentors clearly explains that mentors who complete the documentation are responsible in ensuring that they meet the NMC requirements of mentor update and triennial review.

There is a joint HEI initiative that contributes to providing a professional learning environment to multi professionals. This training assisting professional in Supporting Learners in Practice (SLIP) has been rolled out across the North West Region.

Every placement area has a named academic link. This is recorded on the placement profile on PLSS and is visible to students and placement staff. There is an LJMU role descriptor for academic staff who undertake this role.

Students are allocated a mentor by the Trust student link/Practice Education Facilitator (PEF and this is communicated to them by phone or by text prior to commencement of their placement. Students work a

minimum of 15 hours per week with their mentor as per NMC (2008) guidance and this is monitored by the student link/PEF and academic link tutor. Students are assessed using their Clinical Assessment Document and undertake a joint initial, mid-point and final interview with their mentor to discuss goals, progress and achievement. A formative grade in practice is allocated at the mid-point interview in addition to written and verbal feedback.

Roles and responsibilities of the mentor

The mentor has overall responsibility and accountability for the students learning so therefore will:

Be available to the student at least 40% of the placement time

Complete a timely induction and preliminary discussion.

Assess and document a student's level of achievement against the competencies at the interim point (normally at the halfway point).

If there are concerns, at any time, about a student then an action plan will be initiated and the Practice Education Facilitator and appropriate Academic Link Lecturer contacted at the earliest opportunity.

Complete the Ongoing Achievement Record within this document at the end of the practice experience with the student.

Should meet the NMC (2008) requirements of annual updating and triennial review as a named registered nurse mentor.

The role of the Practice Education Facilitator (PEF) is well established in the North West region. A key element of their role is to support supervisors/mentors particularly when concerns about a student's progress in practice are identified and raised by supervisors/mentors. The LJMU Academic Link Lecturer role is also well developed and established. An action plan will be developed with the student by the mentor in partnership with the PEF and academic link lecturer in a timely manner and reviewed regularly to monitor progress towards achievement.

Criteria for admission

A/AS Level

GCSE/GCE passes (grade C or above) in five subjects to include English, Maths and a science subject. A target of 320 points, at A level, which must include a science at grade C or above.

BTEC National Diploma

1. National awards (6 units): acceptable only when combined with other qualifications
2. National Awards grades/ subjects required: Health or Science related subject
3. National Certificate (12 units): acceptable on its own and combined with other qualifications
4. Grades /Subjects required: Health or Science related subjects
5. National Diploma (18 units): Acceptable on its own and combined with other qualifications
6. Grades / Subjects required: Health or Science related subjects

Irish Leaving Certificate

Acceptability: Acceptable on its own and combined with other qualifications

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

1. Acceptability: Acceptable on its own and combined with other qualifications
2. Additional information: 9 level 3 credits at pass (20% of level 3 credits) and the remainder at Merit / Distinction

Access

1. Acceptability: Acceptable on its own and combined with other qualifications
2. Additional information: 9 level 3 credits at pass (20% of level 3 credits) and the remainder at Merit / Distinction

Other

1. Advanced Extension Award Acceptable: Acceptable only when combined with other qualifications
2. Other qualifications considered: we consider the following level 2 qualifications in place of Maths and English grade C+: Key Skills, City and Guilds, OCR (via Learn Direct) and ALAN. However if English is not your first language you may be required to obtain 7.0+ in IELTS Applicants must have evidence of academic study within the past 2 years from the date the UCAS application is submitted. Applicants are required to submit two references: an academic reference and a good character reference.

Applicants are normally required to undertake or be undertaking some form of midwifery related work experience. This experience could include a work related placement that supports the care of women who are pregnant or women who are breast feeding. This may include a work placement within a maternity hospital or

within children centres. For example breast feeding groups; helping the midwife during a parentcraft session/workshop, work within the NCT, voluntary work such as peer support workers, bosom buddies, doulas.

Entry is also subject to the following:

A science degree including social sciences, at the discretion of the Lead Midwife for Education and Programme Leader and in line with qualifications approved by the NMC.

Applications must meet the on-time deadline set by UCAS

Full enhanced DBS must be declared

Occupational Health Screening Assessment

Face to Face interview following literacy and numeracy exams

Transfers from one NMC approved midwifery programme to LJMU will be considered through R(P)EL subject to availability of spaces within commissioned numbers

Overseas qualifications

Overseas qualifications at the discretion of the Programme Leader and Lead Midwife for Education in line with qualifications approved by the NMC.

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.