

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	Faculty responsible for the programme Health, Environment and Medical Sciences
Final award(s), title(s) and credit BSc (Hons) Midwifery 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 / 120 (60 ECTS) Level 6 credit	
Intermediate award(s), title(s) and credits BSc (Hons) in Maternal and Newborn Care 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 / 120 (60 ECTS) credits at Level 6 but where student has not met the other mandatory requirements of the programme BSc in Maternal and Newborn Care 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 / 80 (40 ECTS) credits at Level 6 Dip HE in Maternal and Newborn Care 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 Cert HE in Maternal and Newborn Care 120 (60 ECTS) Level 4	
UCAS Programme Code(s) (where applicable and if known) B720	HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. 100288
External reference points NMC (2023a) Part 1: Standards framework for nursing and midwifery education. London, NMC NMC (2023b) Part 2: Standards for student supervision and assessment. London, NMC. NMC (2024) Part 3: Standards for pre-registration midwifery programmes. London, NMC. NMC (2019) Future Midwife: Standards of proficiency for registered midwives. London, NMC. The NMC standards will require exceptions to standard BU Entry Regulations and undergraduate Assessment Regulations	
Professional, Statutory and Regulatory Body (PSRB) links Nursing and Midwifery Council	
Places of delivery Bournemouth University, Lansdowne, Bournemouth, Dorset, England Bournemouth University, Lakeside Harbour North, Portsmouth, Hampshire, England	
Mode(s) of delivery Full-Time with work-based learning	Language of delivery English
Typical duration Minimum 3 years (calendar year not academic year)	
Date of first intake September 2027	Expected start dates September 2027
Maximum student numbers 120	Placements NHS Trusts and other providers (p5 Briefing and Resources) Placements to equal 50% of the 4,800 programme hours. Students may be required to work in excess of this to meet the other requirements of the programme. Ongoing assessment in practice culminates in an end of year summative assessment according to NMC requirements.

Programme Specification – Section 1

Partner(s) None	Partnership model N/A
Lead Provider N/A	
Date of this Programme Specification April 2026	
Version number 2.0-0927	
Approval, review or modification reference numbers E252604	
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PROGRAMME STRUCTURE

Programme Award and Title: BSc (Hons) Midwifery								
Year 1/Level 4								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2			
Midwifery Practice 1 (Midwifery Practice)	Core	20		100%		25 taught 35 skills	v1.0	100288
Welcome to Midwifery (Promoting Excellence)	Core	20		100%		30 taught	v1.0	100288
Anatomy and Physiology for Midwives (Midwifery Knowledge)	Core	20		100%		30 taught	v1.0	100288
Women, Families and Midwives (Care Continuum)	Core	20		100%		30 taught	v1.0	100288
Universal Midwifery Care (Safe Effective Care)	Core	20		100%		40 taught	v1.0	100288
Health and Wellbeing (Working in Partnership)	Core	20		100%		28 taught 2 skills	v1.0	100288
<p>Progression requirements: Requires 120 credits at Level 4. Students must normally complete a minimum of 80% of the 750 required hours for Year 1.</p> <p>Exit qualification: Cert HE Maternal and Newborn Care (requires 120 credits at Level)</p>								

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Year 2/Level 5								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2			
Midwifery Practice 2 (Midwifery Practice)	Core	20		100%		25 taught 35 skills	v1.0	100288
Research for Professional Practice (Promoting Excellence)	Core	20	50%	50%		30 taught	v1.0	100288
Additional Midwifery Care (Midwifery Knowledge)	Core	20	100%			40 taught	v1.0	100288
Personalising Midwifery Care (Care Continuum)	Core	20		100%		30 taught	v1.0	100288
Medicines in Midwifery (Safe Effective Care)	Core	20		100%	Pass/ Fail	25 taught 15 skills	v1.0	100288
Health for All (Working in Partnership)	Core	20		100%		30 taught	v1.0	100288
<p>Progression requirements: Requires 120 credits at Level 5. Students must normally complete a minimum of 100% of the 750 required hours for Year 1, plus a minimum of 80% of the 750 required hours for Year 2.</p> <p>Exit qualification: Dip HE Maternal and Newborn Care (requires 120 credits at Level 4 and 120 credits at Level 5)</p>								

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Year 3/Level 6								
Unit Name	Core/Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Midwifery Practice 3 (Midwifery Practice)	Core	20		100%		35 taught 15 skills	v1.0	100288
Evidence for Professional Practice (Promoting Excellence)	Core	20		100%		30 taught	v1.0	100288
Systematic Examination of the Newborn (Midwifery Knowledge)	Core	20		100%	Pass/Fail	20 taught 20 skills	v1.0	100288
Optimising Midwifery Care (Care Continuum)	Core	20		100%		30 taught	v1.0	100288
Emergencies in Maternity Care (Safe Effective Care)	Core	20		100%	Pass/Fail	25 taught 25 skills	v1.0	100288
The Professional Midwife (Working in Partnership)	Core	20		100%		30 taught	v1.0	100288

Exit qualification: BSc (Hons) Midwifery

Full-time UG award: Requires 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6 and successful completion of the required study.

Other requirements of the programme for the BSc (Hons) Midwifery are:

- 2,400 Practice Placement Hours in line with NMC expectations for practice hours
- Pass in Medicines Calculation Assessment (100%) in the L6 year (in the 12 months immediately prior to qualification/after completion of all other elements). A maximum of 4 attempts are permitted.
- All of the minimum stated NMC Practice Experiences and BU BFI Practice Experiences identified in OPAL
- Leadership placement in an alternative Trust of the required duration
- Continuity care for at least x3 women documented in OPAL
- Self-Declaration form

Exit qualification: BSc (Hons) Maternal and Newborn Care
Requires 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6 but where any of the above requirements of the programme have not been met

Exit qualification: BSc Maternal and Newborn Care
Requires 120 credits at Level 4, 120 credits at Level 5 and 80 credits at Level 6

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

This programme aims to prepare students to practice safely and effectively so that upon registration, the midwife will have the knowledge, understanding and skills to care for women, infants, partners and families throughout the maternity journey (NMC 2023a). The programme will meet Bournemouth University (BU) and NMC standards (NMC 2019, 2023a, 2023b, 2024) required for an approved programme that confers an academic award with eligibility to enter the NMC professional register as a midwife.

Central to the preparation of students for midwifery practice are the recommendations from the National Maternity Review *Better Births, Improving Outcomes of Maternity Services in England* (NHS England 2016b). These include the need for personalised care and informed choice for the woman her baby and her family. It identifies the importance of respectful and trusting relationships between women and maternity carers. It also highlights the requirements for sound leadership that promotes safety, and inter-professional working that reduces barriers and enables rapid referrals. The ethos, structure and content of the programme reflect these recommendations, recognising the focus areas of this report and of other high-profile contemporary reports relating to midwifery care in the UK such as *Leading Change, Adding Value* (NHS England 2016a), *Safer Maternity Care* (DoH 2017), *State of the World's Midwifery Report* (SoWMy 2021), and *The Ockenden Report* (2022).

This curriculum has also been developed to align with the Lancet Series of midwifery care papers. These four papers seek to “examine, comprehensively and systematically, the contribution midwifery can make to the quality of care of women and infants globally, and the role of midwives and others in providing midwifery care”. Of particular interest is the paper by Renfrew et al. (2014) who provide a framework for quality maternal and newborn care. This recognises the broad scope of midwifery care, for which students must be competent on qualification, including health promotion and care for normal pregnancies, and extending to maternity complications and emergency care. A philosophy of optimising biological, psychological, social and cultural processes and the focus on promoting women’s own capabilities is particularly well aligned to the historic, current and future philosophy of the midwifery team at Bournemouth University. Likewise, this curriculum also incorporates the recommendation of an expectant management philosophy, where interventions are considered and offered appropriately, which is of course balanced with the need for students to recognise, act promptly and work collaboratively where complications occur (DoH 2017). This curriculum also aims to strengthen students’ understanding and engagement with concepts around leadership, organisational culture, teamworking, personal behaviours and governance, all of which are recognised as critically important in the provision of safe care and maintenance of a robust maternity workforce (Ockenden 2022).

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As the midwifery team at BU, we believe that women and their families are at the centre of their midwifery care, and as such this approach underpins the core philosophy.

The programme aims to develop:

- 21st century midwives who have life-long learning skills and personal scholarship that enable them to practice in a contemporary and reflective manner
- Enquiring midwives who can utilise evidence effectively to provide information to women, assess situations and make safe and effective clinical judgements
- Kind, compassionate midwives who offer respectful and person-centred care to all
- Accountable professionals who can lead women's maternity care and advocate for women and their families within a multiprofessional team
- Midwives who optimise normal physiological processes, by supporting women's own abilities, agency and personal needs
- Midwives who can anticipate, identify, prevent where possible and participate in managing complications throughout the childbearing continuum to promote positive outcomes
- Midwives who promote the health of individuals and society, through the provision of information, education and care
- Midwives who combine clinical knowledge and critical thinking with excellent communication and interpersonal skills, enable them to be leaders in care and develop practice for the future
- Individuals who understand the importance of self-care, personal health and wellbeing, and the importance of working flexibly, resourcefully and supportively as a member of a team

Key themes

The Midwifery programme is built around six recurring key themes, based on the underpinning publications and regulatory documents referred to above. Each link to and shape the content and learning outcomes of one unit per year. The aim is to provide a spiral journey for student learning that helps them to orientate themselves in each new year through a clear and familiar structure.

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Level	Unit	Theme
4	Midwifery Practice 1	Midwifery Practice
4	Welcome to Midwifery	Promoting Excellence
4	Anatomy and Physiology for Midwives	Midwifery Knowledge
4	Women, Families and Midwives	Care Continuum
4	Universal Midwifery Care	Safe Effective Care
4	Health and Wellbeing	Working in Partnership
5	Midwifery Practice 2	Midwifery Practice
5	Research for Professional Practice	Promoting Excellence
5	Additional Midwifery Care	Midwifery Knowledge
5	Personalising Midwifery Care	Care Continuum
5	Medicines in Midwifery Care	Safe Effective Care
5	Health for All	Working in Partnership
6	Midwifery Practice 3	Midwifery Practice
6	Evidence for Professional Practice	Promoting Excellence
6	Systematic Examination of the Newborn	Midwifery Knowledge
6	Optimising Midwifery Care	Care Continuum
6	Emergencies in Maternity Care	Safe Effective Care
6	The Professional Midwife	Working in Partnership



ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The programme is an important part of Bournemouth University's Faculty of Health, Environment and Medical Sciences (HEMS) portfolio, as identified in the Faculty Strategic Plan. BU has played a significant part in the history of local, regional and national development of midwifery in the last 30 years.

The Midwifery programme will provide opportunities for students to learn from academics with links to both practice and research, who can deliver inspiring learning with the aim of providing students with the opportunities to apply knowledge to practice and to integrate research into their academic and practice work. The programme will make best use of evidence based educational approaches and technology enhanced learning to create an inspiring and effective educational experience for students. This will be achieved alongside longstanding BU partnerships with maternity and health care providers, which are key to effective student learning and assessment. This enables graduates to leave the programme as employable, safe and effective practitioners, with well-developed personal and professional skills that will enable them to continue to learn throughout their careers.

LEARNING HOURS AND ASSESSMENT

Bournemouth University (BU) taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. BU 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits. 20 credits are the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. Midwifery students must fulfil the hours requirements laid down by the NMC and as such the arrangements for their learning time are different, as documented below.

The Professional, Statutory and Regulatory Body (PSRB) the Nursing and Midwifery Council (NMC) standards sets out the statutory requirements for length and duration of theoretical and clinical learning and this programme will meet these requirements. As a professional award recognised by the NMC students are required to undertake a programme of at least 3 years of full-time education which include at least 4,600 hours (NMC 2024 2.9.1), with an equal amount of theoretical and practice experience (NMC 2024 2.8). In order to provide excellent professional preparation and employability, including fulfilling the additional requirements of NHS Core Skills Learning, UNICEF Baby Friendly Initiative Gold accreditation, the Systematic Examination of the Newborn qualification, and preparation for the role of Practice Supervisor, this programme has been designed to require 4,800 hours of learning over the course of the programme, of which 2,400 hours are completed through learning and assessment in practice.

Students are required to complete these hours in order to successfully complete the programme. The practice hours are weighted towards Yr 3 to enable time for students to fulfil all of the NMC proficiencies, to offer time to take up elective placements in alternative practice settings, and to build the confidence that leads to a smooth transition into professional employment. Students in Level 4 and Level 5 will have the same number of weeks of practice placement prior to final practice assessment hand-in dates as they have in the current curriculum. Indeed, a key benefit of this change of schedule is that students with evidence appropriate for extension requests, or those who have been referred for the practice assessment will now have a retrieval period to complete the unit before the September Exam Board. Students in Level 6 will have longer to complete the final practice assessment which is appropriate to enable them to complete the full requirements of the Standards of Proficiency for Midwives (NMC 2019).

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Theory/Practice hours

	THEORY			PRACTICE			TOTAL		
	Hours	Weeks	% time	Hours	Weeks	% time	Hours	Retrieval weeks	Weeks
Yr 1	825	22	52	750	20	48	1575	3	45
Yr 2	862.5	23	53	750	20	47	1612.5	2	45
Yr 3	712.5	19	44	900	24	56	1612.5	2	45
Total	2400	64	50	2400	64	50	4800	7	135

Assessment:

Assessment strategies will focus on the integration of subject knowledge with theory and practice through written assignments, presentations, examinations, Objective Structured Simulated Examinations (OSSE), professional discussion, reflective work and assessment in practice (NMC 2024, 2.7).

To stimulate reflection and enhance personal development, formative feedback is provided by academics, clinicians, service users and peers. Specific scheduled opportunities for formative feedback on assessment preparation is offered for every unit. Summative academic work is assessed by midwifery academics for midwifery units, and by academics from midwifery and other health professions for interprofessional units. Assessments involving practice simulation are usually assessed jointly by midwifery academics alongside midwives from practice.

The value and importance of practice learning is emphasised by the time allocated to practice learning and the attribution of credits assessment by Practice Assessors, in conjunction with Academic Assessors. Practice Assessors have received additional post-registration education to ensure they are able to maintain, support and assess practice learning as required by the NMC (2023b). Academic Assessors work closely with Practice Assessors around confirming achievement and grading decisions. Link Tutors, Academic Advisors and UPLAs also have a regular presence in the clinical settings, supporting and updating Practice Supervisors, Practice Assessors and other clinical staff, which includes engaging them in university-based assessment activities and applicant interviews.

Practice proficiencies will be assessed using the Midwifery Practice Assessment Collaboration's Midwifery Ongoing Record of Achievement (MORA) document. This was designed by the Midwifery Practice Assessment Collaboration, which is a collaboration of midwifery education and practice providers across England and Northern Ireland. It provides a record of evidence to demonstrate that the student has met the requirements of the programme and the NMC Proficiencies for Midwives (NMC 2019). Professional behaviour and proficiency in practice skills will be supported and identified by the Practice Supervisors. Formative and summative assessments are undertaken by named Practice Assessors, based on records created in MORA by the student, Practice Supervisors, and service users. An end of year summary is undertaken by the named Academic Assessor (NMC 2023b). Grading decisions for Midwifery Practice 1, Midwifery Practice 2 and Midwifery Practice 3 will be made in collaboration between the Practice Assessor and the Academic Assessor using the MORA

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Final Holistic Assessment and the Summary of Progress. BU has implemented MORA in a bespoke online format on BU's custom-built Online Practice Assessment for Learning (OPAL) online platform. It maintains the exact wording of the MORA document, locating each section into an interlinked group of 'pages' in an intuitive, rule based, secure storage, electronic environment. The layout and functionality of this was particularly favourably commented on at our NMC monitoring visit in 2024.

BU Standard Assessment Policy: <https://intranet.sp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-undergraduate.pdf>

STAFF DELIVERING THE PROGRAMME

The university has a statutory requirement to appoint a Lead Midwife for Education, who is responsible for Midwifery education in the AEI (NMC 2023b) and is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery.

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research staff/students.

The great majority of teaching on the programme will be delivered or supervised by BU Midwifery academics. These will be occasionally supplemented by academics from other professions within the Faculty of Health and Social Sciences, particularly within the interprofessional learning units. Invited speakers, such as clinicians from midwifery, or from other health or social care professions, will also deliver specialist lectures and participate in themed learning days.

The programme will also draw on the [BU PIER Partnership](#) to involve service users in taught sessions and also to advise on recruitment processes and consult around curriculum development and content. Service users are invited to talk to students about their experiences (NMC 2024, 2.4) and do so in a variety of formats depending on their personal availability; either in person, remotely, or in pre-recorded videos.

Many of the midwifery team hold a PhD, with many others working towards that goal currently. All midwifery lecturers hold (or are registered for) an education specific postgraduate qualification.

Staff delivering the programme include:

Lead Midwife for Education - A NMC midwifery registrant who is responsible for “advising on academic standards and quality in midwifery education, contributing to the development, delivery, quality assurance and evaluation of midwifery programmes and providing input at strategic and operational levels within the AEIs on matters relating to midwifery education” (NMC 2023b).

Programme Leads - NMC midwifery registrants who coordinate the delivery of the programme and liaise with the LME and other staff to plan, organise and maintain quality. In Midwifery this is usually a Senior Lecturer (there may be two in a shared role on occasion) with considerable academic experience.

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Year Lead - At the start of the programme a Year Lead is assigned who supports the cohort throughout and provides a point of contact for cohort specific needs, general organisation, learning skills.

Unit Lead - An academic who plans unit delivery and coordinates the team of academic staff involved in teaching and assessment on the unit.

Personal Tutor - Each student will be allocated a member of academic staff who provides academic, placement organisation and pastoral support in line with the BU policy. The Personal Tutor is also a Link Tutor to the NHS Trust where the student is placed. The student usually stays with the same Personal Tutor for the duration of the course, where possible.

Progression Lead - An academic who oversees the arrangements for students who are interrupting, resitting with attendance, or transferring to/from other programmes. The Progression Lead liaises with LME, Programme Lead, Personal Tutors, and the Admissions Lead.

Admissions Lead - Academic/s responsible for managing the admissions process in collaboration with the LME and the Programme Lead.

Link Tutor - All members of the academic team link to and liaise with particular NHS Trust/s. Each NHS Trust has at least two or more Link Tutors.

University Practice Learning Advisors (UPLAs) - The UPLA team is led by the Faculty Head of Practice Education. UPLAs support the midwifery team by liaising with central education departments in NHS Trusts in relation to Practice Supervisor and Practice Assessor preparation.

Programme support team - This includes a range of programme support staff and officers who offer Monday to Friday daytime support to students and manage the administration of the programme.

Placement support team - A dedicated team who allocate student placements and liaise between students, Link Tutors and Practice Nominated Persons in NHS Trusts.

OPAL support team - A team managing the dedicated email system for support of students and practice staff in relation to OPAL queries.

Professional Services staff - provide Faculty specific academic and library support to students, IT assistance, and also support the Peer Assisted Learning scheme.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

In a healthcare system driven by an increasing demand for clinical leaders with advanced critical thinking and research skills it is essential that the workforce is equipped with a wide range of transferable skills and the ability to recognise and actively pursue their own learning needs. With that in mind the learning and teaching strategy in the midwifery pre-registration programmes focuses greatly on providing students with the ability to explore and assess their own strengths and weaknesses and manage their study and work to meet their learning needs and develop their skills as independent learners. Importance is placed on enhancing students' abilities to contextualise and apply their developing knowledge to broader experiences and

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on-going learning. Teaching and learning strategies provide equal opportunities for students to achieve their learning outcomes and develop their intellectual skills through lectures, themed days, seminar discussions, scenario-based learning and interprofessional project work. Flexible learning is promoted through self-managed study where independent reading, and the use of the virtual learning environment, support and consolidate taught theory to broaden individual knowledge and understanding of the subject. Where appropriate learning materials in the Brightspace online learning environment are provided prior to the taught sessions, so that students can be prepared for the session content, and staff can support students to consolidate learning and apply knowledge through scenario-based learning in class. Peer learning, where the students deliver the taught sessions as their assessment submission, will be employed again in this curriculum in Health for All. Simulated learning and assessments, some of which will be technology based, enable students to gain confidence with skills and/or encounter situations which may be uncommon in practice (NMC 2024, 2.7). An excellent example of this is the 'real time' team maternal haemorrhage OSSE, which has been very well received by the External Examiners for the programme. The BU Midwifery team have developed online learning packages, such as BURP, which covers the theory element of the UNICEF BFI curriculum and has been used extensively by NHS Trusts for staff development but is also used as a resource for BU students to support extensive classroom-based learning.

The curriculum is organised in six broad recurring themes (Midwifery Practice, Promoting Excellence, Midwifery Knowledge, The Care Continuum, Safe Effective Care, Working in Partnership) which each span all three years of the programme and reflect key aspects of midwifery practice. Each unit within the curriculum exists within one of these themes. In addition, there are many threads (such as Infant Feeding, Mental Health, Evidence-based Practice, Self-Care and Personal Wellbeing) that run through the programme, each supported by an academic who maintains an overview of the structure and development of that thread throughout the three years of the programme.

In **Level 4** students are introduced to skills to support their use of information technology, the library, research, and self-assessment and reflection strategies, which build the foundations of lifelong learning. They are also introduced to selfcare, teamworking, professionalism and other concepts that they will need to develop to become effective practitioners. The focus is on recognising women's' and families' holistic needs, fundamental midwifery care, and the health promotion role of the midwife, alongside participating in a range of skills and experiences in practice.

In **Level 5** the curriculum builds on the personal and learning skills introduced in Level 4. Concepts introduced previously around midwifery philosophy and care models are developed, enabling students to demonstrate their understanding of the safe practice principles required for providing continuity of care to a small caseload of women. In Level 5 there is a growing understanding of complexity in women's health and social situations, and the factors affecting health in both the UK and in a global context.

In **Level 6** the learning that students have undertaken around several key threads in the previous two years culminates in units focusing on Systematic Examination of the Newborn, Emergencies in Maternity Care, and Optimising Midwifery Care. There is also an opportunity to return to reflect on midwifery care and consider, with the experience they now have, how

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physiological, psychological and social processes can be optimised for individual women. Students are able to consider the wider context of midwifery and health care in terms of leadership and practice development.

Underpinning the philosophy of the midwifery team are respect, care and compassion, which form the basis of the humanising care approach, and are also fundamental to teaching and learning. The engagement of service users and clinical professionals within the teaching of the programme is key to this.

The team is able to draw on support from BU's Public Engagement in Education and Research [the PIER partnership](#) at BU in addition to existing links with service users and service user representatives. Service users engage with the programme on a regular basis, speaking to students around subjects as diverse as personal experience of infant death, or the experience of receiving continuity care from a midwifery student, through to consultation around service development projects. The Women, Families and Midwifery Care unit has been specifically built around the input of service users, so that students will hear and reflect on the lived experiences of childbearing women and families right at the beginning of their professional learning, with the aim that this will influence their understanding, empathy, attitudes and professional values. We are supported by the PIER team to work with service users in developing and updating resources in this unit with service user contributors. Service user assessment of student care in practice is an element of MORA, and Practice Assessments will recognise student engagement in that aspect of their learning. Clinicians and other professionals are frequently invited to participate in programme activities, particularly in providing guest lectures, contributing to skills sessions and participating in OSSE assessments.

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

<p>A: Subject knowledge and understanding</p> <p>This programme/level/stage provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:</p>
<p>A1 Appraise the role of the midwife and demonstrate readiness to practice as an autonomous accountable practitioner</p> <p>A2 Analyse and apply the regulatory, legal and professional requirements underpinning midwifery practice</p> <p>A3 Recognise and apply the principles of respectful, compassionate and sensitive midwifery care</p> <p>A4 Demonstrate analytical subject knowledge and understanding of the anatomy and physiology that underpins midwifery practice</p> <p>A5 Articulate ways that women’s biological, psychological, social, spiritual and cultural situations can be supported to optimise normal childbearing processes and promote health and wellbeing</p> <p>A6 Demonstrate analytical subject knowledge and understanding in recognising, escalating concerns and responding to complexities during childbearing, including the use of medical and therapeutic interventions where indicated</p> <p>A7 Recognise the health promotion role of the midwife, and ways to assess, plan and provide care that promotes a healthy lifestyle for the woman and her family as well as considering public health strategies</p> <p>A8 Critique the key principles of screening and prevention programmes that underpin midwifery practice</p> <p>A9 Articulate and develop the role and responsibilities of the midwife within the inter-professional team based on team strengths and effective communication and collaboration skills</p> <p>A10 Evaluate the key principles of breastfeeding support policies and practices that are underpinned by the Baby Friendly Initiative</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Practice A4 • Seminars A1-A11 • Skills Lab A3, A4, A9 • Groupwork A9 • BFI Audit A10 • Self-managed study and use of VLE A1-A11 <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Practice A4, A6, A7, A8, A10, A11 • Coursework A4 • OSSE A1, A4, A6 • Digital technology submission A2 • Oral assessment A3, A5, A9

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<p>A11 Demonstrate knowledge of cognitive, psychological and emotional wellbeing, and effective support of women, infants and families in those aspects of care</p>	
<p>B: Intellectual skills</p> <p>This programme/level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level outcomes:</p>
<p>B1 Critically reflect on personal practice, health and wellbeing and have confidence in planning own lifelong learning, development and self-care strategies</p> <p>B2 Search the literature for current and/or appropriate evidence using a structured approach</p> <p>B3 Develop a coherent argument/rationale by critically analysing information from a range of sources</p> <p>B4 Articulate and apply a personal philosophy of midwifery practice, including considering human rights, advocacy and personal choices</p> <p>B5 Critically consider models of care and consider the role of the midwife in different contexts</p> <p>B6 Critically analyse collaborative team working in managing change and service improvement</p> <p>B7 Explore complex scenarios and use evidence to make evidence-based assessments and clinical decisions</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Seminars B1-7 • Skills Lab B1, B7 • Groupwork B1 • Self-managed study and use of VLE B1-B7 <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Practice B1 • Coursework B7 • OSSE B1, B7 • Digital technology submission B, B5, B6 • Oral assessment B4, B7 • Essay B2, B3
<p>C: Practical skills</p> <p>This programme/level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:</p>
<p>C1 Demonstrate successful completion of the midwifery proficiencies for entry to the register as a midwife</p> <p>C2 Plan and provide care that promotes normal childbearing processes, reduces complications and uses interventions appropriately</p> <p>C3 Work confidently in partnership with women, their families and communities, health professionals, care workers and agencies involved in the delivery of midwifery, health and social care</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Practice C1, C5, C6 • Seminars C2-C8 • Skills Lab C2-C8 • Self-managed study and use of VLE C2-C8 <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p>

Programme Specification - Section 2

<p>C4 Provide holistic care, tailored to the woman's circumstances and needs, in a range of care settings and care models</p> <p>C5 Demonstrate respect for the rights, beliefs and preferences of others and confidentiality of privileged information</p> <p>C6 Demonstrate competence in relation to administration of medicines and therapies</p> <p>C7 Assimilate key principles and apply skills required for the examination of the newborn</p> <p>C8 Demonstrate effective skills in developing personal practice and supporting the practice of others, using the best available evidence and reflection.</p>	<ul style="list-style-type: none"> • Practice C1-C7 • Coursework C7 • OSSE C3, C6, C8 • Oral assessment C2, C4 • Digital technology submission C8
<p>D: Transferable skills</p> <p>This programme/level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:</p>
<p>D1 Respect, hear and assess the relevance and importance of the ideas of others</p> <p>D2 Communicate clearly, accurately and effectively, selecting the most appropriate communication method for a given situation</p> <p>D3 Demonstrate interpersonal and cultural competence, that is non-judgemental, non-discriminatory and anti-oppressive</p> <p>D4 Use information technology to communicate, find, retrieve, store and present information</p> <p>D5 Demonstrate effective skills in providing evidence-based information, educating and leading others</p> <p>D6 Recognise the importance of, take responsibility for and plan, own lifelong learning</p> <p>D7 Identify personal responsibilities in relation to self - care, and in the effective functioning of teams, recognising and acting where there are concerns about the health, wellbeing or behavior of self or of other professionals</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Practice D2-D7 • Seminars D1-D7 • Skills Lab D2 • Groupwork D2, D4-D7 • Self-managed study and use of VLE D1-D7 <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Practice D2-D7 • Coursework D2 • OSSE D2 • Essay D5 • Oral assessment D1, D3 • Digital technology submission D4, D5, D7

LEVEL 5/DipHE INTENDED PROGRAMME OUTCOMES

<p>A: Knowledge and understanding</p> <p>This programme/level/stage provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>A1 Examine the role of the midwife as an autonomous accountable practitioner</p> <p>A2 Articulate the legal and professional requirements underpinning midwifery practice.</p> <p>A3 Examine the importance of holistic, woman and family-centred midwifery care demonstrating respect for diverse social and cultural preferences and customs</p> <p>A4 Explain and apply knowledge of the anatomy and physiology that underpins midwifery practice</p> <p>A5 Illustrate how biological, psychological, social and cultural processes may be optimised to strengthen women's own capabilities in a range of different situations</p> <p>A6 Explain and apply knowledge of potential complications affecting childbirth</p> <p>A7 Identify and reflect on the national and global health promotion role of the midwife, considering health and wellbeing issues and ways to promote a healthy lifestyle for the woman and her family</p> <p>A8 Consider and apply the key principles of screening and prevention programmes that underpin midwifery practice</p> <p>A9 Explain the division of roles and responsibilities within the interprofessional team</p> <p>A10 Articulate the key principles of breastfeeding knowledge and policies underpinned by the Baby Friendly Initiative in complex situations</p> <p>A11 Identify and explain the cognitive, psychological and emotional factors that may affect the wellbeing of women, infants and families</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Seminars A1-A11 • Group work A5, A7 • Self-managed study and use of the VLE A1-A11 <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Practice • Examinations A4, A5, A6, A8, A9, A10, A11 • Presentation A3, A7 • Essay A1, A2

Programme Specification - Section 2

<p>B: Intellectual skills</p> <p>This programme/level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>B1 Reflect on personal practice and develop an action plan to improve practice</p> <p>B2 Search the literature for appropriate current evidence using a variety of sources</p> <p>B3 Construct a reasoned argument through evaluation of current evidence</p> <p>B4 Develop and articulate a personal philosophy of midwifery practice</p> <p>B5 Critically consider models of care and consider the role of the midwife in relation to continuity of care</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Practice B1 • Seminars B1-B5 • Group work B2, B3 • Self-managed study and use of the VLE B1-B5 <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Practice B1 • Presentation B2 • Coursework B2, B3 • Essay B3, B4, B5
<p>C: Practical skills</p> <p>This programme/level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>C1 Demonstrate both fundamental midwifery skills, and developing skills required for recognising and caring for women experiencing complications</p> <p>C2 Under the supervision of a midwife practice in a manner that promotes normal childbearing processes and aims to prevent complications</p> <p>C3 Under the supervision of a midwife work confidently in partnership with women, their families and communities, health professionals, care workers and agencies involved in the delivery of care.</p> <p>C4 Under the supervision of a midwife provide holistic care, tailored to the woman's circumstances and needs, in a variety of care settings.</p> <p>C5 Demonstrate respect for the rights, beliefs and preferences of others and confidentiality of privileged information</p> <p>C6 Demonstrate an understanding and practical skills in the safe administration of medicines and therapies</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Practice C1-C6 • Seminars C1-C6 • Skills Lab C6 • Self-managed study and use of the VLE C1-C6 <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Practice C1, C2, C3 • OSSE C6 • Essay C5

Programme Specification - Section 2

<p>D: Transferable skills</p> <p>This programme/level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>D1 Hear, respect and learn from the ideas of others</p> <p>D2 Communicate accurately and effectively, selecting the most appropriate communication method for a given situation</p> <p>D3 Demonstrate interpersonal and cultural competence, that is non-judgemental and anti-oppressive</p> <p>D4 Use information technology to communicate, find, retrieve, store and present information</p> <p>D5 Demonstrate effective skills in providing evidence-based information and educating others</p> <p>D6 Recognise the importance of, take responsibility for, and plan own learning</p> <p>D7 Demonstrate understanding of effective self-care, and the effective functioning of teams, recognising the importance of identifying individual strengths and needs</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Practice D2, D6, D7 • Seminars D1-D7 • Group work D1, D3, D4 • Self-managed study and use of the VLE D1-D7 <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Practice D2, D6 • Examinations D6 • Presentation D1, D3, D5, D7 • Coursework D4 • Essay D3, D4, D5

LEVEL 4/Cert HE OUTCOMES

<p>A: Knowledge and understanding</p> <p>This programme/level/stage provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>A1 Discuss the professional context of midwifery and the role of the midwife</p> <p>A2 Identify the legal and professional requirements underpinning midwifery practice</p> <p>A3 Describe holistic, woman and family-centred midwifery care that demonstrates respect for diverse social and cultural preferences and customs</p> <p>A4 Demonstrate knowledge of the anatomy and physiology that underpins midwifery practice</p> <p>A5 Optimise biological, psychological, social and cultural processes and strengthen women’s own capabilities</p> <p>A6 Acknowledge the midwife’s role in recognising complications affecting childbirth</p> <p>A7 Identify and reflect on the health promotion role of the midwife, considering health and wellbeing issues and ways to promote a healthy lifestyle for the woman and her family</p> <p>A8 Define the key principles of screening and prevention programmes that underpin midwifery practice</p> <p>A9 Identify the role of the midwife within the interprofessional team</p> <p>A10 Demonstrate key principles of breastfeeding policies underpinned by the Baby Friendly Initiative</p> <p>A11 Identify some of the key cognitive, psychological and emotional factors in relation to the wellbeing of women, infants and families</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Seminars A1-A11 • Group work A4 • Self-managed study and use of the VLE A1-A11 <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Essays A1, A2, A5, A6, A9 • Group Coursework A3, A8 • OSSE A7, A10, A11 • Exam A4
<p>B: Intellectual skills</p> <p>This programme/level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>B1 Reflect on personal practice and identify areas for improvement</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Practice B1, B4

Programme Specification - Section 2

<p>B2 Search the literature for current evidence using a variety of sources</p> <p>B3 Locate and utilise information from a range of sources</p> <p>B4 Demonstrate ability to communicate ideas effectively in both oral and written format</p> <p>B5 Acknowledge current thinking about philosophies of midwifery practice</p>	<ul style="list-style-type: none"> • Seminars B1-B5 • Self-managed study and use of the VLE B1-B5 <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Practice B1 • Essays B2, B3, B4, B5 • Group Coursework B2, B3 • Exam B2, B3
<p>C: Practical skills</p> <p>This programme/level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>C1 Achieve the Nursing and Midwifery Council essential skills for the first progression point for midwifery</p> <p>C2 Under the direct supervision of a midwife practice in a manner that promotes normal childbearing processes</p> <p>C3 Under the direct supervision of a midwife work in partnership with women, their families and communities, health professionals, care workers and agencies involved in the delivery of care</p> <p>C4 Under direct supervision of a midwife, practice core and specific skills to holistically support childbearing women in a variety of settings</p> <p>C5 Demonstrate respect for the rights, beliefs and preferences of others and confidentiality of privileged information</p> <p>C6 Show awareness of the principles underpinning safe use of medicines and therapies</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Practice C1-C6 • Seminars C1-C6 • Skills Lab C1-C7 • Self-managed study and use of the VLE C1-C6 <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Practice C1, C2, C3, C4, C6 • Essays C5
<p>D: Transferable skills</p> <p>This programme/level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:</p>
<p>D1 Hear and respect the ideas of others</p> <p>D2 Communicate accurately and effectively in a variety of settings</p> <p>D3 Develop interpersonal and cultural competence, that is non-judgemental and anti-oppressive</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Practice D2 • Seminars D1-D7 • Group work D4, D5 • Self-managed study and use of the VLE D1-D7

Programme Specification - Section 2

D4 Use information technology to communicate, find, retrieve, store and present information	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none">• Practice D2• Essays D3• Group Coursework D5• OSSE D1, D5• Exam D4
D5 Provide information to others in an accessible manner	
D6 Recognise the importance of, and take responsibility for own learning	
D7 Understand the importance of self-care and the importance of working effectively in a team	

Programme Specification - Section 2

Programme Skills Matrix		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	A 10	A 11	B 1	B 2	B 3	B 4	B 5	B 6	B 7	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	D 1	D 2	D 3	D 4	D 5	D 6	D 7		
L E V E L 6	Midwifery Practice 3 (Midwifery Practice)						x	x	x		x	x	x							x				x										x		
	Evidence for Professional Practice (Promoting Excellence)													x	x																		x			
	Systematic Examination of the Newborn (Midwifery Knowledge)				x				x																	x			x	x						
	Optimising Midwifery Care (Care Continuum)			x		x					x					x				x		x		x					x		x					
	Emergencies in Maternity Care (Safe Effective Care)	x			x		x							x						x			x			x		x		x						
	The Professional Midwife (Working in Partnership)		x													x	x	x									x					x	x		x	
L E V E L 5	Midwifery Practice 2 (Midwifery Practice)												x							x	x	x	x					x					x			
	Research for Professional Practice																															x				
	Additional Midwifery Care (Midwifery Knowledge)				x	x	x		x	x	x	x																								
	Personalising Midwifery Care (Care Continuum)	x	x													x	x	x						x						x	x	x				
	Medicines in Midwifery (Safe Effective Care)																									x										
	Health for All (Working in Partnership)			x				x							x														x		x		x		x	
L E V E L 4	Midwifery Practice 1 (Midwifery Practice)												x							x	x	x	x		x				x					x		
	Welcome to Midwifery (Promoting Excellence)	x	x				x			x				x	x	x	x								x											x
	Anatomy and Physiology for Midwives (Midwifery Knowledge)				x									x	x																	x				
	Women, Families and Midwives (Care Continuum)			x									x	x																				x		
	Universal Midwifery Care (Safe Effective Care)					x		x																							x					
	Health and Wellbeing (Working in Partnership)							x	x			x	x																x						x	

ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Admission Regulations with the following exceptions:

- Evidence of capability in literacy and numeracy through appropriate UK qualification or equivalence as specified through current entry requirements (NMC2023b 1.5.5, 1.5.6, 1.5.7)
- Applicants whose mother tongue is not English must offer evidence of qualifications in written and spoken English (NMC2023b 1.5.6, 1.5.7). Acceptable qualifications are: English language requirements International English Language Test System (IELTS) 6.5 overall (at least 6.5 in listening and reading sections and at least 6.0 in the writing and speaking sections) or Occupational English Test (OET) grade C in listening and reading, writing, and speaking (OET tests only accepted if taken from February 2016).
- In addition to the entry requirements applicants are also required to complete a personal statement to demonstrate their understanding of the breadth of roles of a midwife and identify some of the values and attributes required (NMC 2024). These are further explored in a group activity and an interview, where clearly defined questions require applicants to demonstrate:
 - understanding of the role and scope of the midwife (NMC 2024 1.5.2)
 - values that are in accordance with the code (NMC 2024 1.5.3)
 - capability to learn professional behaviours in accordance with the code (NMC 2024 1.5.4)
 - examples of digital and technological literacy, and capacity to embrace this aspect during the programme (NMC 2024 1.5.8)
- An important component of this interview process is a question that has been designed by service users, who are surveyed to identify their key priorities during student midwife recruitment (NMC 2023a, 2.7)
- Offers are made following successful completion of the interview and associated activities.
- Occupational Health clearance, through student self-declaration, GP statement and occupational health engagement including completion of relevant immunisations (NMC 2024 1.7)
- Satisfy criminal conviction checks including the Disclosure and Barring Service (DBS) at an enhanced level (NMC 2024 1.8). See policy 3E Part 2 - <https://intranetsp.bournemouth.ac.uk/Documents/arp32.aspx>
- Recognition of prior learning (RPL) is not permitted for this programme (NMC 2024 1.3)
- Students under the age of 18 on the programme will be suitably supervised and supported during theory learning. They will not undertake clinical practice placements until reaching the age of 18.

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations with the following approved exceptions which align the programme with the requirements of the Nursing and Midwifery Council (2023)

- No compensation is permitted (NMC 2023b, 5.16). A pass mark is required in all defined elements of summative assessment for each individual unit. A pass will be awarded where the overall unit mark is at least 40% and the mark in each separate element of the unit assessment is not less than 40%.
 - In Medicines in Midwifery, the pass mark for coursework 2 (medicines calculations paper excluding neonatal questions) is 80%, and is a pass/fail element
 - The medicines calculation assessment at Level 6 is a non-credit bearing requirement of the programme. The pass mark is 100% as per NMC regulations (NMC 2024, 4.5). This should usually be passed in the 12 months preceding completion of the programme. A maximum of 4 attempts are permitted.
 - Systematic Examination of the Newborn, and Emergencies in Maternity Care both have pass/fail assessment.
- In exceptional circumstances a student may be permitted to progress into the next year of study with an outstanding submission/resubmission. That student proceeds at risk, failure of the submission/resubmission will require the student to interrupt and await the outcome of the next Assessment Board.
 - The carrying of credit is not permitted. Students may be permitted to repeat unit(s) in line with the standard regulations but cannot progress onto the next academic level/ part until the repeat unit is successfully completed, this will ordinarily be at the start of the next academic year following the Assessment Board ratification of the repeat unit(s).

Period of Registration

The minimum period of registration for this award is 3 years (NMC 2024 2.9.1).

Registration exceeding 5 years must be approved by the Deputy Dean.

Awards

To be eligible for the award of BSc (Hons), a student must have achieved 360 credits, completed at least 3 years in the midwifery programme and be of good health and good character (NMC 2023b). A Practice Assessor must have successfully completed the Level 6 practice assessment in the Midwifery Ongoing Record of Achievement, and had this achievement confirmed and grading agreed by their Academic Assessor. This assessment identifies that the student has achieved the proficiencies, achieved the required MORA and BU practice episodes as specified by the NMC, completed the hours in practice required by this programme, undertaken the required number of continuity of care experiences, leadership placement, completed the BU BFI requirements, the Medicines Calculation Assessment at Level 6 (pass mark 100%) and fulfilled any other NMC requirements of the programme.

The award of BSc (Hons) Midwifery leads to eligibility to apply for registration with the Nursing and Midwifery Council as a Registered Midwife (RM).

Cert HE, Dip HE, BSc, BSc (Hons) and aegrotat awards titled 'Maternal and Newborn Care' will not confer eligibility to register with the Nursing and Midwifery Council.

Provision for failed candidates

Failure and reassessment

As outlined in the Standard Assessment Regulations.

Repetition of units

As outlined in the Standard Assessment Regulations. Repeat with Attendance is not permitted for Midwifery Practice 1, Midwifery Practice 2 or Midwifery Practice 3.

Related BU policy: <https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-undergraduate.pdf>

PRACTICE BASED LEARNING (WORK BASED LEARNING) AND PLACEMENT ELEMENTS

Practice placements are undertaken in a broad range of National Health Service Trust hospitals, birth centres and community settings, and other health and social care related environments, providing students with a range of learning experiences to advance personal development and prepare them for registration. All placement settings are subject to regular educational audit and review, to ensure they maintain and develop an optimum learning environment for students to achieve their standards of competency, supported by a sufficient number of Practice Supervisors and Practice Assessors.

Practice placement hours

The NMC stipulates that student midwives must undertake 50% of their programme in practice and the programme must include at least 4600 hours (NMC 2023b). To enable student learning this programme will slightly exceed 4600 hours and to complete the requirements of the programme the student is expected to complete the hours of study and practice timetabled for their cohort. See table on p10 of this document.

A range of shifts must be worked in each year, with an expectation that at least 10-night shifts must be worked in each year (NMC 2023b). Students must normally complete a minimum of 80% of the required hours for Year 1 in order to progress to Year 2, and 100% of Year 1 and 80% of Year 2 hours to progress to Year 3. Only 37.5 excess hours can be 'carried forward' into the following year at the discretion of the Lead Midwife for Education. Hours undertaken during a Repeat with Attendance year or a part year in Year 1 or Year 2 cannot usually be counted towards the final hours total, i.e. there is an expectation that the full 900 hours for Year 3 will be worked at Level 6 standard.

Practice organisation

Practice activity is scheduled in short and long blocks throughout each year to enable theoretical learning to be applied to practice in stages as the student's knowledge and experience develops. Students work most of their placements within one Trust, spending time in community, birth centre and hospital facilities, gaining experience across maternity care provision (NMC2023b) and in related fields such as women's health, operating theatres, neonatal care and health promotion (NMC 2023b). Most students experience their first placement in an observational capacity, often in a community and/or integrated care setting.

In the latter half of their programme they are required to provide continuity of care to a small caseload of women (NMC 2023b) throughout each woman's pregnancy, birth and the postnatal period. In Level 6 students must undertake a short, scheduled placement in a different Trust to their usual placement, to fulfil the NMC requirements for a leadership and workplace culture placement.

Students are supernumerary throughout their programme (NMC 2023b). Students are supervised by Practice Supervisors, who will be suitably prepared qualified midwives or other appropriate health professionals and assessed by registered midwives who are Practice Assessors and have been prepared for that role (NMC 2023b).

Students' personal needs will be considered when allocating placements, where these do not compromise placement learning, and students with disabilities will be eligible for reasonable adjustments (NMC 2023b). There is a formal process for change of placement requests.

Leadership and Culture Placement

Level 6 students must undertake a mandatory placement in a different Trust to their usual placement to meet NMC requirements. This is currently set at 2 weeks (75 hours) for this programme.

Continuity of care student experience

Students must have been engaged in providing continuity of care for a small group of women (at least x3) in the last 18 months of the programme. Before commencing this experience, they must have passed the assignment in Personalised Midwifery Care, to ensure their understanding of the principles of safe care involved in student continuity of care provision. They must have completed at least half of the programme practice hours (1,200 hours) before commencing continuity care of this group of women. They must also have had a tripartite meeting with the midwife who will be supervising them during continuity care and their Personal Tutor. At this meeting they will complete the required continuity of care documents. They must also gain agreement from their supervising midwife and their Personal Tutor for their personalised version of the BU Continuity Care Information leaflet. See *Continuity Care Protocol*.

Elective period

An elective period in Level 6 enables students to increase their experience of midwifery and further develop knowledge, communication skills and cultural competence by working in different settings within or beyond the UK. Students attending elective placements inside the UK must seek agreement from their Personal Tutor and Placements support. Students attending elective placements outside of the UK must seek agreement from the academic lead for co-ordinating elective placements and Placement Support and fulfil all BU requirements for overseas placements. Practice hours can only be counted if the placement provider meets the requirements of the NMC SSSA regulations (NMC 2023b).

Other practice placement requirements

Students are required to undertake practice visits to other locations (e.g. for health promotion experiences).

Assessment of practice placement

The All England and Northern Ireland Midwifery Ongoing Record of Achievement (MORA) provides a record of evidence to demonstrate that the student has met the requirements of the programme and the NMC Proficiencies for Midwives (NMC 2019). Professional behaviour and proficiency in practice skills will be supported and identified by the Practice Supervisors.

Formative and summative assessments are undertaken by named Practice Assessors, based on records created in MORA by the Practice Supervisors, service users and students. An end of year summary will be undertaken by the named Academic Assessor. Grading decisions for Midwifery Practice 1, Midwifery Practice 2 and Midwifery Practice 3 will be made in collaboration between the Practice Assessor and the Academic Assessor using the MORA holistic assessment and published grading criteria.

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N.B. In common with the statement in NMC documents “the words woman and women have been used throughout this document as this is the way that the majority of those who are pregnant and having a baby will identify. For the purpose of this document, this term includes girls. It also includes people whose gender identity does not correspond with their birth sex or who may have a non-binary identity” (NMC 2023, p17).