Programme Specification

MSc Midwifery

Pre-registration and post-experience

Valid from: JANUARY 2016

Faculty of Health and Life Sciences
Department of Psychology, Social Work and Public Health
SECTION 1: GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Awarding body:</th>
<th>Oxford Brookes University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching institution and location:</td>
<td>Oxford Brookes University Marston Road campus</td>
</tr>
<tr>
<td>Final award:</td>
<td>MSc</td>
</tr>
<tr>
<td>Programme title:</td>
<td>Midwifery Post-experience Midwifery</td>
</tr>
<tr>
<td>Interim exit awards and award titles:</td>
<td>None</td>
</tr>
<tr>
<td>Brookes course code:</td>
<td>HL64 HL65 (post experience)</td>
</tr>
<tr>
<td>UCAS/UKPASS code:</td>
<td>B720</td>
</tr>
<tr>
<td>JACS code:</td>
<td>B7 / B70 / B700 / B720</td>
</tr>
<tr>
<td>Mode of delivery:</td>
<td>Face to face</td>
</tr>
<tr>
<td>Mode/s and duration of study:</td>
<td>Full time HL64; 3 years HL65; 22 months</td>
</tr>
<tr>
<td>Language of study:</td>
<td>English</td>
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<tr>
<td>Relevant QAA subject benchmark statement/s:</td>
<td>Midwifery (QAA, 2001)</td>
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<td>External accreditation/recognition: (applicable to programmes with professional body approval)</td>
<td>Nursing and Midwifery Council <a href="http://www.nmc-uk.org/Educators/Standards-for-education/Standards-for-pre-registration-midwifery-education/">http://www.nmc-uk.org/Educators/Standards-for-education/Standards-for-pre-registration-midwifery-education/</a></td>
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<td>Faculty managing the programme:</td>
<td>Faculty of Health and Life Sciences</td>
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<tr>
<td>Date of production (or most recent revision) of specification:</td>
<td>26/1/16</td>
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SECTION 2: OVERVIEW AND PROGRAMME AIMS

2.1 Rationale for and/or Distinctive features of the programme

In September 2009, Midwifery became an all graduate profession (NMC, 2009). This means that all midwives entering the profession from September 2009 and completing their midwifery education will register with a degree in midwifery. However, 25% of 3-year undergraduate midwives at Oxford Brookes already enter the programme with a previous degree. In addition, nursing will become an all graduate profession from
September 2012, so the majority of post-experience midwifery students will already hold a nursing degree. For these reasons, it was considered timely to consider running a pre-registration Master's programme for applicants who already hold a previous Honours degree and who wish to register as a midwife. There are two routes to registration with an MSc Midwifery which mirror the undergraduate pathway. These are a three year programme for those who do not hold any previous NMC registration and a 22 month post experience route, for applicants who hold a current adult nursing registration with the NMC.

The midwifery programmes at Oxford Brookes provide students with the opportunity to study in small cohorts and within a variety of midwifery placements. Students may be placed within a large or small consultant led teaching hospital, within midwife led units and within all areas of the Oxfordshire community. This provides students with an excellent experience of all aspects of midwifery care, including home birth.

The midwifery programmes at Brookes have received UNICEF Baby Friendly accreditation, which means that all our breastfeeding teaching and experience is commensurate with UNICEF Baby Friendly standards. We run a Baby Cafe in the John Radcliffe hospital each week, which provides a service to recently delivered mothers as well as breastfeeding experience for the midwifery students.

**Linking Teaching with Research**

The midwifery programmes are focused around a woman-centred approach to midwifery practice and consequently integrate evidence-based practice within all aspects of the curriculum. The theme of evidence-based practice is reflected in both programme-specific and inter-professional modules.

There is a developing research group within midwifery, with themes relating to childbearing, substance misuse and promoting healthy lifestyles. Substance misuse is also one of the research themes within the Faculty of Health and Life Sciences. This is an exciting development with a growing number of doctoral students and other research opportunities for midwives and students. The midwifery team have initiated and support a weekly Zumba 4Bump initiative, which is open to the local community and also supports the healthy lifestyles theme. Research arising from this project is currently being developed.

Both midwifery programmes are commensurate with professional registration as a midwife with the Nursing and Midwifery Council.

**2.2 Aim/s of the programme**

The Midwifery Masters' programme will prepare postgraduate students for initial professional development for midwifery registration plus provide the opportunity for them to study at Master's level. The aim of the programme is to produce high calibre, clinical practice focused, career healthcare professionals, who are also equipped for further educational development at PhD/DPhil and professional doctorate level. Graduates from the programme should be fit for purpose and practice, and also fit for the programme award.

Students on the programme will be able to develop in-depth knowledge and understanding of midwifery. This will be informed by scholarship and research as well as critical awareness of current issues/development in the field. Students will be able to develop specific skills, knowledge and competence in midwifery and more broadly will be enquiry focused, reflective, innovative, confident and self-aware. Students will complete a Masters' level research project involving primary data collection; a critical review of the literature; or other scholarly output. Graduates from the programme will contribute significantly to high quality maternity care; the continued development of woman centred care and theory-practice integration.
SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

3.1 Academic literacy

1. evaluate the nature of statutory supervision of midwives and critically analyse its limitations and its relationship to clinical governance and risk management;
2. critically examine and apply the knowledge and skills required for contemporary practice and response creatively to changing circumstances and scope of practice;
3. critically evaluate and rationalise the skills required to take necessary emergency measures within the scope of practice;
4. practice in accordance with, whilst critically evaluating the codes and rules governing professional practice
5. demonstrate the ability to assess and implement the appropriate care management to meet womens’ needs and monitor progress prior to conception and throughout the antenatal, intranatal and postnatal periods, drawing upon a range of evidence to inform the decisions made;
6. demonstrate critical understanding of and competence in carrying out tests and examinations necessary to monitor and promote the health and well-being of childbearing women, the fetus and new-born;
7. critically examine the use of pharmacological methods and complementary therapies within midwifery practice;
8. negotiate and formulate and critically evaluate with individuals and groups of women, programmes of preparation for pregnancy, childbirth and parenthood, develop programmes to meet the needs of women/parents;
9. analyse own and others advice to women and their families on healthy living and in particular on infant feeding;
10. critically reflect and evaluate the examinations necessary to diagnose pregnancies and labours at risk and refer appropriately;
11. confidently apply knowledge base to undertake emergency procedures and refer to a appropriate professional when required;
12. critically explore the statutory requirements relating to midwifery practice;

3.2 Research literacy

13. demonstrate a comprehensive knowledge base and critically analyse the evidence to support decisions made as a lead professional in midwifery care, recognising the limits of professional knowledge and expertise;
   a. critically evaluate research and advance scholarship in midwifery in order to improve care provision;
   b. challenge care management, where appropriate, in light of research, experience and mothers wishes;
   c. critically evaluate research findings and instigate changes to practice as appropriate;
d. synthesise and evaluate evidence from a range of sources, discerning that which is relevant, to provide women with information to enable them to make individualised, informed and meaningful choices;
e. critically reflect on the research informing policy and practice and continue to advance own knowledge, skills and understanding for the benefit for childbearing women;

3.3 Critical self-awareness and personal literacy

14. demonstrate an in-depth understanding of the roles of the multi professional team, to use their expertise appropriately and work collaboratively as a member of the team in a variety of settings;
   a. confidently apply knowledge base whilst acting as a role model to provide appropriate levels of guidance and supervision of others;
   b. critically reflect on own and other personal and professional communication skills;
   c. work effectively as a reflective practitioner to enhance, update and develop own practice;
   d. demonstrate psychomotor skills and critically reflect on the interpersonal skills required to meet individual needs of mothers in different situations throughout pregnancy, labour and postnatal period;
   e. investigate the partnership in order to provide a seamless approach to care of mothers and babies when the social context of care or of childbearing is complicated;
   f. communicate effectively and engage with midwives and others involved in the maternity service through listening, sharing information, research findings, ideas, problems and solutions and analyse the communication systems within the maternity services;
   g. critically reflect on the effectiveness of personal and professional judgement in collaboration with inter-professional colleagues, to optimise childbearing outcomes;

3.4 Digital and information literacy

15. critically reflect on and review mothers/baby records;
16. critically analyse the complexities surrounding the use and misuse of technology and drugs in providing safe and ethical maternity care provision;
17. demonstrate expertise in utilising key transferable skills; IT, numeracy, verbal, written communication and ability to reflect on learning and experience.

3.5 Active citizenship

18. demonstrate advanced skills in health promotion and critically evaluate the effect on women and their families;
19. demonstrate an in-depth understanding of the rights of individuals taking into account social, cultural and spiritual needs and the effect this has on the child bearing process;
20. undertake and critically analyse the public health role of the midwife, with reference to sexual health and family planning;
21. demonstrate a comprehensive and detailed understanding and acknowledgement of the rights, beliefs and preferences of others, advocating for women in circumstances where rights, beliefs and preferences present a challenge, and critically reviewing structures which mitigate against choice;
22. systematically evaluate the factors which are affected by pregnancy, childbirth and parenthood and the potential influence these have on the individual family and community;
### SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

#### 4.1 Programme structure and requirements:

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
<th>Level</th>
<th>Status*</th>
<th>Semester of delivery</th>
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<tbody>
<tr>
<td>U41773</td>
<td>Fundamentals of Midwifery Practice</td>
<td>30</td>
<td>6</td>
<td>C(HL64)</td>
<td>1</td>
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<tr>
<td>P41707</td>
<td>Fundamentals of Midwifery Practice</td>
<td>10</td>
<td>7</td>
<td>C(HL65)</td>
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<td>U41774</td>
<td>Developing Midwifery Practice</td>
<td>30</td>
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<td>C(HL64)</td>
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<td>U41775</td>
<td>Neonatal Perspectives</td>
<td>15</td>
<td>6</td>
<td>C(HL64)</td>
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<tr>
<td>P41710</td>
<td>Neonatal Perspectives</td>
<td>10</td>
<td>7</td>
<td>C(HL65)</td>
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<tr>
<td>U43776</td>
<td>Development of the Human Body and Mind</td>
<td>15</td>
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<td>U43777</td>
<td>Life Science for Health Care Professionals</td>
<td>15</td>
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<td>P41704</td>
<td>Public Health and Midwifery Practice</td>
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<td>P41709</td>
<td>Public Health and Midwifery Practice</td>
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<td>P41702</td>
<td>Emergencies in Midwifery Practice</td>
<td>20</td>
<td>7</td>
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<td>P41703</td>
<td>Pathology in Childbearing</td>
<td>10</td>
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<td>P41700</td>
<td>Progressing Critical Appraisal Skills for Midwifery</td>
<td>10</td>
<td>7</td>
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4.2 Professional requirements
All compulsory modules must be taken and passed in order to meet the requirements for completion of the Master's in Midwifery and to register as a midwife with the NMC. Modules will be taken to complete a total of 120 credits at Level 6 and 180 credits at Level 7.

The programme provides a minimum 40%/60% split between theory and practice, as stated in the professional standards. The programme is timetabled for 45 weeks of each year.

QAA Subject Benchmarks for Midwifery (QAA, 2001) have formed the Programme Learning outcomes.

The NMC Competencies and Essential Skills from the Standards for Pre-registration Midwifery Education (NMC, 2009) have been mapped against all modules and practice competencies (see separate Mapping document).

Practice Requirements (European Union directive No 80/155/EEC) - completion of the practice requirements is a learning outcome for the final practice module (Midwifery: Preparation for Registration). Practice Requirements are evidenced through the Practice Requirements Handbook.

SECTION 5: PROGRAMME DELIVERY

5.1 Teaching, Learning and Assessment
5.2 As part of the midwifery programme, experience in clinical practice is combined with lectures, seminars, workshops and simulated learning within clinical skills laboratories. Students have the
opportunity to undertake experiential learning, independent study, discussion and debate, problem based and e-learning, the latter through Brookes Virtual. This provides a repertoire of academic and professional skills and the level of understanding necessary for competence as first level practitioners on graduation.

5.3 In the first year / initial phase of the programme, students will focus on normal pregnancy and childbirth. In the second year / middle of the programme, students will experience more emergency and high risk situations. In the third year / final phase, they will explore more of the complexities and controversies surrounding childbirth, as well as carrying their own caseload in preparation for professional practice.

5.4 Practice is assessed through clinical competency achievement and grading of practice, which are integral parts of the practice modules. Observed Structured Clinical Examination (OSCE) assessments are also utilised by practice modules to support the assessment of practice skills and theoretical knowledge. Academic assessments include essays, examinations, presentations and in the final year a 50 M Level credit Dissertation or Service Improvement Project.

5.5 Opportunities for sharing both existing and developing skills, knowledge and experience, are maximised. In order to make the most of the range of experience, skills and knowledge within the group, and develop specific graduate attributes, a variety of teaching and learning strategies will be employed. A synopsis of these methods and how they link to the development of graduate attributes is shown below:

<table>
<thead>
<tr>
<th>Graduate Attribute</th>
<th>Teaching and Learning Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic literacy</strong></td>
<td>Academic literacy is addressed through taught content and self directed study throughout the programme. Assessment is through demonstration of academic skills commensurate with the award, through structured assessments, including coursework, examinations and demonstrating the ability to critically appraise and evaluate the evidence which underpins clinical practice.</td>
</tr>
<tr>
<td><strong>Research literacy</strong></td>
<td>Research literacy is developed both through discreet modules, focusing on critical appraisal skills and through discussion of evidence based practice which underpins all midwifery teaching. Seminars and tutorials (such as supervision) are used to develop students’ own practice and learning needs and to start to explore a more critical and evidence based approach to the subject matter being considered.</td>
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</table>
| **Critical self-awareness and personal literacy** | Critical self-reflection is encouraged throughout all stages of the programme as a means of developing professional practice:  
  - Self assessment of grading of practice develops the students’ ability to reflect on their own practice.  
  - Portfolios and profiling are used as a means of showing evidence of developing skills, knowledge and experience, of personal achievement, and providing the building blocks for life-long learning.  
  - Engaging with service users either in face to face or virtual formats and receiving feedback on their skills provides students with direct feedback on practice. |
**Reflecting on practice in order to develop competency** enables students to identify areas for further development, in discussion with their mentor.

**Digital and information literacy**
- Digitally based search skills for literature are introduced in U41776 and then developed in P41700.
- Learning is supported in some modules with online learning exercises.
- Moodle is used to support group work and communication.
- Technologies suitable for supporting the delivery of midwifery care are used in learning in simulation settings and in clinical practice.
- Online submission of work and use of technologies such as Turnitin, are encouraged to develop self-assessment skills.
- Engaging with online learning resources such as virtual skills, Safe Medicate and K2 packages are compulsory elements of the programme.
- Assessment of digital and information literacy is through evidence of ability to access and use digital information and digital learning packages.

**Active citizenship**
- Group activities (e.g. action learning sets, seminars, workshops, presentations) are used as a means of sharing knowledge, experience and skills, developing critical skills, and emphasising the inter-professional nature of health care.
- Students engage with service users either in face to face or virtual formats and are challenged on how the personal and wider cultural identity influences health care need.
- Assessment is through meeting the theoretical assessment criteria linked to cultural sensitivity, and how international policy and practice can be used to inform thinking in written work. These are similarly assessed through clinical assessment, demonstrating the ability to apply such understanding to care delivery.
- Module P41705 focuses on internationalisation and cultural variation.

The principles of Brookes Assessment Compact are demonstrated in this programme through:

1. Emphasis on formative assessment and feedback.
2. Support in developing self-assessment skills, e.g. through grading of practice.
3. Student input into the design of assessment and marking processes.
4. Negotiation of placement learning experiences.
5. Senior students acting as peer mentors for more junior students.

Students will be assessed in each of the modules. There is a mixture of exam (practical and written) and coursework depending on the module concerned. Coursework encompasses a range of assessment types, including, essays, case study analysis, presentations and reports. Each practice module also has clinical competencies that will need to be achieved in order to pass that module. Comprehensive details of module assessments will be offered in the programme and module handbooks.

5.6 **Assessment regulations**
The programme conforms to the University Regulations except for the following approved variations:

- In respect of nursing and midwifery no practice or practice related module may be failed more than once and a student may not fail more than one such module.

- Failure of a practice or practice related module is equivalent to failing both the first attempt and a resit attempt (if this is offered).

- If a student fails the retake of a failed practice based or practice related module, the offer of another resit will be at the discretion of the relevant Examinations Committee. If a resit is not deemed possible by the SEC then 29% will be awarded and the module will be failed.

- The normal maximum enrolment period for a P/G taught programme is 5 years, however exceptionally the MSc Midwifery allows a period of maximum enrolment of 8 years. Nursing and Midwifery students must additionally demonstrate the ability to meet all the requirements, in the 12 months immediately preceding completion, of the final programme specific professional practice module.

SECTION 6: ADMISSIONS

6.1 Entry criteria

Honours graduates (3 year Master's programme) - via UKPASS

- Honours degree 2.1 or above (or equivalent) preferably in a related subject. We will however also consider applications from graduates with non-related degrees.
- GCSE Maths, Science and English at grade C or above or equivalent.
- Evidence of recent study (within the last 10 years).
- Two recent references, at least one academic.
- Experience of paid or voluntary work within a healthcare environment or relevant to your chosen field.
- Successful performance in the selection process (including an individual interview).

Adult Nursing graduates (post experience Master's programme) - via UKPASS

- Honours degree 2.1 or above in Adult Nursing.
- NMC registration and at least 6 months experience as a practising nurse within the NHS.
- GCSE Maths, Science and English at grade C or above or equivalent.
- Evidence of recent study (within the last 10 years).
- Two recent references, at least one academic.
- Successful performance in the selection process (including an individual interview).

An IELTS score of 7.0 (minimum score of 7 in each component) is required, in addition to any of the above, for ALL applicants whose first language is not English.

6.2 DBS checks

An enhanced DBS must be received by the University before students can commence in practice.
SECTION 7: STUDENT SUPPORT AND GUIDANCE

Sources of help and advice available for students include:

- Induction - students are provided with small group workshop activities which address resources and support mechanisms available to Brookes' learners.
- Handbooks - each module handbook provides clear contact information, learning outcomes and assessment details.
- Subject Coordinators, Academic Advisors and Link Lecturers all provide consistent support with students throughout the programme.
- The Skills Laboratory facilities provide opportunities for students to practise the development of clinical skills in a safe environment using high fidelity simulation and role play.
- The Practice Education Unit provides support for the organisation of practice based learning.
- Practice learning support is offered by clinical (Sign Off) mentors and link lecturers.
- Central support services include Upgrade, Student Disability Services, Student Finance, Student Accommodation, Student Health and Dentistry, Counselling and Careers.
- Study skills development/support sessions are incorporated into modules and available from library staff and Upgrade.

SECTION 8: GRADUATE EMPLOYABILITY

Graduates from the Master's programme can expect to be employed as a Band 5 or Band 6 midwife in both hospital and community settings. Future careers prospects include clinical specialisation, management, research or education. Graduates may work in the UK or overseas subject to local registration requirements being met.

SECTION 9: LINKS WITH EMPLOYERS

For example:

- Visiting speakers from midwifery and related professions (e.g. midwives, obstetricians, health visitors, physiotherapists, osteopathic practitioners).
- At least 50% of the programmes take place in the clinical practice environment.
- Midwifery lecturers work in practice and hold roles within the local Trust, for instance Baby Cafe.

SECTION 10: QUALITY MANAGEMENT

Indicators of quality/methods for evaluating the quality of provision

- This programme is jointly validated by the Nursing and Midwifery Council and the University and is then subject to the annual quality monitoring processes of both organisations.
- Internal quality processes are by the agreed University processes and include student members of course committees, module and course evaluation, annual and periodic review.
The programme is subject to scrutiny by an External Examiner according to university policy in order to ensure that standards are comparable to other institutions and that the assessment process is fair and consistently applied.

All evaluation processes are jointly managed with relevant stakeholders, students and partners (clinical colleagues in partner trusts).

Annual review is also undertaken by the local commissioning body.