

1. Programme title(s) and UCAS code(s):

Master in Science (MSci) Midwifery with Leadership

UCAS Code: B720 (exit awards listed on page 11)

2. Awarding body or institution:

University of Leicester

3. a) Mode of study:

Full-Time

b) Type of study:

50% Campus Based. 50% Practice Placements.

There will be an opportunity for an elective/internship in Year 3.

4. Registration periods:

The normal period of registration is four years

The maximum period of registration is six years

5. Typical entry requirements:

- A levels: ABB, including a science*

*The list of acceptable sciences at A level will include: human biology, biology, chemistry, physics, economics, health and social care, mathematics, nutrition and health science, psychology or sociology, applied sciences. Excluding General Studies, Critical Thinking and Global Perspectives.

- GCSE: Normally GCSE Mathematics (A*-B or 9-6), English Language (A*-B or 9-6) and a science subject (such as Human Biology or Chemistry) at Grades A*-B or 9-6.

OR

- BTEC Extended Diploma in Health and Social Care DDD, plus pure Science A level (preferably Human biology / biology) at Grade A / BTEC Diploma in Health and Social Care (DD) plus pure Science A level (preferably Human biology / biology) at Grade A).

OR

- International Baccalaureate 36 points (18 at Higher) including Biology Higher Level 6.

OR

- Access to Higher Education: Science based Access to Higher Education Diploma at level 3: 60 credits overall, which should include 15 credit in topics relating to Human Biology / Anatomy and Physiology. Of the level 3 credits, at least 45 should be passed at Distinction and 15 passed at merit.

OR

- An Honours degree in a relevant subject at 2:1 or an international equivalent.

AND

- Evidence of recent study (within the last 5 years)
- IELTS 7.0 (a minimum score of at least 7 in all areas): as required by the NMC regulatory body.
- Successful competency and values based interview.
- Demonstrate potential to lead and a commitment to provide safe and compassionate midwifery care.
- Satisfactory Occupational Health Clearance to meet the professional activities of the midwife.
- Disclosure and Barring Service (DBS) screening: caring for vulnerable adults and babies.

- All students must be 18 years of age by the time of the first placement of the programme.

6. Accreditation of Prior Learning:

Accreditation of Prior Learning / Advanced Standing is **not** permitted on pre-registration midwifery programmes according to NMC (2009) Standard 6.

In accordance with Standard 7 (NMC, 2009) applications will be considered from students requesting to **transfer** from another HEI if they are enrolled on an NMC approved undergraduate, pre-registration midwifery programme. Standard 7 states;

“Students may transfer their programme with credit for prior learning only where:

- *they transfer from one NMC approved pre-registration midwifery programme to another*
- *the relevant NMC requirements for good health and good character are met*
- *the student’s prior learning can be mapped against the programme they wish to transfer to, enabling them to go on to meet all necessary outcomes and standards on completion of the course”. (NMC, 2009: page 16).*

Where appropriate, the External Examiner to the respective programme will be consulted.

7. Programme aims:

The programme aims to:

- Provide the student with the comprehensive detailed knowledge and skills necessary to equip them for a career in midwifery progressing to leadership roles within practice, education and research.
- Enhance the student’s existing knowledge and develop their understanding, skills and attitudes to enable them to become an independent lifelong learner and a safe, competent, reflective, ethical and autonomous, accountable midwife practitioner.
- Provide opportunities for the student to develop their knowledge and personal qualities to become a leader in health and social care by effective role modelling of leaders in the profession.
- Develop the student’s ability to analyse and develop their own beliefs and values in order to demonstrate the attitudes consistent with the provision of holistic women-centred, evidence based midwifery practice.
- Develop the student’s critical and analytical competence to enable them to appraise practice from a local, national and international perspective, generating research / project proposals and evaluating the efficacy of their practice to improve care and outcomes for childbearing women, babies and families, particularly those at risk of health inequalities.
- Develop the student’s ability to work within a diverse and challenging health and social care environment, responsive to demographic, lifestyle and complex scientific challenges, acknowledging the population within Leicester, Leicestershire and Rutland.
- Provide the student with opportunities to learn with, and from, other healthcare professionals in order to develop competence in inter-professional and trans-disciplinary practice to meet the holistic needs and complexities that childbearing women, their babies and families may present with.
- Extend key, transferable skills in employment, enabling the graduate midwife to become a provider, leader and innovator of quality maternity care for childbearing women and their families.

8. Reference points used to inform the programme specification:

- Standards for Pre-Registration Midwifery Education Standards (Nursing and Midwifery Council [NMC] 2009).
- The European Directives: Directive 2013/55/EU (*the ‘Modernised’ Directive*) of the European Parliament and of the Council of 20 November 2013 amending Directive 2005/36/EC on the

recognition of professional qualifications and Regulation EU No 1024/2012 on administrative cooperation through the Internal Market Information System (“the IMI Regulation”).

- International Confederation of Midwives (2013) *Global Standards for Midwifery Education*.
- International Confederation of Midwives (2013) *Essential Competencies for Basic Midwifery Education*.
- International Confederation of Midwives (2014) *The philosophy and model of midwifery care*.
- International Confederation of Midwives (2017) *International Definition of the Midwife*.
- National Health Service (NHS) England (2016) National Maternity Review: Better Births: Improving outcomes of maternity services in England, A Five Year Forward View for maternity care. (Chair: Cumberlege, J.) Available at: <https://www.england.nhs.uk/wp-content/uploads/2016/02/national-maternity-review-report.pdf>
- *The Lancet Series on Midwifery* (2014) <http://www.thelancet.com/series/midwifery>
- Quality Assurance Agency for Higher Education Benchmarking Statement for Midwifery.
- Quality Assurance Agency for Higher Education (2015): Characteristics Statement: Master’s Degrees <http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf>
- NHS Compassion in Practice Vision and Strategy: An Approach to Midwifery Care (2012)
- NHS Leadership Healthcare Leadership Model: The nine dimensions of leadership behaviour (2013).
- UNICEF-UK Guidance for universities on implementing the Baby Friendly Initiative (BFI) standards (2017).
- NHS Newborn and Infant Physical Examination Screening Programme Standards 2016-2017.
- University of Leicester Discovery Led and Discovery Enabling Learning Strategy 2016-2020.
- University of Leicester Senate Regulations for Undergraduate Programmes.

9. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<i>(a) Discipline specific knowledge and competencies</i>		
(i) Mastery of an appropriate body of knowledge		
<i>Demonstrate a sound understanding of the anatomy and physiology relating to childbirth, the development of the fetus and the newborn’s adaptation to extra-uterine life and apply this in practice.</i>	Lectures, tutorials, seminars, practice based learning, online learning, service-user scenarios/simulation.	Written assignments/ examinations, practice based examinations (e.g. Objective Simulated Clinical Examination [OSCE])/simulation, case studies.
<i>Understand how culture, socio-economic, psycho-social, public health, legal, ethical and political factors in the maternity care environment and its locations, can affect the health and wellbeing of childbearing women, their babies and families, and take these into consideration when planning and delivering care.</i>	Lectures, tutorials, seminars, practice based learning, online learning, service user scenarios/simulation.	Written assignments/ examinations, practice based examinations (e.g. OSCE) /simulation, case studies, practice based assessment (Practice Assessment Document [PAD]).
<i>Communicate effectively using a range of strategies and interventions, including communication technologies, ensuring all communication is respectful and shows compassion.</i>	Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, service user scenarios/simulation.	Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).
<i>Demonstrate appropriate diagnostic and critical decision-making skills to safely undertake non-invasive and invasive</i>	Lectures, tutorials, seminars, practice based learning, inter-professional	Written assignments/ examinations, practice based examinations (e.g.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p><i>procedures, use medical devices, current technologies and pharmacological interventions in midwifery practice, recognising and responding to the changing needs of women, their babies and families.</i></p>	<p>learning, online learning, service user scenarios/simulation.</p>	<p>OSCE)/simulation, case studies, practice based assessment (PAD).</p>
(ii) Understanding and application of key concepts and techniques		
<p>D2: Professional and ethical practice</p> <p>Practise in accordance with <i>The Code: Professional standards of practice and behaviour for nurses and midwives</i> (NMC 2015) within the limitations of the individual's own competence, knowledge and sphere of professional practice, consistent with the legislation relating to midwifery practice.</p> <p>Practise in a way that respects, promotes and supports individuals' rights, interests, preferences, beliefs and cultures.</p> <p>Practise in accordance with relevant legislation.</p> <p>Maintain confidentiality of information.</p> <p>Work collaboratively with the wider healthcare team and agencies in ways which: value their contribution to health and care; enable them to participate effectively in the care of women, babies and their families; and acknowledge the nature of their work and the context in which it is placed.</p> <p>Manage and prioritise competing demands.</p> <p>Support the creation and maintenance of environments that promote the health, safety and wellbeing of women, babies and others.</p>	<p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, service user scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, service user scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, service user scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, service user scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, service user scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, service user scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, service user scenarios/simulation.</p>	<p>Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p>Contribute to the development and evaluation of guidelines and policies and make recommendations for change in the interest of women, babies and their families.</p> <p><i>Demonstrate leadership in providing midwifery care and coordinate inter-professional care as and when required.</i></p> <p><i>Demonstrate understanding and ability in the following key areas of leadership:</i></p> <ul style="list-style-type: none"> ➤ <i>Leading with care</i> ➤ <i>Sharing vision</i> ➤ <i>Evaluating information</i> ➤ <i>Connecting services</i> ➤ <i>Engaging teams</i> ➤ <i>Influencing for results</i> ➤ <i>Inspiring shared purpose</i> ➤ <i>Holding to account</i> ➤ <i>Developing capability</i> <p><i>(NHS Leadership Academy Healthcare Leadership Model).</i></p> <p>D3: Developing the individual midwife and others</p> <p>Review, develop and enhance own knowledge, skills and fitness to practise.</p> <p>Demonstrate effective working across professional boundaries and develop professional networks.</p>	<p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, service user scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, service user scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, service user scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, service user scenarios/simulation, self-directed study.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, service user scenarios/simulation.</p>	<p>simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments/seminar presentations, case studies, Leadership portfolio.</p> <p>Practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p>
(iii) Critical analysis of key issues		
<p><i>Apply contemporary legislation and maternity / health care policy when determining the care options available to childbearing women, babies and their families, particularly with regards to the protection of vulnerable individuals, including those with complex physical and mental health and social care needs.</i></p>	<p>Lectures, tutorials, seminars, practice based learning, online learning, inter-professional learning, service user scenarios/simulation.</p>	<p>Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<i>Apply clinical governance processes to maintain and improve midwifery practice and standards of healthcare.</i>	Lectures, tutorials, seminars, practice based learning, online learning, inter-professional learning, service user scenarios/simulation.	Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).
<i>Appreciate the range of contexts in which maternity care is delivered and the impact that practising midwives have on the health and wellbeing of women, their babies and families nationally and in the wider international context.</i>	Lectures, tutorials, seminars, practice based learning, inter-professional learning, service user scenarios/simulation.	Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).
(iv) Clear and concise presentation of material		
D1 Effective Midwifery Practice:		
Complete, store and retain records of practice which are: accurate, legible and continuous; detail the reasoning behind any actions taken; contain the information necessary for the record's purpose.	Lectures, tutorials, seminars, practice based learning, online learning, inter-professional learning, service user scenarios/simulation.	Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).
<i>Demonstrate the knowledge and ability to prepare a product for public dissemination e.g. a journal article for publication, service user leaflet, poster, teaching aids etc.</i>	Lectures, tutorials, seminars, practice based learning, online learning, inter-professional learning.	Written assignments/ oral presentations, case studies.
<i>Create a business report/ case and present this to an audience.</i>	Lectures, tutorials, seminars, practice based learning, online learning, inter-professional learning.	Written assignments/ seminar presentations, case studies.
(v) Critical appraisal of evidence with appropriate insight		
D4: Achieving quality care through evaluation and research		
Apply relevant knowledge to midwifery practice in structured ways which are capable of evaluation. This will include critical appraisal of knowledge and research evidence, critical appraisal of own practice, gaining feedback from women and their families and applying this to practice, disseminating critically appraised good practice.	Lectures, tutorials, seminars, practice based learning, inter-professional learning, service user scenarios/simulation.	Written assignments/ examinations, seminar presentations, dissertation, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).
Inform and develop own practice and the practice of others through using the best available evidence and reflecting on practice.	Lectures, tutorials, seminars, practice based learning, inter-professional learning, service user scenarios/simulation.	Seminar presentations, dissertation, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).
Manage and develop care utilising the most appropriate information technology systems.	Lectures, tutorials, seminars, practice based learning, online learning, inter-professional learning service user scenarios/simulation.	Written assignments/ examinations, seminar presentations, dissertation practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).

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Contribute to the audit of practice in order to optimise the care of women, babies and their families.	Lectures, tutorials, seminars, practice based learning, online learning, inter-professional learning, service user scenarios/simulation.	Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).
(vi) Other discipline specific competencies		
<p>D1: Effective midwifery practice</p> <p>Communicate effectively with women and their families throughout the pre-conception, antenatal, intrapartum and postnatal periods.</p> <p>Diagnose pregnancy and assess and monitor women holistically throughout the pre-conception, antenatal, intrapartum and postnatal period using a range of assessment methods and reaching valid, reliable and comprehensive conclusions.</p> <p>Determine and provide programmes of care and support for women which: are appropriate to the needs, contexts, culture and choices of women, babies and their families; are made in partnership with women; are ethical; are based on best evidence and clinical judgment; and involve other healthcare professionals when this will improve health outcomes.</p> <p>Provide seamless care and, where appropriate, interventions in partnership with women and other care providers during the antenatal period which: are appropriate for women's assessed needs, context and culture; promote their continuing health and wellbeing; are evidence-based; are consistent with the management of risk; and draw upon the skills of others to optimise health outcomes and resource use.</p> <p>Refer women who would benefit from the skills and knowledge of other individuals: to an individual who is likely to have the requisite skills and experience to assist; at the earliest possible time; supported by accurate, legible and complete information which contains the reasoning behind making the referral and describes the woman's needs and preferences.</p>	<p>Lectures, tutorials, seminars, practice based learning, online learning, inter-professional learning, service user scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, online learning, inter-professional learning, service user scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, online learning, inter-professional learning, service user scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, online learning, inter-professional learning, service user scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, online learning, inter-professional learning, service user scenarios/simulation.</p>	<p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Care for, monitor and support women during labour and monitor the fetus, supporting spontaneous birth.	Lectures, tutorials, seminars, practice based learning, inter-professional learning, service user scenarios/simulation.	simulation, case studies, practice based assessment (PAD).
Undertake appropriate emergency procedures to meet the health needs of women and babies.	Lectures, tutorials, seminars, practice based learning, inter-professional learning, service user scenarios/simulation.	Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).
Examine and care for babies immediately following birth.	Lectures, tutorials, seminars, practice based learning, inter-professional learning, service user scenarios/simulation.	Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD), Newborn and Infant Physical Examination (NIPE) portfolio.
Work in partnership with women and other care providers during the postnatal period to provide seamless care and interventions which: are appropriate to woman's assessed needs, contexts and culture; promote her continuing health and wellbeing; are evidence based; are consistent with the management of risk; are undertaken by the midwife because she is the person best placed to do them and is competent to act; and draw on the skills of others to optimise health outcomes and resource use.	Lectures, tutorials, seminars, practice based learning, online learning, inter-professional learning, service user scenarios/simulation.	Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).
Examine and care for babies with specific health or social needs and refer to other professionals or agencies as appropriate.	Lectures, tutorials, seminars, practice based learning, inter-professional learning, service user scenarios/simulation.	Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD), Newborn and Infant Physical Examination (NIPE) portfolio.
Care for and monitor women during the puerperium, offering the necessary evidence-based advice and support regarding the baby and self-care.	Lectures, tutorials, seminars, practice based learning, online learning, inter-professional learning, service user scenarios/simulation.	Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD), Newborn and Infant Physical Examination (NIPE) portfolio.
Select, acquire and administer safely a range of permitted drugs consistent with legislation, applying knowledge and skills to the situation which pertains at the time.	Lectures, tutorials, seminars, practice based learning, online learning, inter-professional learning, service user scenarios/simulation.	Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).
Monitor and evaluate the effectiveness of programmes of care and modify them to improve the outcomes for women, their babies and families.	Lectures, tutorials, seminars, practice based learning, online learning, inter-professional learning, service user scenarios/simulation.	Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p>Contribute to enhancing the health and social wellbeing of individuals and their communities.</p> <p><i>Demonstrate the knowledge and skills in supporting parents in their choice of infant feeding that is compliant with UNICEF-UK Baby Friendly Initiative (BFI) Education Standards.</i></p> <p><i>Demonstrate the knowledge and skills that is commensurate with the Newborn and Infant Physical Examination Screening Programme Standards.</i></p>	<p>Lectures, tutorials, seminars, practice based learning, online learning, inter-professional learning, service user scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, online learning, inter-professional learning, service user scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, online learning, inter-professional learning, service user scenarios/simulation.</p>	<p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD), Newborn and Infant Physical Examination (NIPE) portfolio.</p> <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD) Newborn and Infant Physical Examination (NIPE) portfolio.</p>
(b) Transferable skills		
(i) Oral communication		
Present information to a contemporary audience.	Tutorials, seminars, practice based learning, inter-professional learning, service user scenarios/simulation.	Individual and group presentations.
Demonstrate skills in dealing with service users, carers and peers.	Tutorials, seminars, practice based learning, inter-professional learning, service user scenarios/simulation.	Individual and group presentations, practice based assessment (PAD).
(ii) Written communication		
Demonstrate the ability to construct written work in an accurate, timely, thoughtful, concise format, which meets the specified requirements of the programme.	Lectures and tutorials on study skills, self-directed learning, practice-based learning, inter-professional learning.	Written assignments, case studies, dissertation, practice based assessment (PAD).
Achieve the required standard for the completion of appropriate records in relation to service user assessment and treatment; and recording and reporting of incidents and procedures.	Lectures and tutorials on study skills, self-directed learning, practice-based learning, inter-professional learning.	Practice based assessment (PAD), Newborn and Infant Physical Examination (NIPE) portfolio.
(iii) Information technology		
Demonstrate a range of IT skills, such as word processing, data analysis software packages, preparation of presentations, the use of the <i>World Wide Web</i> .	Practice-based learning, group work and self-directed learning.	Group work presentation, written assignments.
Demonstrate skill in the safe use of computers and healthcare technology in the workplace as required, paying attention to the confidential nature of maternity / health records.	Practice-based learning and self-directed learning.	Practice based assessment (PAD), Newborn and Infant Physical Examination (NIPE) portfolio.
(iv) Numeracy		
Accurately apply numeracy skills within practice based situations.	Lectures, tutorials, library based seminars and on-line resources.	Written examination, practice based assessment (PAD), medicines management, Newborn and Infant Physical Examination (NIPE) portfolio.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Analyse data from service user related outcome measures and clinical research.	Lectures, tutorials, library based seminars and on-line resources.	Written examination, practice based assessment (PAD), medicines management, NIPE portfolio.
(v) Team working		
Work collaboratively and independently within the student group.	Tutorials, simulation, group work and practice placements.	Group work presentation, written assignments.
Become a proactive and valued member of the multi-professional team providing maternity / neonatal care.	Tutorials, simulation, group work and practice placements.	Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD), Newborn and Infant Physical Examination (NIPE) portfolio.
(vi) Problem solving		
Develop clinical reasoning and decision-making skills to enable them to determine best midwifery / neonatal practice.	Tutorials, group work and practice based learning.	Group work presentation, student assignments and dissertation, practice based assessment (PAD), Newborn and Infant Physical Examination (NIPE) portfolio.
(vii) Information handling		
Demonstrate ability to gather, synthesise and analyse service user related information from multiple sources.	Group work presentations, lectures, tutorials, self-directed learning, on-line resources and practice based learning.	Group work presentation, student assignments and dissertation, practice based assessment (PAD), Newborn and Infant Physical Examination (NIPE) portfolio.
(viii) Skills for lifelong learning		
Develop and apply a range of lifelong learning skills including reflection, listening, note taking, discussion, self-study, reference sourcing, time management, critical analysis and evaluation, leadership and independent practice.	Lectures, tutorials, self-directed learning, on-line resources, reflection in practice.	Group work presentation, student assignments and dissertation practice based assessment (PAD), Newborn and Infant Physical Examination (NIPE) portfolio and completion of personal development plans.
Assess their own lifelong learning skills and relate them to career awareness as a future leader and their choice of continuing professional development.	Lectures, tutorials, self-directed learning, on-line resources, reflection in practice.	Group work presentation, student assignments and dissertation practice based assessment (PAD), NIPE portfolio and completion of personal development plans.

10. Progression points:

All modules are compulsory and must be passed in full with no compensation allowed.

In addition, the NMC (2009) *Standards for Pre-registration Midwifery Education* apply together with any subsequent revised standard from the NMC that operates during the validation of this programme or until the new Standards are published, when a new programme approval will be sought. These Professional Statutory and Regulatory Body requirements apply to special considerations, progression from one part of the programme to another, length of suspension and recognition of prior learning.

All modules are classified as core modules and there is no compensation between modules. In order to progress from one year to the next, a student is required to achieve a pass grade (40% at level 4, 5 and 6 and

50% at level 7) in all assessable components of the programme, **including clinical practice, which for midwifery is graded and counts as part of the academic award** (NMC 2009: Standard 14).

End of year 1 120 credits at level 4 (40% Pass grade)

End of year 2 120 credits at level 5 (40% Pass grade)

End of year 3 120 credits at level 6 (40% Pass grade)

End of year 4 120 credits at level 7 (50% Pass grade)

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

Where *exceptional circumstances* prevent all outcomes being achieved within the assessed period for that part of the programme, any outstanding outcomes are met and confirmed within 12 weeks of the student entering the next part of the programme (NMC 2009: Standard 15). The 12-week period includes holidays and any absences. Reasonable adjustments may be applied for students with a disability.

*As students are required to complete a minimum of 4600 hours of study of which 50% will be in clinical practice (2300 hours over the four years) as well as the EU Directives for midwifery practice to exit with a MSci in Midwifery Leadership and consequently obtain registration as a midwife, there is no intermediate exit point that equates to professional practice or NMC registration. Students may be eligible for an exit award, depending on the number of credits they have acquired up to that point as follows:

Qualification	Minimum overall credits
Certificate of Higher Education in Healthcare	120 level 4 credits
Diploma of Higher Education in Healthcare	240 credits, including 120 level 5 credits
Bachelor of Science in Healthcare *	360 credits, including 120 at each of level 5 and 6

* Without Nursing and Midwifery Council registration as a midwife.

11. Scheme of Assessment

Formative/ Summative

Shared with MSci Nursing as agreed with Professor Dave Clarke.

Shared with BSc Physiotherapy as agreed with Associate Professor Simon Barry.

Module	Online	Essay / Assignment	Written Examination	Seminar Presentation	Poster / Product Presentation	Case Study	Major Project	Leadership Portfolio	OSCE / Viva	PAD	Skills Passport	NIPE Portfolio
Year 1												
MW1001 Midwifery Practice 1												
PH1004 Foundations of Professional Practice												
MW1003 Foundations of Clinical Leadership 1												
MW1002 Biological Sciences applied to midwifery and neonatal care												
NU1008 Evidence Based Practice 1												
NU1004 Social and psychological concepts of public health and social care												
Year 2												
MW2001 Midwifery Practice 2												
MW2006 Clinical Leadership 2												
MW2002 Compassionate and safe midwifery and neonatal care												
MW2003 Perinatal Mental Health												
NU2006 Evidence Based Practice 2												
MW2004 Newborn and Infant Physical Examination												
MW2005 Complex health and social challenges in midwifery and neonatal care												
Year 3												
MW3001 Midwifery Practice 3												
MW3005 Leadership 3												
MW3002 Pharmacology and medicines management												
MW3003 Internship/elective												
NU3006 Evidence Based Practice 3												
MW3004 Maternal and Neonatal Emergencies												
Year 4												
MW4001 Midwifery Practice 4												
NU4004 Evidence applied to professional practice												
MW4003 Professional Leadership 4												
MW4002 Promoting safe motherhood from a global perspective												
MW4004 Preparing for Professional Practice												

This programme follows the standard scheme of award and classification set out in Senate Regulation 5 governing undergraduate programmes, subject to two dispensations.

The Academic Policy Committee has approved a dispensation from regulations to require all students to pass, at a minimum of 40%, all components and all modules in order to qualify for the final award. Therefore, when calculating a student's final award and classification, the failed credit allowance set out in SR5.43 shall not apply. For the purposes of clarity, no student may be awarded a degree with any failed modules, or assessment components. Similarly, the standard schemes of award and classification for the exit awards available on this programme also follow those set out for the appropriate awards in Senate Regulation 5 but, as above, there is no allowance for failed credit within the modules that make up any award within this programme.

The Academic Policy Committee has also approved a dispensation from regulations which states that a Pass degree or an aegrotat degree cannot be awarded on this programme.

12. Special features:

- The programme is being led at professorial level by an internationally renowned midwifery educationalist with a recordable teaching qualification, Principal Fellowship of Higher Education Academy (HEA) and a credible portfolio of publishing world selling midwifery texts, journal papers and conference presentations.
- Students have the opportunity to learn in a leading research-intensive University with an outstanding international reputation.
- The development of a new School of Allied Health Professions within the highly respected College of Life Sciences will provide students with opportunities to develop a good understanding and working relationship with other health professionals from the outset in preparation for employment as graduates.
- The intention is to recruit a doctoral level academic faculty of University staff with teaching qualifications / HEA Fellowship and to fully engage with the NHS in identifying key midwifery practitioners in clinical practice, education and research, who will be seconded to support a fully integrated and collaborative midwifery faculty.
- The focus on leadership throughout the programme and acquisition of an undergraduate Masters (MSci) degree is distinctive and is currently unique to pre-registration midwifery curricula which will enhance the student's employability potential, upon successful completion.
- Students will be mentored by experienced NHS clinicians and midwifery experts / leaders within the profession as part of a learning set during the programme.
- There will be short elective placements / internships that embrace all aspects of midwifery leadership roles; e.g. in clinical practice, education and research departments where the students work alongside effective role models and are nurtured in developing their leadership potential.
- Inter-professional education that occurs in the College of Life Sciences will be a feature of this programme, providing the student midwives with opportunity to learn and work alongside medical students and other allied health professionals and gain an appreciation of each other's roles that will prepare them for the realities of multidisciplinary team working as graduates.
- There will be shared learning and teaching / access to modules provided by the wider university e.g. the School of Business in order to optimise the student learning experience by being exposed to subject specialists.
- The Newborn and Infant Physical Examination (NIPE) and UNICEF-UK Baby Friendly Initiative (BFI) Standards for Universities will also feature throughout the programme for students to acquire the necessary knowledge and skills to competently undertake the examination of the healthy baby and confidently support parents in their infant feeding choice that ultimately will enhance employability within the maternity services.

- At the end of this leadership programme graduates will receive an MSci Midwifery with Leadership degree and will be eligible to register with the Nursing and Midwifery Council as a midwife. On successful completion of the course and demonstration of the NHS values and behaviours, there will be employment opportunities for the new graduate as a midwife in the local NHS.
- On completion of this leadership programme, graduates will leave with a clear bespoke plan to accelerate their careers in Leicester, Leicestershire and Rutland. NHS employers will provide them with support to achieve these milestones in order to progress into a clinical leadership role if this is what they are aspiring towards.

13. Indications of programme quality

The programme will in the first instance, be jointly approved by the Nursing and Midwifery Council (NMC) and the University of Leicester, followed by annual monitoring by the NMC and the standard process of External Examiner scrutiny as specified in the University's Senate Regulations. The programme will also be subject to University of Leicester Annual Development Review and Periodic Development Review (six yearly) to monitor the quality of teaching, learning and assessment. A good account of the programme in the National Student Survey will be an indication of its quality as will be the first destination data (employability rates) captured for graduates from this programme.

14. External Examiner(s) reports

As this is a new provision, there are as yet no specific external examiners' reports to inform its development. An external examiner with due regard (an experienced midwifery lecturer) will be appointed to this new programme to ensure its delivery and assessment processes are commensurate with the NMC and university standards and comparable across the Higher Education sector.

Appendix 1: Programme structure (programme regulations)

MSci Midwifery with Leadership

The midwifery modules of university academic learning run from October to January and February to June each year and the placement learning is interspersed ***across the year*** to comply with Standard 14 (NMC, 2009), which demands that students have supernumerary status during practice placements.

The balance between the university academic learning (theory) and placement learning (clinical) components meets the requirements set out by the NMC (2009). Standard 12 identifies that the practice to theory ratio of each programme is required to be no less than 50 per cent practice and no less than 40 per cent theory and that the clinical practice experience must be sufficient to enable students to achieve the standards.

University of Leicester: Master in Science Midwifery with Leadership Programme Structure (Commencing September 2018).

Y1		Semester 1				Semester 2							
	Sept	October	November	December	January	February	March	April	May	June	July	August	
Y1	INDUCTION Introduction to the course	MW1001 Midwifery Practice 1 (30 credits including linked work experience)											
		PH1004 Foundations of Professional Practice (15 Credits) includes Inter-professional Education					NU1008 Evidence Based Practice 1 (15 credits) includes Inter-professional Education						
		MW1003 Foundations of Clinical Leadership (15 Credits)					NU1004 Social and psychological concepts of public health and social care (30 Credits)						
		MW1002 Biological Sciences applied to midwifery and neonatal care (15 Credits) <i>BFI and NIPE</i>											
Y2	INDUCTION Transition from year 1 to year 2	MW2001 Midwifery Practice 2 (30 credits including linked work experience)											
		MW2006 Clinical Leadership 2 (15 credits)					NU2006 Evidence Based Practice 2 (15 credits)						
		MW2002 Compassionate and safe midwifery and neonatal care (15 credits)					MW2004 Newborn and Infant Physical Examination (15 credits) <i>BFI and NIPE</i>						
		MW2003 Perinatal Mental Health (15 credits)					MW2005 Complex health and social challenges in midwifery and neonatal care (15 credits)						
Y3	INDUCTION Transition from year 2 to year 3	MW3001 Midwifery Practice 3 (30 credits including linked work experience)											
		MW3005 Leadership 3 (15 credits)					NU3006 Evidence Based Practice 3 (30 credits)						
		MW3002 Pharmacology and medicines management applied to midwifery practice (15 credits)											
		MW3003 Elective/Internship (15 credits)					MW3004 Maternal and neonatal emergencies (15 credits)						

Practice		Midwifery specific		Leadership		Evidence Based Practice		Professional Practice
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University of Leicester: Master in Science Midwifery with Leadership Programme Structure (Commencing September 2018)

		Semester 1					Semester 2					
	September	October	November	December	January	February	March	April	May	June	July	August
Y4	INDUCTION Transition from year 3 to year 4	MW4001 Midwifery Practice 1 (30 credits including linked work experience)										
		NU4004 Evidence applied to Professional Practice: Dissertation/Project/ Research (30 credits)										
		MW4003 Professional Leadership 4 (15 Credits)					MW4004 Preparing for Professional Practice (30 credits)					
		MW4002 Promoting safe motherhood from a global perspective (15 credits)										

Practice		Midwifery specific		Leadership		Evidence Based Practice		Professional Practice
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FIRST YEAR MODULES

Year long

Core modules

MW1001	Midwifery Practice 1 (including linked work experience)	30
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Semester 1

Core modules

PH1004	Foundations of Professional Practice	15
MW1003	Foundations of Clinical Leadership 1	15
MW1002	Biological Sciences applied to Midwifery and Neonatal Care	15
	Semester total	45

Semester 2

Core modules

NU1008	Evidence Based Practice 1	15
NU1004	Social and Psychological Concepts of Public Health and Social care	30
	Semester total	45

Year total **120**

*Exit Award for 120 credits: Cert HE in Healthcare

SECOND YEAR MODULES

Year long

Core modules

MW2001	Midwifery Practice 2 (including linked work experience)	30
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Semester 1

Core modules

MW2006	Clinical Leadership 2	15
MW2002	Compassionate and safe midwifery and neonatal care	15
MW2003	Perinatal Mental Health	15
Semester total		45

Semester 2

Core modules

NU2006	Evidence Based Practice 2	15
MW2004	Newborn and Infant Physical Examination	15
MW2005	Complex health and social challenges in midwifery and neonatal care	15
Semester total		45
Year total		120

*Exit Award for 240 credits: DipHE in Healthcare

THIRD YEAR MODULES

Year long

Core modules

MW3001	Midwifery Practice 3 (including linked work experience)	30
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Semester 1

Core modules

MW3005	Leadership 3	15
MW3002	Pharmacology and medicines management applied to midwifery practice	15
MW3003	Elective/Internship	15
	Semester total	45

Semester 2

Core modules

NU3002	Evidence Based Practice 3	30
MW3004	Maternal and neonatal emergencies	15

Semester total 45

Year total 120

*Exit Award for 360 credits: Degree in HE in Healthcare

FOURTH YEAR MODULES

Year Long

Core modules

MW4001	Midwifery Practice 4 (including linked work experience)	30
NU4004	Evidence Applied to Professional Practice (Dissertation/Project/Research)	30

Semester 1

Core modules

MW4003	Professional Leadership 4	15
MW4002	Promoting safe motherhood from a global perspective	15
Semester total		30

Semester 2

Core modules

MW4004	Preparing for Professional Practice	30
Semester total		30
Year total		120

*Exit Award for 480 credits: Master in Science Midwifery with Leadership

Shared with MSci Nursing as agreed with Professor Dave Clarke.

Shared with BSc. Physiotherapy as agreed with Associate Professor Simon Barry.

Appendix 2: Module specifications

See module specification database <http://www.le.ac.uk/sas/courses/documentation>

Appendix 3: Skills matrix

Please see the Skills Matrix spreadsheet.

