Programme Specification (Undergraduate) FOR ENTRY YEAR: 2024/25

Date created: Click or tap here to enter text. **Last amended:** 10/04/2025 **Version no.** 2

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

MSci Midwifery with Leadership

* Certificate of Higher Education in Healthcare

* Diploma of Higher Education in Healthcare

* BSC (Hons) in Healthcare

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

a) HECOS Code

HECOS Code	%
100288 - Midwifery	100

b) UCAS Code (where required)

B720

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods:

MSci Midwifery with Leadership

The normal period of registration is four years

The maximum period of registration six years

5. Typical entry requirements

- A2 Level Grades: BBB, including a science (preferably Biology, Human Biology, Chemistry or Physics)
- BTEC Extended Diploma: DDD in Health and Social Care, Health Studies or Applied Science
- BTEC Diploma: Health and Social Care DD plus A2 Level Grade A in a science subject
- International Baccalaureate: 30 points including
    - Minimum Grade 6 in a Higher Level Biology
    - Minimum Grade 5 in English
    - Minimum Grade 4 in Higher Level Maths or Grade 5 in Standard Level Maths or Grade 6 in Standard Level Maths Studies

- Access to Higher Education Diploma: Healthcare or Science based Access to Higher Education Diploma with 60 credits overall at Level 3 including
    - 15 credits in topics relating to Human Biology or Anatomy and Physiology
    - 30 credits passed at Distinction
    - 15 credits passed at Merit
  - An Upper Second Class Honours degree in a relevant subject, or international equivalent
- English Language: IELTS 7.0 with a minimum score of 7.0 in Listening, Reading and Speaking and a minimum score of 6.5 in Writing.
- Normal GCSE Requirements: Mathematics : A*-C or 9-4, English Language : A*-C or 9-4, Science subject : A*-C or 9-4

a) Additional Requirements

All students must be 18 years of age at the commencement of the programme.

Evidence of recent study (within the last three years).

Successful competency and values based multiple mini interview. (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.

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.

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

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- University Education Strategy
- University Assessment Strategy [log-in required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data
- Standards for Pre-Registration Midwifery programmes, Nursing and Midwifery Council (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.)
- *The Lancet Series on Midwifery* (2014)
- 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).

9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

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
- Domain 6: The midwife as skilled practitioner (evident within the EMORA).

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:

- D1 – Domain 1
- D2 – Domain 2
- D3 – Domain 3
- D4 – Domain 4
- D5 – Domain 5
- D6 – Domain 6
- EMORA - Midwifery Ongoing Record of Achievement
- OSCE - Objective Structured Clinical Examination

b) Discipline specific knowledge and competencies

i) Mastery of an appropriate body of knowledge

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 (EMORA), 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 (EMORA), 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 (EMORA), 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 (EMORA), leadership portfolio, non-medical prescribing readiness portfolio

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 (EMORA), leadership portfolio, non-medical prescribing readiness portfolio

ii) Understanding and application of key concepts and techniques

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Understand and act in accordance with *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates*, 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 (EMORA), 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 (EMORA), 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 (EMORA), 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 (EMORA), 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 (EMORA), leadership portfolio, non-medical prescribing readiness portfolio

iii) Critical analysis of key issues

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 (EMORA), leadership portfolio, non-medical prescribing readiness portfolio

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 (EMORA), 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 (EMORA), leadership portfolio, non-medical prescribing readiness portfolio assessment (EMORA), leadership 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

iv) Clear and concise presentation of material

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 (EMORA), 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 (EMORA), leadership portfolio, non-medical prescribing readiness portfolio

v) Critical appraisal of evidence with appropriate insight

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 (EMORA)
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 (EMORA), 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 (EMORA)

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 (EMORA), leadership portfolio

vi) Other discipline specific competencies

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 (EMORA), 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 (EMORA), 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 (EMORA)
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 (EEMORA), 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 (EEMORA)

c) Transferable skills

i) Oral communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 (EEMORA).
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 (EMORA).

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 (EMORA).

ii) Written communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 (EMORA), leadership portfolio, non-medical prescribing readiness portfolio

iii) Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 (EMORA), leadership portfolio, non-medical prescribing readiness portfolio

iv) Numeracy

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 (EMORA), 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 (EMORA), non-medical prescribing readiness portfolio

v) Team working

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 (EMORA), 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 (EMORA), leadership portfolio, non-medical prescribing readiness portfolio

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 (EMORA), leadership portfolio, non-medical prescribing readiness portfolio

vi) Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 (EMORA), 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 (EMORA), leadership portfolio, non-medical prescribing readiness portfolio

vii) Information handling

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 (EMORA), leadership portfolio, non-medical prescribing readiness portfolio

viii) Skills for lifelong learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 (EMORA), 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 (EMORA), 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 Regulations – see the version of Senate Regulation 5 governing undergraduate programmes relevant to the year of entry.

The following additional progression requirements for this programme have been approved:

- 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).
- 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 he or she will be required to withdraw from the course

a) Course transfers

n/a

11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry.

The following additional award requirements for this programme have been approved:

- 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:

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.

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 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.

14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required]

UNIVERSITY OF LEICESTER

Programme Specification (Undergraduate) FOR ENTRY YEAR: 2024/25

Date created: Click or tap here to enter text. **Last amended:** 10/04/2025 **Version no.** 2

Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

MSci Midwifery with Leadership

Level 4/Year 1 2024/25

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	60 credits	30 credits	30 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	MW1011	Participating in care: Midwifery Practice 1 (including linked work experience)	30 credits
Year long	MW1012	Anatomy and Physiology for midwifery practice	30 credits
Sem 1	MW1013	Leading the self: Leadership 1	15 credits
Sem 1	MW1004	Professional Development 1	15 credits
Sem 2	NU1018	Fundamentals of evidence-based practice	15 credits
Sem 2	NU1014	Psycho-social concepts of public health, health promotion and health protection	15 credits

Notes
n/a

Level 5/Year 2 2025/26

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	30 credits	45 credits	45 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	MW2011	Contributing to care: Midwifery Practice 2 (including linked work experience)	30 credits
Sem 1	MW2016	Leading the team: Leadership 2	15 credits
Sem 1	MW2012	Promoting safe and effective midwifery care through continuity of care models	15 credits
Sem 1	MW2013	Mental health relating to childbearing	15 credits
Sem 2	MW2014	Full systematic physical examination of the newborn infant	15 credits
Sem 2	MW2015	Additional care requirements for mothers and newborn infants	15 credits
Sem 2	NU2016	Appraising the evidence in health care practice	15 credits

Notes
n/a

Level 6/Year 3 2026/27

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	30 credits	45 credits	45 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	MW3011	Developing care partnerships: Midwifery Practice 3 (including linked work experience)	30 credits
Sem 1	NU3016	Developing evidence-based practice	30 credits
Sem 1	MW3012	Pharmacology and medicines prescribing applied to midwifery practice	30 credits
Sem 2	MW3015	Leading in organisations: Leadership 3	15 credits
Sem 2	MW3013	Professional Development: elective / internship in midwifery	15 credits
Sem 2	MW3014	Emergencies in midwifery	15 credits

Notes
n/a

Level 7/Year Final 2027/28

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	60 credits	30 credits	30 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	MW4011	Demonstrating proficiency: Midwifery Practice 4 (including linked work experience)	30 credits
Year long	NU4010	Dissertation/report applied to professional practice	30 credits
Sem 1	MW4013	Leading the management of change: Leadership 4	15 credits

Delivery period	Code	Title	Credits
Sem 1	MW4012	Promoting safe motherhood from a global perspective	15 credits
Sem 2	MW4014	Preparation for professional practice	30 credits

Notes
n/a

Appendix 2: Module specifications

See undergraduate module specification database [log-in required] (Note - modules are organized by year of delivery).

Appendix 3: Skills matrix

a) Transferable skills

i) Oral communication

Intended Learning Outcomes	MW1011	MW1012	MW1013	MW1004	NU1018	NU1014	MW2011	MW2016	MW2012	MW2013	MW2014	MW2015	NU2016	MW3011	NU3016	MW3012	MW3015	MW3013	MW3014	MW4011	NU4010	MW4013	MW4012	MW4014
Use effective, authentic and meaningful communication skills and strategies with women, newborn infants, partners and families and with colleagues	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Intended Learning Outcomes	MW1011	MW1012	MW1013	MW1004	NU1018	NU1014	MW2011	MW2016	MW2012	MW2013	MW2014	MW2015	NU2016	MW3011	NU3016	MW3012	MW3015	MW3013	MW3014	MW4011	NU4010	MW4013	MW4012	MW4014
Develop and maintain trusting, respectful, kind and compassionate relationships with women, their partners and families, and with colleagues	✓			✓			✓	✓	✓	✓	✓	✓		✓				✓	✓	✓			✓	✓
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	✓	✓			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓

ii) Written communication

Intended Learning Outcomes	MW1011	MW1012	MW1013	MW1004	NU1018	NU1014	MW2011	MW2016	MW2012	MW2013	MW2014	MW2015	NU2016	MW3011	NU3016	MW3012	MW3015	MW3013	MW3014	MW4011	NU4010	MW4013	MW4012	MW4014
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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

iii) Information technology

Intended Learning Outcomes	MW1011	MW1012	MW1013	MW1004	NU1018	NU1014	MW2011	MW2016	MW2012	MW2013	MW2014	MW2015	NU2016	MW3011	NU3016	MW3012	MW3015	MW3013	MW3014	MW4011	NU4010	MW4013	MW4012	MW4014
Effectively and responsibly use a range of digital and other technologies to access, record, share and apply data with teams and between agencies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

iv) Numeracy

Intended Learning Outcomes	MW1011	MW1012	MW1013	MW1004	NU1018	NU1014	MW2011	MW2016	MW2012	MW2013	MW2014	MW2015	NU2016	MW3011	NU3016	MW3012	MW3015	MW3013	MW3014	MW4011	NU4010	MW4013	MW4012	MW4014
Demonstrate the skills of numeracy, literacy, digital, media and technological literacy needed to ensure safe and effective midwifery practice	✓	✓					✓		✓	✓	✓	✓		✓		✓			✓	✓			✓	✓
Critically analyse the strengths and limitations of quantitative and qualitative studies, including ethical considerations, study design, and data analysis					✓		✓						✓	✓						✓	✓			

v) Team working

Intended Learning Outcomes	MW1011	MW1012	MW1013	MW1004	NU1018	NU1014	MW2011	MW2016	MW2012	MW2013	MW2014	MW2015	NU2016	MW3011	NU3016	MW3012	MW3015	MW3013	MW3014	MW4011	NU4010	MW4013	MW4012	MW4014
Understand and apply the principles of human factors, environmental factors, and strength based approaches when working with colleagues				✓			✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓		✓	✓	✓

Intended Learning Outcomes	MW1011	MW1012	MW1013	MW1004	NU1018	NU1014	MW2011	MW2016	MW2012	MW2013	MW2014	MW2015	NU2016	MW3011	NU3016	MW3012	MW3015	MW3013	MW3014	MW4011	NU4010	MW4013	MW4012	MW4014
Demonstrate understanding of why interdisciplinary team working and learning matters and the importance of participating in a range of interdisciplinary learning opportunities	✓			✓			✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓		✓	✓	✓
Contribute to team reflection activities to promote improvements in practice and service				✓			✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓		✓	✓	✓

vi) Problem solving

Intended Learning Outcomes	MW1011	MW1012	MW1013	MW1004	NU1018	NU1014	MW2011	MW2016	MW2012	MW2013	MW2014	MW2015	NU2016	MW3011	NU3016	MW3012	MW3015	MW3013	MW3014	MW4011	NU4010	MW4013	MW4012	MW4014
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	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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	✓		✓	✓			✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

vii) Information handling

Intended Learning Outcomes	MW1011	MW1012	MW1013	MW1004	NU1018	NU1014	MW2011	MW2016	MW2012	MW2013	MW2014	MW2015	NU2016	MW3011	NU3016	MW3012	MW3015	MW3013	MW3014	MW4011	NU4010	MW4013	MW4012	MW4014
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	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	

viii) Skills for lifelong learning

Intended Learning Outcomes	MW1011	MW1012	MW1013	MW1004	NU1018	NU1014	MW2011	MW2016	MW2012	MW2013	MW2014	MW2015	NU2016	MW3011	NU3016	MW3012	MW3015	MW3013	MW3014	MW4011	NU4010	MW4013	MW4012	MW4014
Take responsibility for continuous self-reflection, seeking and responding to all support and feedback to develop their professional knowledge and skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Intended Learning Outcomes	MW1011	MW1012	MW1013	MW1004	NU1018	NU1014	MW2011	MW2016	MW2012	MW2013	MW2014	MW2015	NU2016	MW3011	NU3016	MW3012	MW3015	MW3013	MW3014	MW4011	NU4010	MW4013	MW4012	MW4014
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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓