

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

Master in Science [MSci] Midwifery with Leadership (B720)

a) Award Titles

Master in Science (MSci) Midwifery with Leadership

Exit Awards:

| 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 * (with Honours) | 360 credits, including 120 at each of level 5 and 6 |

* Without Nursing and Midwifery Council registration as a midwife.
These awards are only available as exit awards, and are not available for students to register onto.

b) HECOS code

| HECOS CODE | % |
|------------------|-----|
| 100288 midwifery | 100 |

c) UCAS Code:B720

2. Awarding body or institution:

University of Leicester

3. a) Mode of study:

Full-time

b) Type of study:

Campus-Based

(Equally split between university and practice placements: 50%:50%)

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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, preferably Biology, human biology, chemistry or physics.
- GCSE: Normally GCSE Mathematics (A*-B or 9-6), English Language (A*-B or 9-6) and a science subject (such as Biology or Chemistry) at Grades A*-C or 9-5.
OR
- BTEC: DDD in Extended Diploma in Health and Social Care, Health Studies or Applied Science/ DD in BTEC Diploma in Health and Social Care plus pure Science A level (preferably biology) at Grade A.
OR
- International Baccalaureate: Pass Diploma with 30 points including grade 6 in HL Biology. Minimum of 4 in HL Maths, or 5 in SL Maths or 6 in SL Maths Studies. Minimum of 5 in English at SL or HL.
OR
- Access to Higher Education: Healthcare or Science based Diploma at level 3: 60 credits overall, which should include 15 credits in topics relating to Human Biology / Anatomy and Physiology. Of the level 3 credits, at least 30 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 three years)
- If English is not your first language: IELTS 7.0 (a minimum score of at least 7 in all areas except writing which has a minimum score of 6.5): or Occupational English Test (OET) with a minimum of C+ in the writing section and a minimum of B in reading, listening and speaking sections: or evidence of achieving a qualification studied in English Language, as required by the Nursing and Midwifery Council (*NMC Guidance on registration language requirements 2020*). **Language qualifications should be acquired within two years at the point of application.**
- Successful competency and values based multiple mini interviews (including literacy, numeracy, digital and technological literacy capability).
- 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.
- You must be 18 years of age by the time of the first placement of the programme.

6. Accreditation of Prior Learning:

The NMC (2019) Standards for pre-registration midwifery programmes **Standard 1.3**. state that Approved Education Institutions (AEIs) must ensure recognition of prior learning is **not** permitted for pre-registration midwifery programmes.

Undergraduate Programme Specification

7. Programme aims:

The programme aims to:

- Provide you with the comprehensive detailed knowledge and skills necessary to equip you for a career in midwifery progressing to leadership roles within practice, education and research.
- Enhance your existing knowledge and develop your understanding, skills and attitudes to enable you to become an independent lifelong learner and a safe, proficient, reflective, ethical and accountable, autonomous, professional midwife.
- Provide opportunities for you to develop your knowledge and personal qualities to become a leader in health and social care by effective role modelling of leaders in the profession.
- Develop your ability to analyse and develop your personal beliefs and values in order to demonstrate the attitudes consistent with the provision of safe and effective midwifery care to women and newborn infants.
- Develop your critical and analytical ability to enable you to appraise practice from a local, national and international perspective, generating research / project proposals and evaluating the efficacy of your practice to improve care and outcomes for women, newborn infants and families, particularly those who are vulnerable or develop complications and require additional care.
- Develop your 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 you with opportunities to learn with, and from, other healthcare professionals in order to develop proficiency in inter-professional and trans-disciplinary practice to meet the additional care requirements of women, their newborn infants and families presenting with complications.
- Develop your awareness and understanding of the journey and experiences of childbearing women through continuity of care models, including caseholding a small number of women each year of the programme.
- Extend key, transferable skills in employment, enabling you as a graduate midwife to become a skilled practitioner, who promotes excellence as a colleague, scholar and leader within the maternity services and the profession as a whole.

8. Reference points used to inform the programme specification:

- Standards for Pre-Registration Midwifery programmes (Nursing and Midwifery Council [NMC]2019)
- Standards of proficiency for midwives (NMC 2019)
- 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 (2014) *The philosophy and model of midwifery care*.
- International Confederation of Midwives (2017) *International Definition of the Midwife*.
- International Confederation of Midwives (2019) *Essential Competencies for Midwifery Education*.
- 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.)
<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>
- 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 (2019).
- Quality Assurance Agency for Higher Education Benchmarking Statement for Midwifery.
- Quality Assurance Agency for Higher Education (2015): Characteristics Statement: Master's

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Degrees www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf

- Framework for Higher Education Qualifications [FHEQ](2014)
- UK Quality Code for Higher Education (2018)
- University of Leicester Senate Regulations for Undergraduate Programmes.
- University Learning Strategy
- University Assessment Strategy
- University of Leicester Periodic Developmental Review Report
- United Nations Education for Sustainable Development Goals

9. Programme Outcomes:

The NMC (2019) *Standards of proficiency for midwives* determine the programme outcomes as these are the outcomes that each midwife must achieve **at the point of registration**.

These standards are grouped under six Domains:

Domain 1: *Being an accountable, autonomous, professional midwife,*

Domain 2: *Safe and effective midwifery care: promoting and providing continuity of care and carer, Domain*

3: *Universal care for all women and newborn infants,*

Domain 4: *Additional care for women and newborn infants with complications,*

Domain 5: *Promoting excellence: the midwife as colleague, scholar and leader and*

Domain 6: *The midwife as skilled practitioner (evident within the MORA).*

These Domains inter-relate and build on each other and should not be seen separately. Together these reflect what you are expected to know, understand and be capable of doing safely and proficiently as a new midwife at the start of your career. **All** the standards have been mapped more specifically to the learning outcomes contained in the Module Specifications for this programme.

(Please note the following acronyms are used throughout the following sections:

MORA = Midwifery Ongoing Record of Achievement,

OSCE = Objective Structured Clinical Examination).

Undergraduate Programme Specification

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|---|--|
| (a) Discipline specific knowledge and competencies | | |
| (i) Mastery of an appropriate body of knowledge | | |
| Be accountable and autonomous as the lead professional for the midwifery care and support of women and newborn infants throughout the whole continuum of care (D1) | Lectures, tutorials, seminars, on-line learning, practice based learning, service user scenarios, case studies, simulation | Written assignments, seminar presentations, dissertation, OSCE, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |
| Apply in-depth knowledge of anatomy, physiology, genetics, genomics, epigenetics and psychology to inform the assessment, planning and provision of care for the woman and newborn infant across the continuum (D6) | Lectures, tutorials, seminars, on-line learning, practice based learning, service user scenarios, case studies, simulation | Written assignments / examinations, seminar presentations, OSCE, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |
| Demonstrate knowledge and understanding of the importance of optimising normal physiological processes, supporting safe, physical, psychological, social and cultural situations, and working to promote positive outcomes and to anticipate and prevent complications (D3) | Lectures, tutorials, seminars, on-line learning, practice based learning, service user scenarios, case studies, simulation | Written assignments / examinations, seminar presentations, OSCE, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |
| Demonstrate knowledge and understanding of national screening and diagnostic tests for women and newborn infants, and associated ethical dilemmas (D3) | Lectures, tutorials, seminars, on-line learning, practice based learning, inter-professional learning, service user scenarios, case studies, simulation | Written assignments / examinations, seminar presentations, OSCE, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |
| Demonstrate knowledge and understanding of the importance of current and ongoing local, national and international research and scholarship in midwifery and related fields, and how to use this knowledge to keep updated, to inform decision-making, and to develop practice (D5) | Lectures, tutorials, seminars, on-line learning, practice based learning, inter-professional learning, service user scenarios, case studies, simulation | Written assignments / examinations, seminar presentations, OSCE, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |
| (ii) Understanding and application of key concepts and techniques | | |
| Understand and act in accordance with <i>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</i> , and fulfil all registration requirements (D1) | Lectures, tutorials, seminars, inter-professional learning, practice based learning, service user scenarios, case studies, simulation | Written assignments / examinations, seminar presentations, OSCE, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |
| Understand and act to promote and enable the human rights of women and newborn infants at all times, including women's sexual and reproductive rights (D1) | Lectures, tutorials, seminars, inter-professional learning, practice based learning, service user scenarios, case studies, simulation | Written assignments / examinations, seminar presentations, OSCE, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |
| Identify how factors in the care environment can impact on normal physiological processes and how the midwife can work to promote and protect a positive environment, both physical and emotional (D3) | Lectures, tutorials, seminars, inter-professional learning, practice based learning, service user scenarios, case studies, simulation | Written assignments / examinations, seminar presentations, OSCE, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |
| Demonstrate the ability to work in collaboration with the interdisciplinary and multiagency teams while continuing to provide midwifery care needed by women and newborn infants (D4) | Lectures, tutorials, seminars, inter-professional learning, practice based learning, service user scenarios, case studies, simulation | Written assignments / examinations, seminar presentations, OSCE, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |
| Safely and effectively lead and manage midwifery care, demonstrating appropriate prioritising, delegation, and assignment of care responsibilities to others involved in providing care (D5) | Lectures, tutorials, seminars, inter-professional learning, practice based learning, service user scenarios, case studies, simulation | Written assignments / examinations, seminar presentations, OSCE, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |

Undergraduate Programme Specification

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|--|--|
| (iii) Critical analysis of key issues | | |
| Understand and act in accordance with relevant legal, regulatory, and governance requirements, policies, and ethical frameworks including any mandatory reporting duties, differentiating where appropriate between the devolved legislatures of the United Kingdom (D1) | Lectures, tutorials, seminars, inter-professional learning, practice based learning, service user scenarios, case studies, simulation | Written assignments / examinations, seminar presentations, dissertation, OSCE, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |
| Demonstrate the skills of advocacy and leadership, collaborating with and challenging colleagues as necessary, and knowing when and how to escalate concerns (D1) | Lectures, tutorials, seminars, inter-professional learning, practice based learning, service user scenarios, case studies, simulation | Written assignments / examinations, seminar presentations, dissertation, OSCE, practice based assessment (MORA), leadership portfolio |
| Demonstrate an understanding of how to identify, report and critically reflect on near misses, critical incidents, major incidents, and serious adverse events (D5) | Lectures, tutorials, seminars, inter-professional learning, practice based learning, service user scenarios, case studies, simulation | Written assignments / examinations, seminar presentations, OSCE, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |
| Demonstrate knowledge and understanding of change management and the ability to collaborate in, implement, and evaluate evidence-informed change at individual, group, and service level (D5) | Lectures, tutorials, seminars, inter-professional learning, practice based learning, service user scenarios, case studies, simulation | Written assignments / examinations, seminar presentations, dissertation, OSCE, practice based assessment (MORA), leadership portfolio |
| (iv) Clear and concise presentation of material | | |
| Demonstrate the skills of numeracy, literacy, digital, media and technological literacy needed to ensure safe and effective midwifery practice (D1) | Lectures, tutorials, library based seminars, online resources (safe-medicate), practice based learning, service user scenarios, case studies, simulation | Written assignments / examinations, seminar presentations, dissertation, OSCE, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |
| Present and share verbal, digital and written reports with individuals and/or groups, respecting confidentiality (D6) | Lectures, tutorials, seminars, online resources, practice based learning, service user scenarios, case studies, simulation | Written assignments / examinations, seminar presentations, dissertation, OSCE, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |
| (v) Critical appraisal of evidence with appropriate insight | | |
| Demonstrate the knowledge, skills and ability to identify, critically analyse, and interpret research evidence and local, national, and international data and reports (D1) . | Lectures, tutorials, seminars, inter-professional learning, practice based learning, service user scenarios, case studies, simulation | Written assignments / examinations, seminar presentations, dissertation, OSCE, practice based assessment (MORA) |
| Understand epidemiological principles and critically appraise and interpret current evidence and data on public health strategies, health promotion, health protection, and safeguarding, and use this evidence to inform conversations with women, their partners, and families, as appropriate to their needs and preferences (D3) . | Lectures, tutorials, seminars, inter-professional learning, practice based learning, service user scenarios, case studies, simulation | Written assignments / examinations, seminar presentations, OSCE, practice based assessment (MORA), medicines prescribing portfolio |
| Demonstrate the ability to act safely in situations where there is an absence of good quality evidence (D5) | Lectures, tutorials, seminars, inter-professional learning, practice based learning, service user scenarios, case studies, simulation | Written assignments / examinations, seminar presentations, OSCE, practice based assessment (MORA) |
| Demonstrate knowledge and understanding of the importance of midwives' contribution to the knowledge base for practice and policy through research, audit and service evaluation, engagement and consultation (D5) | Lectures, tutorials, seminars, inter-professional learning, practice based learning, service user scenarios, case studies, simulation | Written assignments / examinations, seminar presentations, dissertation, OSCE, practice based assessment (MORA), leadership portfolio |

Undergraduate Programme Specification

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|--|--|
| (vi) Other discipline specific competencies | | |
| Demonstrate awareness of the need to manage the personal and emotional challenges of work and workload, uncertainty, and change; and incorporate compassionate self-care into their personal and professional life (D5) . | Lectures, tutorials, seminars, online learning, inter-professional learning, practice based learning | Written assignments / examinations, seminar presentations, dissertation, OSCE, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |
| Understand the professional responsibility to maintain the level of personal health, fitness, and well-being required to meet the needs of women, newborn infants and families for psychological and physical care (D1) | Lectures, tutorials, seminars, online learning, inter-professional learning, practice based learning, service user scenarios, case studies, simulation | Written assignments / examinations, seminar presentations, dissertation, OSCE, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |
| Act as an ambassador, uphold public trust and promote confidence in midwifery and health and care services (D1) | Lectures, tutorials, seminars, online learning, inter-professional learning, practice based learning, service user scenarios, case studies, simulation | Written assignments / examinations, seminar presentations, dissertation, OSCE, practice based assessment (MORA) |
| Demonstrate the ability to provide continuity of midwifery carer across the whole continuum of care and in diverse settings for women and newborn infants with and without complications and additional care needs (D2) | Lectures, tutorials, seminars, inter-professional learning, practice based learning, service user scenarios, case studies, simulation | Written assignments / examinations, seminar presentations, dissertation, OSCE, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |
| Demonstrate knowledge and understanding of the implications of infant feeding for maternal and child health and for very early child development (D3) | Lectures, tutorials, seminars, inter-professional learning, practice based learning, service user scenarios, case studies, simulation | Written assignments / examinations, seminar presentations, OSCE, practice based assessment (MORA) |
| (b) Transferable skills | | |
| (i) Oral communication | | |
| Use effective, authentic and meaningful communication skills and strategies with women, newborn infants, partners and families and with colleagues (D1) | Tutorials, seminars, practice based learning, inter-professional learning, service user scenarios/simulation. | Individual and group presentations, practice based assessment (MORA). |
| Develop and maintain trusting, respectful, kind and compassionate relationships with women, their partners and families, and with colleagues (D1) | Tutorials, seminars, practice based learning, inter-professional learning, service user scenarios/simulation. | Individual and group presentations, practice based assessment (MORA). |
| Demonstrate the ability to share information on public health, health promotion and health protection with women, enabling them to make evidence-informed decisions, and providing support for access to resources and services (D3) | Tutorials, seminars, practice based learning, inter-professional learning, service user scenarios/simulation. | Individual and group presentations, practice based assessment (MORA). |
| (ii) Written communication | | |
| Understand the importance of effective record keeping and maintain consistent, complete, clear, accurate, secure and timely records to ensure an account of all care given is available for review by the woman and by all professionals involved in care (D1) . | Lectures and tutorials on study skills, self-directed learning, case studies, practice based learning, inter-professional learning. | Written assignments/ examinations, seminar presentations, dissertation, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |
| (iii) Information technology | | |
| Effectively and responsibly use a range of digital and other technologies to access, record, share and apply data with teams and between agencies (D5) | Group work, inter-professional learning, practice based learning, self-directed learning, | Individual / group presentations, written assignments, dissertation, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |

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| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|--|--|
| (iv) Numeracy | | |
| Demonstrate the skills of numeracy, literacy, digital, media and technological literacy needed to ensure safe and effective midwifery practice (D1) | Lectures, tutorials, library based seminars and online resources (safe-medicate). | Written examination, dissertation, practice based assessment (MORA), non-medical prescribing readiness portfolio |
| Critically analyse the strengths and limitations of quantitative and qualitative studies, including ethical considerations, study design, and data analysis (D6) | Lectures, tutorials, library based seminars and on-line resources. | Written examination, dissertation, practice based assessment (MORA), non-medical prescribing readiness portfolio |
| (v) Team working | | |
| Understand and apply the principles of human factors, environmental factors, and strength based approaches when working with colleagues (D5) | Lectures, tutorials, group work, seminars, case studies, scenarios / simulation, inter-professional learning, practice based learning. | Written assignments, group presentations, OSCE, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio. |
| Demonstrate understanding of why interdisciplinary team working and learning matters and the importance of participating in a range of interdisciplinary learning opportunities (D5) | Lectures, tutorials, simulation, group work, case studies / scenarios, inter-professional learning, practice based learning. | Written assignments, group presentations, OSCE, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |
| Contribute to team reflection activities to promote improvements in practice and service (D5) | Lectures, tutorials, simulation, group work, case studies / scenarios, inter-professional learning, practice based learning. | Written assignments, group presentations, OSCE, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |
| (vi) Problem solving | | |
| Explain the rationale that influences their own judgements and decisions, recognising and addressing any personal and external factors that may unduly influence their own decision-making in routine, complex and challenging situations (D1) | Tutorials, group work, seminars, online resources, case studies / scenarios, simulation, inter-professional learning, practice based learning. | Written assignments / examinations, individual / group presentations, dissertation, OSCE, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |
| Demonstrate the ability to develop the strength, resourcefulness, and flexibility needed to work in stressful and difficult situations, and to develop strategies to contribute to safe and effective practice; including individual and team reflection, problem solving, and planning (D5) | Tutorials, group work, seminars, online resources, case studies / scenarios, simulation, inter-professional learning, practice based learning. | Written assignments, individual / group presentations, dissertation, OSCE, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |
| (vii) Information handling | | |
| Use, share and apply research findings and lessons from data and reports to promote and inform best midwifery policy and practice, and to support women's evidence-informed decision-making (D1) | Lectures, group, tutorials, self-directed learning, on-line resources and practice based learning. | Group presentations, written assignments, dissertation, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio |
| (viii) Skills for lifelong learning | | |
| Take responsibility for continuous self-reflection, seeking and responding to all support and feedback to develop their professional knowledge and skills (D1) | Lectures, tutorials, self-directed learning, on-line resources, reflection in practice. | Written assignments, dissertation, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio, completion of personal development plans and the Leicester Award / Gold Award. |
| Demonstrate the ability and commitment to develop as a midwife, to understand career pathways that may include practice, management, leadership, education, research and policy, and to recognise the need to take responsibility for engaging in ongoing education and professional development opportunities (D5) | Lectures, tutorials, self-directed learning, on-line resources, reflection in practice. | Written assignments, dissertation, practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio, completion of personal development plans and the Leicester Award / Gold Award. |

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| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|---|---|
| Demonstrate engagement in ongoing midwifery and interdisciplinary professional development, including: participatory and self-directed learning and reflection on learning that informs professional development and practice (D6) | Lectures, tutorials, self-directed learning, on-line resources, group work, simulation, case studies, reflection in practice. | Written assignments, dissertation practice based assessment (MORA), leadership portfolio, non-medical prescribing readiness portfolio, completion of personal development plans and the Leicester Award / Gold Award. |

10. Progression points:

This programme follows the standard Scheme of Progression set out in Senate Regulation 5 governing undergraduate programmes. In addition, the NMC (2019) *Standards for pre-registration midwifery programmes* apply with any subsequent revised standard from the Professional Statutory Regulatory Body (PSRB) during the validation of this approved programme. These PSRB requirements apply to special considerations, progression to entry to the register, length of suspension and recognition of prior learning.

All modules are classified as core modules and there is no compensation allowed between modules. Students are required to achieve a pass grade (40% at level 4, 5 and 6 and 50% at level 7) in all assessable components by the end of the programme, including clinical practice which is graded and contributes to the academic award (NMC 2019).

120 credits at level 4 (40%: Pass grade)

120 credits at level 5 (40%: Pass grade)

120 credits at level 6 (40%: Pass grade)

120 credits at level 7 (50%: Pass grade)

A student who has passed at least 90 credits in years 1 to 3 will be permitted to proceed to the next level of their programme, repeating the assignments for the failed module alongside the standard 120 credits for the next level. In order to be permitted to proceed and re-sit/re-submit, students should have failed no more than 30 credits and have a credit weighted average for the level of at least 40.00% in years 1-3. (Dispensation to Senate Regulation 5.23b).

The assessment of clinical practice is undertaken throughout the programme and is awarded a grade at the end of each year. This is recorded within the Midwifery Ongoing Record of Achievement (MORA) that has been mapped against the NMC (2019) Standards of proficiency for midwives, the UNICEF-UK BFI standards for universities and contains the EU Directives for midwifery practice and the full physical examination of the newborn infant.

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

NMC (2019: 2.9.1 / 2.8) specify that all students are required to complete a *minimum* of 4600 hours of study of which there should be *equal* balance of 50% theory and 50% practice learning (i.e. 2300 hours of theory and 2300 hours of practice) as well as the EU Directives for midwifery practice to exit the programme with a degree and consequently obtain registration as a midwife. Technology enhanced and simulation learning opportunities will be used to support and complement learning and assessment where appropriate should practice scenarios occur infrequently and a proficiency is required (NMC 2019: 2.7).

All students studying the 4-year MSci Midwifery with Leadership programme will be required to undertake a minimum of 4800 hours of study (2400 hours of theory and 2400 hours of practice). 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:

Undergraduate Programme Specification

| 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 * (with Honours) | 360 credits, including 120 at each of level 5 and 6 |

* Without Nursing and Midwifery Council registration as a midwife.

Students who successfully complete all the requirements to be awarded the MSci Midwifery with Leadership, will be recommended to the Nursing and Midwifery Council to be placed on the *midwife* part of the professional register. Students will be informed that they have five-years in which they can apply to the NMC for entry on the professional Register (NMC 2019: 5.2). If they fail to register their qualification within five years, they will have to undertake additional education and training or gain such experience as specified in the standards.

Students will be informed of the requirement to meet the NMC standards for good health and good conduct at the commencement of each year of the programme and upon completion of the programme (NMC 2019: 1.7) as detailed in the University of Leicester process for the declaration of good health and good character.

11. Scheme of Assessment

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

- i. To require all students to pass, at a minimum of 40% (levels 4-6) and 50% (level 7), *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.
- ii. 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, SR5.43 does not apply so that there is **no allowance for failed credits** within the modules that make up any award within this programme. For clarity, exit awards of Certificate of Higher Education, Diploma of Higher Education and Bachelor of Science (Hons) in Healthcare may be awarded on successful completion of years 1, 2 and 3, respectively, with no failed credits. **Note: these exit awards will not offer registration as a midwife with the NMC.**

The following demonstrates the range of assignments that the students on the MSci Midwifery with Leadership will need to complete to be successful in progressing throughout the 4 years to finally exit with the award and NMC registration as a midwife.

Undergraduate Programme Specification

| Module | Online Numeracy | Essay / assignment | Written examination | Seminar Presentation | Poster Presentation | Major Project | OSCE/Viva | MORA | Leadership Portfolio | SPEN Portfolio | Medicines Portfolio | Leicester Award |
|---|-----------------|--------------------|---------------------|----------------------|---------------------|---------------|-----------|------|----------------------|----------------|---------------------|-----------------|
| MW1011: Participating in Care: Midwifery Practice 1 | | | | | | | | | | | | |
| MW1012: Anatomy and physiology for midwifery practice | | | | | | | | | | | | |
| MW1013: Leading the self: Leadership 1 | | | | | | | | | | | | |
| PH1004: Professional Development 1 | | | | | | | | | | | | |
| NU1018: Fundamentals of evidence based practice | | | | | | | | | | | | |
| NU1014: Psycho-social concepts of public health, health promotion and health protection | | | | | | | | | | | | |
| MW2011: Contributing to Care: Midwifery Practice 2 | | | | | | | | | | | | |
| MW2016: Leading the team: Leadership 2 | | | | | | | | | | | | |
| MW2012: Promoting safe and effective midwifery care through continuity of care models | | | | | | | | | | | | |
| MW2013: Mental health relating to childbearing | | | | | | | | | | | | |
| MW2014: Full systematic physical examination of the newborn infant | | | | | | | | | | | | |
| MW2015: Additional care requirements for mothers and newborn infants | | | | | | | | | | | | |
| NU2016: Appraising the evidence in health care practice | | | | | | | | | | | | |
| MW3011: Developing care partnerships: Midwifery Practice 3 | | | | | | | | | | | | |
| NU3016: Developing evidence based practice | | | | | | | | | | | | |
| MW3012: Pharmacology and medicines prescribing applied to midwifery practice | | | | | | | | | | | | |
| MW3015: Leading in organizations: Leadership 3 | | | | | | | | | | | | |
| MW3013: Professional Development: elective/internship in midwifery | | | | | | | | | | | | GOLD |
| MW3014: Emergencies in midwifery | | | | | | | | | | | | |
| MW4011: Demonstrating proficiency: Midwifery Practice 4 | | | | | | | | | | | | |
| NU4010: Dissertation / report applied to professional practice | | | | | | | | | | | | |
| MW4013: Leading the management of change: Leadership 4 | | | | | | | | | | | | |
| MW4012: Promoting safe motherhood from a global perspective | | | | | | | | | | | | |
| MW4014: Preparation for professional practice | | | | | | | | | | | | |

Formative assessment

Summative assessment

Undergraduate Programme Specification

12. Special features:

- The programme is led at professorial level by an internationally renowned midwifery educationalist registered with the NMC as a midwife educator and who has 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 (2019) within the highly respected College of Life Sciences provides 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 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 are mentored by experienced NHS clinicians and midwifery experts / leaders within the profession as part of leadership learning sets 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 is 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.
- Student learning is optimised through their exposure to subject specialists within the wider university, such as the School of Business and the Human Resources Department.
- Access to the Dissection Room enhances student learning of anatomy and applied physiology and is unique to this midwifery programme.
- The entire programme is clearly mapped to the United Nations Sustainable Development Goals which demonstrate the globalisation of maternity care and the importance of preparing well-educated midwives to improve maternal and child health world-wide.
- The full systematic physical examination of the newborn infant and UNICEF-UK Baby Friendly Initiative (BFI) Standards for Universities also feature throughout the programme. Acquiring the necessary knowledge and skills to be proficient in undertaking the examination of the healthy baby and confidently supporting parents in their infant feeding choice aims to enhance the students' employability within the maternity services.
- Upon completing the programme students will be offered a position in the local NHS as per the NHS Plan (2019) and as a leadership graduate they will have the opportunity to be fast-tracked through their midwifery careers, facilitated by a purposefully constructed leadership framework.

13. Indications of programme quality

The University of Leicester has been a provider of undergraduate midwifery education provision since September 2018, having first been awarded Approved Educational Institution (AEI) status by the NMC in October 2017. It is the first UK university to offer a 4-year undergraduate Master in Science Midwifery with Leadership degree which was jointly approved by the Nursing and Midwifery Council (NMC) and the University of Leicester in May 2018.

As a new provider, the programme is subject to annual monitoring by the NMC which has been straight forward as there has been nothing of concern to raise. The programme is also subject to the University of

Undergraduate Programme Specification

Leicester Annual Development Review (ADR) and Periodic Development Review [PDR](six yearly) to monitor the quality of teaching, learning and assessment. Feedback from student midwives on the modules they have studied in the first year have been very positive and any suggestions for further improvements have helped to inform the ADR as well as the development of the new programme.

As specified in the University's Senate Regulations, an External Examiner has been appointed to offer further scrutiny as to the comparable quality of the programme and student performance. 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. However, as the current programme is still in its infancy, these data are not available

14. External Examiner(s) reports

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

Undergraduate Programme Specification

Appendix 1: Programme structure (programme regulations)

MSci Midwifery with Leadership

FIRST YEAR MODULES

| | | Year long | | |
|---------------------|--|-----------|-----------------------|------------|
| Core modules | | | | |
| MW1011 | Participating in care: Midwifery Practice 1 (including linked work experience) | | 30 | |
| MW1012 | Anatomy and Physiology for midwifery practice | | 30 | |
| Semester 1 | | | | |
| Core modules | | | | |
| MW1013 | Leading the self: Leadership 1 | | 15 | |
| PH1004 | Professional Development 1 | | 15 | |
| | | | Semester total | 30 |
| Semester 2 | | | | |
| Core modules | | | | |
| NU1018 | Fundamentals of evidence based practice | | 15 | |
| NU1014 | Psycho-social concepts of public health, health promotion and health protection | | 15 | |
| | | | Semester total | 30 |
| | | | Year total | 120 |

* Exit Award for 120 credits: CertHE in Healthcare

Undergraduate Programme Specification

SECOND YEAR MODULES

Year long

Core modules

| | | |
|---------------|--|-----------|
| MW2011 | Contributing to care: Midwifery Practice 2 (including linked work experience) | 30 |
|---------------|--|-----------|

Semester 1

Core modules

| | | |
|---------------|--------------------------------|-----------|
| MW2016 | Leading the team: Leadership 2 | 15 |
|---------------|--------------------------------|-----------|

| | | |
|---------------|---|-----------|
| MW2012 | Promoting safe and effective midwifery care through continuity of care models | 15 |
|---------------|---|-----------|

| | | |
|---------------|--|-----------|
| MW2013 | Mental health relating to childbearing | 15 |
|---------------|--|-----------|

Semester total **45**

Semester 2

Core modules

| | | |
|---------------|--|-----------|
| MW2014 | Full systematic physical examination of the newborn infant | 15 |
|---------------|--|-----------|

| | | |
|---------------|--|-----------|
| MW2015 | Additional care requirements for mothers and newborn infants | 15 |
|---------------|--|-----------|

| | | |
|---------------|---|-----------|
| NU2016 | Appraising the evidence in health care practice | 15 |
|---------------|---|-----------|

Semester total **45**

Year total **120**

*** Exit Award for 240 credits: DipHE in Healthcare**

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THIRD YEAR MODULES

Year long

Core modules

| | | |
|---------------|--|-----------|
| MW3011 | Developing care partnerships: Midwifery Practice 3 (including linked work experience) | 30 |
|---------------|--|-----------|

Semester 1

Core modules

| | | |
|-----------------------|--|-----------|
| NU3016 | Developing evidence based practice | 30 |
| MW3012 | Pharmacology and medicines prescribing applied to midwifery practice | 15 |
| Semester total | | 45 |

Semester 2

Core modules

| | | |
|-----------------------|--|------------|
| MW3015 | Leading in organizations: Leadership 3 | 15 |
| MW3013 | Professional Development: elective / internship in midwifery | 15 |
| MW3014 | Emergencies in midwifery | 15 |
| Semester total | | 45 |
| Year total | | 120 |

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

Undergraduate Programme Specification

FOURTH YEAR MODULES

Year long

Core modules

| | | |
|---------------|---|-----------|
| MW4011 | Demonstrating proficiency: Midwifery Practice 4 (including linked work experience) | 30 |
| NU4010 | Dissertation/Report applied to professional practice | 30 |

Semester 1

Core modules

| | | |
|---------------|---|-----------|
| MW4013 | Leading the management of change: Leadership 4 | 15 |
| MW4012 | Promoting safe motherhood from a global perspective | 15 |

Semester total **30**

Semester 2

Core modules

| | | |
|---------------|---------------------------------------|-----------|
| MW4014 | Preparation for professional practice | 30 |
|---------------|---------------------------------------|-----------|

Semester total **30**

Year total **120**

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

University of Leicester: Master in Science Midwifery with Leadership Programme Structure (Commencing September 2020).

| University of Leicester: Master in Science Midwifery with Leadership Programme Structure (Commencing September 2020). | | | | | | | | | | | | |
|---|---|--|----------|----------|---------|----------|--|-------|-----|------|------|--------|
| Y1 | | Semester 1 | | | | | Semester 2 | | | | | |
| | Sept | October | November | December | January | February | March | April | May | June | July | August |
| Y1 | INDUCTION Introduction to the course | MW1011: Participating in care: Midwifery Practice 1 (30 Credits including linked work experience) | | | | | | | | | | |
| | | MW1012: Anatomy and Physiology for midwifery practice (30Credits) | | | | | | | | | | |
| | | MW1013: Leading the self: Leadership 1 (15 Credits) | | | | | NU1018: Fundamentals of Evidence based practice (15 Credits) | | | | | |
| | | PH1004: Professional Development (15 Credits) | | | | | NU1014: Psycho-social concepts of public health, health promotion and health protection (15 Credits) | | | | | |
| Y2 | INDUCTION Transition from year 1 to year 2 | MW2011: Contributing to care: Midwifery Practice 2 (30 credits including linked work experience) | | | | | | | | | | |
| | | MW2016: Leading the team: Leadership 2 (15 Credits) | | | | | NU2016: Appraising the evidence in health care practice (15 Credits) | | | | | |
| | | MW2012: Promoting safe and effective midwifery care through continuity of care models (15 credits) | | | | | MW2014: Full systematic physical examination of the newborn infant (15 credits) | | | | | |
| | | MW2013: Mental health relating to childbearing (15 Credits) | | | | | MW2015: Additional care requirements for mothers and newborn infants (15 credits) | | | | | |
| Y3 | INDUCTION Transition from year 2 to year 3 | MW3011: Developing care partnerships: Midwifery Practice 3 (30 credits including linked work experience) | | | | | | | | | | |
| | | NU33016: Developing Evidence Based Practice (30 credits) | | | | | MW3015: Leading in organizations: Leadership 3 (15 credits) | | | | | |
| | | | | | | | MW3013: Professional Development: elective / internship in midwifery (15 credits) | | | | | |
| | | MW3012: Pharmacology and medicines prescribing applied to midwifery practice (15 credits) | | | | | MW3014: Emergencies in midwifery (15 credits) | | | | | |

| | | | | |
|----------|--------------------|------------|-------------------------|-------------------------------|
| Practice | Midwifery specific | Leadership | Evidence Based Practice | Professional Development /IPE |
|----------|--------------------|------------|-------------------------|-------------------------------|

Undergraduate Programme Specification

University of Leicester: Master in Science Midwifery with Leadership Programme Structure (Commencing September 2020)

| | | 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 | MW4011: Demonstrating proficiency: Midwifery Practice 4 (30 credits including linked work experience) | | | | | | | | | | | |
| | | NU4010: Dissertation/Report applied to professional practice (30 credits) | | | | | | | | | | | |
| | | MW4013: Leading the management of change: Leadership 4 (15 Credits) | | | | | MW4014: Preparation for professional practice (30 credits) | | | | | | |
| | | MW4012: Promoting safe motherhood from a global perspective (15 credits) | | | | | | | | | | | |

| | | | | | | | | |
|----------|--|--------------------|--|------------|--|-------------------------|--|--------------------------------|
| Practice | | Midwifery specific | | Leadership | | Evidence Based Practice | | Professional Development / IPE |
|----------|--|--------------------|--|------------|--|-------------------------|--|--------------------------------|

Undergraduate Programme Specification

2020 MSci Midwifery with Leadership Programme and Module Hours Distribution

| Year 1 | | | | | Hours Breakdown | | | | | |
|----------------------|---|--------------|---------------|-------------|-----------------|----|----|----|------------|------------|
| Module No. | Title | Credit Level | Credit Amount | Hours | CBL | | | | CP (PI) | SDL (GIS) |
| | | | | | L | S | T | P | | |
| MW1011 | Participating in care: Midwifery Practice 1 | 4 | 30 | 300 | 30 | | | 20 | 225 | 25 |
| MW1012 | Anatomy and physiology for midwifery practice | 4 | 30 | 300 | 50 | | 10 | 20 | 150 | 70 |
| MW1013 | Leading the self: Leadership 1 | 4 | 15 | 150 | 25 | 10 | 5 | | 75 | 35 |
| PH1004 | Professional Development 1 | 4 | 15 | 150 | | 36 | | | | 114 |
| NU1018 | Fundamentals of Evidence Based Practice | 4 | 15 | 150 | | 40 | | | 75 | 35 |
| NU1014 | Psycho-social concepts of public health, health promotion and health protection | 4 | 15 | 150 | 15 | 15 | 15 | | 75 | 30 |
| Totals Year 1 | | | 120 | 1200 | 291 | | | | 600 | 309 |

| Year 2 | | | | | Hours Breakdown | | | | | |
|----------------------|---|--------------|---------------|-------------|-----------------|----|---|----|------------|------------|
| Module No. | Title | Credit Level | Credit Amount | Hours | CBL | | | | CP (PI) | SDL (GIS) |
| | | | | | L | S | T | P | | |
| MW2011 | Contributing to care: Midwifery Practice 2 | 5 | 30 | 300 | 30 | | | 20 | 225 | 25 |
| MW2016 | Leading the team: Leadership 2 | 5 | 15 | 150 | 25 | 10 | 5 | | 75 | 35 |
| MW2012 | Promoting safe and effective midwifery care through continuity of care models | 5 | 15 | 150 | 25 | 10 | 5 | | 75 | 35 |
| MW2013 | Mental health relating to childbearing | 5 | 15 | 150 | 25 | 10 | 5 | | 75 | 35 |
| MW2014 | Full systematic physical examination of the newborn infant | 5 | 15 | 150 | 15 | 10 | 5 | 20 | 75 | 25 |
| MW2015 | Additional care requirements for mothers and newborn infants | 5 | 15 | 150 | 30 | 20 | 5 | 20 | 37.5 | 37.5 |
| NU2016 | Appraising the evidence in health care practice | 5 | 15 | 150 | 15 | 20 | 5 | | 37.5 | 72.5 |
| Totals Year 2 | | | 120 | 1200 | 335 | | | | 600 | 265 |

Key: CBL (L/S/P) – Classroom Based Learning (Lectures/Seminars/Tutorials/ Practical Classes), CP (PI) = Clinical Placement (Placement), SDL (GIS) = Self Directed Learning (Guided Independent Study).

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| Year 3 | | | | | Hours Breakdown | | | | | |
|----------------------|--|--------------|---------------|-------------|-----------------|----|----|----|------------|------------|
| Module No. | Title | Credit Level | Credit Amount | Hours | CBL | | | | CP (PI) | SDL (GIS) |
| | | | | | L | S | T | P | | |
| MW3011 | Developing care partnerships: Midwifery Practice 3 | 6 | 30 | 300 | 30 | | | 20 | 225 | 25 |
| NU3016 | Developing Evidence Based Practice | 6 | 30 | 300 | 30 | 40 | 10 | | 75 | 145 |
| MW3014 | Emergencies in Midwifery | 6 | 15 | 150 | 15 | 15 | 5 | 15 | 75 | 25 |
| MW3012 | Pharmacology and medicines prescribing applied to midwifery practice | 6 | 15 | 150 | 15 | 10 | 5 | 20 | 75 | 25 |
| MW3013 | Professional Development: elective/internship in midwifery | 6 | 15 | 150 | 5 | 10 | | | 75 | 60 |
| MW3015 | Leading in Organisations: Leadership 3 | 6 | 15 | 150 | 25 | 10 | 5 | | 75 | 35 |
| Totals Year 3 | | | 120 | 1200 | 285 | | | | 600 | 315 |

| Year 4 | | | | | Hours Breakdown | | | | | |
|-------------------------|--|--------------|---------------|-------------|-----------------|----|----|----|-------------|-------------|
| Module No. | Title | Credit Level | Credit Amount | Hours | CBL | | | | CP (PI) | SDL (GIS) |
| | | | | | L | S | T | P | | |
| MW4011 | Demonstrating Proficiency: Midwifery Practice 4 | 7 | 30 | 300 | 30 | | | 20 | 225 | 25 |
| NU4010 | Dissertation / report applied to professional practice | 7 | 30 | 300 | 15 | 25 | 20 | | 75 | 165 |
| MW4013 | Leading the management of change: Leadership 4 | 7 | 15 | 150 | 25 | 10 | 5 | | 75 | 35 |
| MW4012 | Promoting safe motherhood from a global perspective | 7 | 15 | 150 | 15 | 10 | 5 | 10 | 75 | 35 |
| MW4014 | Preparation for Professional Practice | 7 | 30 | 300 | 35 | 25 | 10 | 10 | 150 | 70 |
| Totals Year 4 | | | 120 | 1200 | 270 | | | | 600 | 330 |
| Totals Programme | | | 480 | 4800 | 1185 | | | | 2400 | 1215 |

Key: CBL (L/S/P) – Classroom Based Learning (Lectures/Seminars/Tutorials/Practical Classes), CP (PI) = Clinical Placement (Placement), SDL (GIS) = Self Directed Learning (Guided Independent Study).

NMC requirement: at least 4600 total of which there should be equal proportions of theory and practice (50:50): i.e. at least 2300 hours in theory and 2300 hours in practice.

Practice: 17 weeks based on 3 placement blocks / per year *and* Theory: 18 weeks (17 weeks x 34 hours + 1 week x 22 hours)

Appendix 2: Module specifications

See [module specification database](#)

Appendix 3: Skills matrix (see Excel spreadsheet)

Transferrable Skills Matrix: MSci Midwifery with Leadership

Date amended: 09:03.20

| Programme Learning Outcomes | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | |
|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| Transferable skills | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>(i) Oral communication</i> | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Use effective, authentic and meaningful communication skills and strategies with women, newborn infants, partners and families and with colleagues | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. Develop and maintain trusting, respectful, kind and compassionate relationships with women, their partners and families, and with colleagues | ✓ | | | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |
| 3. Demonstrate the ability to share information on public health, health promotion and health protection with women, enabling them to make evidence- informed decisions, and providing support for access to resources and services | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <i>(ii) Written communication</i> | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Understand the importance of effective record keeping and maintain consistent, complete, clear, accurate, secure and timely records to ensure an account of all care given is available for review by the woman and by all professionals involved in care | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <i>(iii) Information technology</i> | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Effectively and responsibly use a range of digital and other technologies to access, record, share and apply data with teams and between agencies | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <i>(iv) Numeracy</i> | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Demonstrate the skills of numeracy, literacy, digital, media and technological literacy needed to ensure safe and effective midwifery practice | ✓ | ✓ | | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | ✓ |
| 2. Critically analyse the strengths and limitations of quantitative and qualitative studies, including ethical considerations, study design, and data analysis | | | | | ✓ | | ✓ | | | | | | ✓ | ✓ | | | | | ✓ | ✓ | | ✓ | | | ✓ |
| <i>(v) Team working</i> | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Understand and apply the principles of human factors, environmental factors, and strength based approaches when working with colleagues | | | | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ |

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| | |
|----|---|
| 9 | 15 MW2012 Promoting safe and effective midwifery care through continuity of care models |
| 10 | 15 MW2013 Mental health relating to childbearing |
| 11 | 15 MW2014 Full systematic physical examination of the newborn infant |
| 12 | 15 MW2015 Additional care requirements for mothers and newborn infants |
| 13 | 15 NU2016 Appraising the evidence in health care practice |
| 14 | 30 MW3011 Developing care partnerships: Midwifery practice3 |
| 15 | 15 NU3016 Developing evidence based practice |
| 16 | 15 MW3012 Pharmacology and medicines prescribing applied to midwifery practice |
| 17 | 15 MW3015 Leading in organizations: Leadership 3 |
| 18 | 15 MW3013 Professional Development: elective /internship |
| 19 | 15 MW3014 Emergencies in midwifery |
| 20 | 30 MW4011 Demonstrating proficiency: Midwifery practice 4 |
| 21 | 30 NU4010 Dissertation /report applied to professional practice |
| 22 | 15 MW4013 Leading the management of change: Leadership 4 |
| 23 | 15 MW4012 Promoting safe motherhood from a global perspective |
| 24 | 30 MW4014 Preparation for Professional Practice |

Appendix 4: Inclusivity in the curriculum

Please indicate how the proposal addresses the following aspects of curriculum design:

- a) **How does the proposal demonstrate alignment with Education Excellence principles on the “Inclusive Curriculum”? Please provide examples of which demonstrate how the proposal generates a more inclusive curriculum.**

The principles of an inclusive curriculum are embedded in the programme with issues related to gender, race, class, sexuality, disability, age and faith being a component of module content across all years. In addition, staff (annually) and students undertake equality, diversity and inclusion as well as unconscious bias training. Case studies and other materials used for teaching are developed with inclusivity in mind and represent communities and people with protected characteristics. External speakers and service users contribute to student learning by sharing their experiences and are drawn from a variety of diverse backgrounds. This experience continues when students undertake their clinical practice placements as the population of Leicester is diverse. Our student groups are also diverse in many ways with a number of students having protected characteristics.

- b) **What strategies or initiatives exist or will be implemented by the School’s Learning and Teaching Committee for reviewing, monitoring and closing the BAME Attainment Gap for this and other programmes within the School?**

The School’s Learning and Teaching committee ensures all programmes complete the Annual Development and Review process and reviews and monitors the experience of BAME students in terms of recruitment, progression and achievement.

- c) **How will the Programme Team engage students in the process of regular curriculum review to support the strategic priorities of an inclusive curriculum and eliminating the BAME Attainment Gap?**

Students are considered as partners and are regularly consulted regarding changes to the delivery of the programme, for example the implementation of the NMC Standards framework for nursing and midwifery education that involved the transition to the Standards for student supervision and assessment (NMC 2018) and the Standards for pre-registration midwifery programmes (NMC 2019). The Midwifery Programme Management Group and the Staff Student Committee are the key meetings where students engage in discussion about implementation and review of the programme through the student representative system which is supported by the Students’ Union. A number of our student ambassadors are from BAME backgrounds and contribute to recruitment events such as Open Days, Interview Days and Offer Holder Days. Student evaluations of both theoretical modules and practice placements inform curriculum development.

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Appendix 5: Auditing sustainability-related teaching

Programme: MSci Midwifery with Leadership

Programme Lead: Professor Jayne Marshall

| Programme-level ILO(s) | Related Sustainable Development Goal(s) | Programme outcome category ILO appears e.g.(a) Discipline specific knowledge and competencies (i) Mastery of an appropriate body of knowledge |
|---|---|---|
| Demonstrate knowledge and understanding of the importance of optimising normal physiological processes, supporting safe, physical, psychological, social and cultural situations, and working to promote positive outcomes and to anticipate and prevent complications (D3) | 1, 2, 3, 4, 5, 6, 8, 10, 11, 16, 17 | Discipline specific knowledge and competencies: <i>Mastery of an appropriate body of knowledge</i> |
| Demonstrate knowledge and understanding of national screening and diagnostic tests for women and newborn infants, and associated ethical dilemmas (D3) | 1, 2, 3, 4, 5, 6, 10, 11, 16 | Discipline specific knowledge and competencies: <i>Mastery of an appropriate body of knowledge</i> |
| Demonstrate knowledge and understanding of the importance of current and ongoing local, national and international research and scholarship in midwifery and related fields, and how to use this knowledge to keep updated, to inform decision-making, and to develop practice (D5) | 3, 4, 5, 10, 11 | Discipline specific knowledge and competencies: <i>Mastery of an appropriate body of knowledge</i> |
| Understand and act to promote and enable the human rights of women and newborn infants at all times, including women's sexual and reproductive rights (D1) | 1, 2, 3, 4, 5, 6, 10, 16 | Discipline specific knowledge and competencies: <i>Understanding and application of key concepts and techniques</i> |
| Identify how factors in the care environment can impact on normal physiological processes and how the midwife can work to promote and protect a positive environment, both physical and emotional (D3) | 1, 2, 3, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17 | Discipline specific knowledge and competencies: <i>Understanding and application of key concepts and techniques</i> |
| Demonstrate the ability to work in collaboration with the interdisciplinary and multiagency teams while continuing to provide midwifery care needed by women and newborn infants (D4) | 17 | Discipline specific knowledge and competencies: <i>Understanding and application of key concepts and techniques</i> |
| Understand and act in accordance with relevant legal, regulatory, and governance requirements, policies, and ethical frameworks including any mandatory reporting duties, differentiating where appropriate between the devolved legislatures of the United Kingdom (D1) | 1, 2, 3, 5, 6, 10, 16, 17 | Discipline specific knowledge and competencies: <i>Critical analysis of key issues</i> |
| Demonstrate the skills of advocacy and leadership, collaborating with and challenging colleagues as necessary, and knowing when and how to escalate concerns (D1) | 5, 10, 16, 17 | Discipline specific knowledge and competencies: <i>Critical analysis of key issues</i> |

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| | | |
|---|---|---|
| Demonstrate knowledge and understanding of change management and the ability to collaborate in, implement, and evaluate evidence-informed change at individual, group, and service level (D5) | 3, 10 | Discipline specific knowledge and competencies: <i>Critical analysis of key issues</i> |
| Demonstrate the knowledge, skills and ability to identify, critically analyse, and interpret research evidence and local, national, and international data and reports (D1) . | 3, 4 | Discipline specific knowledge and competencies: <i>Critical appraisal of evidence with appropriate insight</i> |
| Understand epidemiological principles and critically appraise and interpret current evidence and data on public health strategies, health promotion, health protection, and safeguarding, and use this evidence to inform conversations with women, their partners, and families, as appropriate to their needs and preferences (D3) . | 1, 2, 3, 4, 5, 6, 10, 11, 16, 17 | Discipline specific knowledge and competencies: <i>Critical appraisal of evidence with appropriate insight</i> |
| Demonstrate knowledge and understanding of the importance of midwives' contribution to the knowledge base for practice and policy through research, audit and service evaluation, engagement and consultation (D5) | 1, 2, 3, 4, 5, 6, 10, 11, 13, 16, 17 | Discipline specific knowledge and competencies: <i>Critical appraisal of evidence with appropriate insight</i> |
| Demonstrate the ability to provide continuity of midwifery carer across the whole continuum of care and in diverse settings for women and newborn infants with and without complications and additional care needs (D2) | 1, 2, 3, 4, 5, 6, 10, 11, 16, 17 | Discipline specific knowledge and competencies: <i>Other discipline specific competencies</i> |
| Demonstrate knowledge and understanding of the implications of infant feeding for maternal and child health and for very early child development (D3) | 1, 2, 3, 4, 6, 10, 16, 17 | Discipline specific knowledge and competencies: <i>Other discipline specific competencies</i> |
| Demonstrate the ability to share information on public health, health promotion and health protection with women, enabling them to make evidence-informed decisions, and providing support for access to resources and services (D3) | 3, 4, 5, 6, 10, 11,15, 16, 17 | Transferable Skills: <i>Oral Communication</i> |
| Use, share and apply research findings and lessons from data and reports to promote and inform best midwifery policy and practice, and to support women's evidence-informed decision-making (D1) | 3, 4, 5, 10, 16, 17 | Transferable Skills: <i>Information handling</i> |
| Demonstrate engagement in ongoing midwifery and interdisciplinary professional development, including: participatory and self-directed learning and reflection on learning that informs professional development and practice (D6) | 4, 10 | Transferable Skills: Lifelong learning |
| Demonstrate the ability and commitment to develop as a midwife, to understand career pathways that may include practice, management, leadership, education, research, and policy and to recognise the need to take responsibility for engaging in ongoing education and professional development opportunities (D5) | 4, 10 | Transferable Skills: <i>Lifelong learning</i> |

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| Module (including module code) | Core or optional? | Specific ILO(s) relating to the Sustainable Development Goals | Related Sustainable Development Goal(s) |
|---|-------------------|--|--|
| MW1011 Participating in Care: Midwifery Practice 1 | Core | Apply knowledge of psychological, social, emotional and spiritual factors that may positively or adversely influence the continuum of normal childbirth physiology. | 3, 10 |
| MW1013 Leading the Self: Leadership 1 | Core | Reflect on personal leadership and management skills and identify areas for future development. | 4 |
| PH1004 Professional Development 1 | Core | Consider the values and responsibilities in health and social care environments towards diverse patient/client groups. Discuss the importance of a holistic approach to the management of an individual's problem / condition, informed by a commitment to a MDT approach and patient partnership | 3, 5, 10 3, 5, 10, 16, 17 |
| NU1014 Psycho-social concepts of public health, health promotion and health protection | Core | Describe the evidence base and theoretical underpinnings of public health, health promotion, health protection and behaviour change. Describe how the health needs of individuals, families and populations and intervention strategies are determined. Discuss the complexity of public health practice in a multi-cultural society. Explain the effect of health inequalities on individuals and communities. | 1, 2, 3, 4, 5, 6, 10, 16 3, 10 1, 2, 3, 4, 5, 6, 10, 16 1, 2, 3, 4, 5, 6, 10, 16 |
| | | | |
| MW2011 Contributing to care: Midwifery Practice 2 | Core | Apply knowledge of psychological, social, emotional and spiritual factors that may positively or adversely influence the continuum of normal pregnancy and childbirth physiology. | 3, 10 |
| MW2016 Leading the team: Leadership 2 | Core | Reflect on personal leadership and management skills and identify areas for future development in leading others. | 4 |
| MW2012 Promoting safe and effective midwifery care through continuity of care models | Core | Demonstrate a sound evidence based knowledge of maternity care provision and midwifery models of care. Demonstrate a sound evidence based knowledge that facilitates the physiology of childbirth and the safe and effective care of the mother and newborn infant. Apply knowledge of psychological, social, cultural, emotional and spiritual factors that may positively or adversely influence normal childbirth physiology. Demonstrate knowledge of promoting a safe environment in a range of maternity settings. Reflect on local, national and international guidelines and frameworks that promote safe and effective midwifery and neonatal care. | 3, 4, 10, 16 1, 2, 3, 4, 6, 10, 16 1, 2, 3, 4, 5, 6, 8, 10, 11, 16 1, 2, 3, 6, 7, 8, 9, 11, 12, 13, 16, 17 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 16, 17 |

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| <p>MW2013 Mental health relating to childbearing</p> | <p>Core</p> | <p>Discuss the potential impact of psychological / emotional changes during pregnancy, childbirth and the postnatal period on the woman, newborn infant, partner and family.</p> <p>Critically analyse the evidence relating to the factors that increase the incidence of mental health issues in childbirth</p> <p>Demonstrate knowledge of safeguarding, legal and policy issues relating to perinatal mental health including collaboration with the multi-professional and inter-agency team.</p> <p>Critically evaluate the assessment, referral pathways and treatment options for perinatal mental health conditions.</p> <p>Critically analyse the midwife’s role in caring for and supporting childbearing women who require additional care from the mental health services.</p> <p>Critically evaluate current guidelines, national and local perinatal mental health service provision and identify areas for local service development / improvement.</p> | <p>3, 10</p> <p>3, 4, 10, 16, 17</p> <p>3, 10, 16, 17</p> <p>3, 4, 10, 11, 16, 17</p> <p>3, 4, 10, 11, 16, 17</p> <p>3, 4, 10, 11, 16, 17</p> |
| <p>MW2014 Full systematic physical examination of the newborn infant</p> | <p>Core</p> | <p>Explain the role and professional, ethical and legal responsibilities of the midwife associated with examining and assessing the newborn infant, including referral to other health care professionals.</p> | <p>3, 5, 10, 16, 17</p> |
| <p>MW2015 Additional care requirements for mothers and newborn infants</p> | <p>Core</p> | <p>Discuss the social factors that can adversely impact on the health and wellbeing of the childbearing woman and fetus/newborn infant.</p> <p>Critically evaluate the provision of care that vulnerable women, their newborn infants and families experience within the context of contemporary multi-cultural maternity, health and social care service.</p> <p>Critically evaluate the role of the midwife as part of the inter-professional team when formulating an appropriate response in managing the immediate and ongoing care of women and newborn infants with additional care needs.</p> | <p>1, 2, 3, 4, 5, 6, 10, 11, 12, 13, 14, 15, 16</p> <p>3, 4, 5, 10, 11, 12, 13, 16</p> <p>3, 4, 5, 10, 11, 12, 13, 16, 17</p> |
| | | | |
| <p>MW3011 Developing care partnerships: Midwifery Practice 3</p> | <p>Core</p> | <p>Differentiate when decisions to expedite transfer of care to other health professionals are warranted to reduce morbidity of the child bearing woman and / or fetus / newborn infant.</p> <p>Demonstrate proficiency in applying knowledge of psychological, social, cultural, emotional and spiritual factors that may positively or adversely influence normal childbirth physiology when planning universal and additional care for women and newborn infants.</p> <p>Demonstrate knowledge and skills in recognising and managing emergencies in midwifery.</p> | <p>3, 10, 16, 17</p> <p>1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 16, 17</p> <p>3, 4, 10, 16, 17</p> |

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| MW3014 Emergencies in midwifery | Core | <p>Critically assess the principles involved in the maintenance of a safe maternity care and neonatal care environment.</p> <p>Critically assess the midwife's role in first-line assessment and management of complications and additional care needs of the women, fetus and / or newborn infant including support, referral, interdisciplinary and multi-agency working, escalation and follow-up.</p> <p>Debate the ethical, legal and professional issues related to safe care and emergency service provision for childbearing women, the fetus and newborn infant.</p> | <p>1, 2, 3, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17</p> <p>3, 4, 10, 16, 17</p> <p>3, 4, 10, 16, 17</p> |
| MW3012 Pharmacology and medicines prescribing applied to midwifery practice | Core | <p>Demonstrate a comprehensive understanding of the actions, interactions and reactions of medicinal products within the complexity of midwifery practice.</p> <p>Critically appraise contemporary information sources/advice relating to treatment options and make appropriate judgments in partnership with the childbearing woman, including the multi-professional team as and when necessary.</p> | <p>3, 4, 9, 10</p> <p>4, 10, 16, 17</p> |
| MW3015 Leading in organizations: Leadership 3 | Core | <p>Reflect on personal leadership and management skills and identify areas for future development in managing resources.</p> | 4 |
| MW4011 Demonstrating proficiency: Midwifery Practice 4 | Core | <p>Critically evaluate maternity care utilising contemporary evidence to compare a small caseload of women with universal and additional health and social care needs during pregnancy, labour and the postnatal period.</p> | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 16, 17 |
| MW4013 Leading the management of change: Leadership 4 | Core | <p>Evaluate the NHS Leadership Academy Nine Dimensions of Leadership and its strategic approach to the future health care agenda within the UK and internationally.</p> <p>Critically reflect on personal leadership and management skills and identify areas for future development in managing resources.</p> | <p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17</p> <p>4, 7, 8, 9, 11, 13, 16, 17</p> |
| MW4012 Promoting safe motherhood from a global perspective | Core | <p>Compare and contrast the provision of maternal and child health in countries outside of the United Kingdom.</p> <p>Critically assess the role of the midwife in improving global maternal and child health through health promotion and leadership.</p> <p>Critically appraise change management theory within the context of improving a specific aspect of global maternal and/or child health.</p> | <p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17</p> <p>1, 2, 3, 4, 5, 6, 10, 11, 12, 13, 16, 17</p> <p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17</p> |
| MW4014 Preparation for professional practice | Core | <p>Critically evaluate the professional issues that impact on autonomous midwifery practice and care delivery.</p> | 3, 4, 10, 16, 17 |

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| | | Critically analyse the role of the midwife in a dynamic and challenging practice environment. | 3, 4, 5, 10, 11, 12, 13, 16, 17 |
| | | Debate the various career pathways available to midwives/nurses beyond professional registration. | 4, 5, 8, 10, 16 |
| | | Construct a personal professional development plan commensurate with an early career midwife leader. | 4, 5, 8, 10, 16 |

For more information, please visit www.le.ac.uk/esd or email esd@le.ac.uk.