



**UNIVERSITY OF  
PLYMOUTH**  
Faculty of Health

School of Nursing and Midwifery

## **Programme Specification**

### **MSc Midwifery (Shortened)**

Leading to eligibility to apply for professional registration with the  
Nursing and Midwifery Council

Internal Code: 6994

Date of approval: 9<sup>th</sup> April 2021  
Date of implementation: September 2022  
Year of first award: September 2024

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## 1. MSc Midwifery (Shortened)

### Final award title:

MSc Midwifery (Shortened)

### Intermediate award titles:

Post Graduate Certificate (60 credits L7)

(This award does not lead to eligibility to apply for NMC registration)

Post Graduate Diploma (120 credits L7)

(This award does not lead to eligibility to apply for NMC registration)

Post Graduate Diploma Midwifery (Shortened) (140 credits L7 and all NMC requirements met)

(This award leads to eligibility to apply for NMC registration, provided all NMC requirements – including theory and practice hours – have been achieved.)

Later: MSc Health and Wellbeing (Midwifery)

Students can achieve this award with a Post Graduate Diploma Midwifery (Shortened) (140 credits L7) and NMC registration following completion of an additional 40 credits at L7.

**JACS3 code:** B720 – Midwifery

**HECOS code:** 100288 - Midwifery

2. **Awarding Institution:** University of Plymouth

**Teaching Institution:** University of Plymouth (UoP)

3. **Accrediting body:** Nursing and Midwifery Council (NMC)

**Date of accreditation:**

#### 4. Distinctive Features of the Programme and the Student Experience

Midwifery has a distinct and autonomous role in the care of healthy pregnant women and their babies. Historically, a Postgraduate Diploma in Midwifery (shortened pathway) was available at the UoP for those already on the adult nursing part of the NMC register. However, in the absence of commissioning of shortened programmes by Health Education England across the majority of the country in the past decade, this was not re-accredited. Some pre-registration students on the existing BSc (Hons) Midwifery programme have previously completed some or all of the nursing programme to increase their chances of being selected for what has been a highly competitive course. Demand for a shortened programme has continued, with a number of registered nurses expressing an interest in the availability of this option. Similarly, maternity services valued the experience and skills brought to midwifery through a dual-registered profile, and have continued to request consideration of return of this qualification. Drivers such as national reports on maternal mortality (Knight *et al.*, 2019<sup>1</sup>), which highlight the increased risks associated with co-morbidities, also serve to provide rationale for inclusion of this option. Now that students are self-funding, the opportunity has arisen for the UoP to respond to these demands and offer a suite of programmes to meet various needs – including an MSc Midwifery (Shortened). Whereas in the past, limited numbers of registered nurses applying already held a degree, since the advent of all-graduate nursing qualifications (NMC, 2010<sup>2</sup>) this pool of suitable applicants has increased significantly. This MSc programme therefore offers these students the opportunity to study midwifery at postgraduate level, which aligns with other forward thinking HEIs in offering an advanced level of study alongside midwifery practice placements.

This contemporary programme has been designed through a dynamic collaborative working relationship between the University, its students and stakeholders. It takes into consideration the distinct and autonomous role of midwives in the care of healthy pregnant women and their babies, in line with NMC Standards of proficiency for midwives (NMC, 2019a<sup>3</sup>). It also acknowledges national drivers to deliver safe

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<sup>1</sup> Knight, M., Bunch, K., Tuffnell, D., Shakespeare, J., Kotnis, R., Kenyon, S., Kurinczuk, J.J. (editors) (2019) *Saving Lives, Improving Mothers' Care*. Oxford: National Perinatal Epidemiology Unit. Available: <https://www.npeu.ox.ac.uk/downloads/files/mbrance-uk/reports/MBRRACE-UK%20Maternal%20Report%202019%20-%20WEB%20VERSION.pdf> (Accessed 15/6/20)

<sup>2</sup> NMC (2010) *Standards for pre-registration nursing education*. Available: <https://www.nmc.org.uk/standards/additional-standards/standards-for-pre-registration-nursing-education/> (Accessed 15/6/20)

<sup>3</sup> NMC (2019a) *Standards of proficiency for midwives*. Available: <https://www.nmc.org.uk/globalassets/sitedocuments/standards/standards-of-proficiency-for-midwives.pdf> (Accessed 11/6/20)

and personalised maternity care with a focus on safety of mothers and babies as paramount (NHS England and NHS Improvement, 2020<sup>4</sup>).

On completion of the programme students will be eligible to join the NMC register as midwives and look forward to rewarding careers both nationally and internationally.

#### 4.1 Distinctive Features:

- Students will be equipped within a rigorous academic framework for the development and synthesis of critical knowledge and skills to optimise the childbirth experience for women and their families.
- Students will be given the opportunity to further explore a quality improvement project or research proposal of their choice. This will demonstrate their knowledge and skills, providing a positive role-model in leadership relating to scholarly activities and research in the context of maternity care and midwifery practice.
- Students will be provided with practical placements and theoretical skills to promote and maximise physiological birth and support women with more complex needs.
- Students will spend 50% of the programme in clinical practice placements, under the supervision of a registered practitioner, in line with the NMC (2018<sup>5</sup>) Standards for student supervision and assessment.
- Opportunities to extend existing nursing knowledge and skills will be provided, through a student-led needs analysis, mapped against Domain 6 of the NMC (2019a<sup>3</sup>) midwifery proficiencies. 'Fieldwork' opportunities throughout the programme will also enable students to access wider learning in practice settings which will complement Domain 5: 'Promoting excellence: the midwife as colleague, scholar and leader', such as involvement in audits and other quality improvement activities and inter-professional learning.

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<sup>4</sup> NHS England and NHS Improvement (2020) *Better Births Four Years On: A review of Progress*. Available: <https://www.england.nhs.uk/wp-content/uploads/2020/03/better-births-four-years-on-progress-report.pdf> (Accessed 11/6/20)

<sup>5</sup> NMC (2018) *Part 2: Standards for student supervision and assessment*. Available: <https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/> (Accessed 14/6/20)

- Practice assessment is a key strength of the suite of midwifery programmes at the UoP, with one of the midwifery team having led a national project exploring grading of practice (Fisher *et al.*, 2019a<sup>6</sup>) and subsequently been a major contributor to the already approved national Midwifery Ongoing Record of Achievement (MORA). Links between pre-registration assessment and revalidation requirements will be made explicit throughout the curriculum, in line with local evidence-based findings (Fisher *et al.*, 2019b<sup>7</sup>).
- Excellent communication networks exist between the midwifery team and local maternity services (clinicians and service-users), providing a strong foundation of support to students and facilitating prompt identification and resolution of any issues. Team members have experience of academic leadership of Placement Development Teams in the footprint, enabling a broader appreciation of contractual requirements, the importance of partnership working, and the wider context in which midwifery students practise. Members of the midwifery team engage in direct clinical practice, further extending communication networks and enhancing theory-practice links.
- Midwifery students will be provided with opportunities to engage with students from other Faculties through the philosophy of inter-professional learning, which is promoted within the University. Recent projects include collaboration with nursing, health professions, medicine, dentistry and law.
- Multi-professional Schwartz Center Rounds are also offered at the UoP, and have been demonstrated to promote connectedness between healthcare students through sharing emotions and experiences (Clancy *et al.*, 2019<sup>8</sup>).
- The midwifery team is committed to continuing to provide a curriculum that is accredited by UNICEF BFI, equipping students with the knowledge and skills they need to effectively support infant feeding and relationship building.

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<sup>6</sup> Fisher, M., Bower, H., Chenery-Morris, S., Galloway, F. Jackson, J., Way, S., Fisher, M.M. (2019a) 'National survey: Developing a common approach to grading of practice in pre-registration midwifery'. *Nurse Education in Practice*, 34, p150-160. <https://doi.org/10.1016/j.nepr.2018.11.014>

<sup>7</sup> Fisher, M., Child, J., Williamson, G., Pearce, S., Archer, J., Smethurst, Z-L., Wenman, S., Griffith, J. (2019b) 'The 'Reality of Revalidation in Practice' (RRiP) project – Experiences of registrants and preparation of students in nursing and midwifery in the United Kingdom: A descriptive exploratory survey'. *Nurse Education Today*, 82, p21-28. <https://doi.org/10.1016/j.nedt.2019.07.001>

<sup>8</sup> Clancy, D., Mitchell, A., Smart, C. (2019) 'A qualitative exploration of the experiences of students attending interprofessional Schwartz Rounds in a University context'. *Journal of Interprofessional Care*, 34 (Issue 3), p287-296. <https://doi.org/10.1080/13561820.2019.1692797>

- The midwifery team is an experienced and diverse group of professionals with a range of clinical and academic backgrounds. Some represent midwifery at national level. All hold, or are working towards, masters or PhD degrees. More recently qualified members of the team bring with them a contemporary appreciation of the experience of students on UoP midwifery programmes which further benefits the student-centred approach. The team lead, teach and supervise on modules in the generic MSc Advanced Professional Practice (Nursing and Midwifery) programme, therefore engaging with a wide range of health professions and being familiar with masters level delivery and assessment.
- Masters students will benefit from tutorial sessions to facilitate discussion, analysis and evaluation of concepts at an appropriate level for postgraduate study.

## **4.2 The Student Experience**

The student experience is central to the quality of educational programmes. The student experience has a direct bearing and significant impact on patient care. Therefore quality monitoring, including retention and achievement, and continuous quality enhancement is an important part of the delivery process of the programme.

Students will work in an environment alongside health professionals who will provide a model for the attributes and qualities required of midwives. Through the School's position in the Faculty of Health, students on the MSc Midwifery (Shortened) programme will be encouraged to access a wide range of events which extend their learning, including research seminars in the health professions, Schwartz rounds, and other continuing professional development type events as appropriate to the students' stage and interests. Introduction to a needs analysis at the outset of the programme will require students to identify pre-existing transferable knowledge, skills and attitudes, enabling them to map out elements of their programme by drawing on these experiences and identifying gaps in clinical practice and theoretical knowledge, such as research and biology. Flexibility in modules such as the final year 'Advancing Midwifery Practice' will accommodate opportunities to gain and reflect on

additional opportunities, promoting a well-rounded skilled and knowledgeable professional midwife.

A main feature of the student experience is engagement in a research community. Students are encouraged to think of research and practice as an iterative, cyclical process involving enquiry, design, technique, communication, practice, and reflection. Students will be encouraged to reflect on their learning regularly throughout the year, and tutorial activities will ensure this is integrated within their own practice. Reinforcement for masters' students will take place through additional self-directed guided independent learning activities which may include accessing sessions attended by postgraduate students on other programmes in the Faculty of Health and beyond. These – together with extended tutorial and seminar opportunities – will focus on empowering students to critically advance their conceptual understanding and management of complexities, promoting originality in application of knowledge and problem-solving approaches.

### 4.3 Sustainability

Sustainability has been embedded throughout the nursing and midwifery curricula in SNAM based on the innovative research of the Sustainability, Society and Health Research Group (for example, Grose *et al.* 2012<sup>9</sup>; Grose and Richardson, 2013a<sup>10</sup>, b<sup>11</sup> Manzi *et al.* 2016<sup>12</sup>; Nichols *et al.* 2009<sup>13</sup>; Richardson *et al.* 2009<sup>14</sup>). Since 2011 we have developed and evaluated evidence based teaching and learning approaches to introduce students to the challenges of climate change in the context of health and wellbeing and sustainable healthcare provision (Grose and Richardson

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<sup>9</sup> Grose, J., Bennallick, M., Nichols, A., Pahl, S., Richardson, J. (2012) 'Facilitating Sustainable Waste Management Behaviours Within the Health Sector: A Case Study of the National Health Service (NHS) in Southwest England, UK.' *Sustainability*, 4, p630 – 642. doi: 10.3390/su4040630

<sup>10</sup> Grose, J., Richardson, J. (2013a) 'Managing a sustainable, low carbon supply chain in the English National Health Service: The views of senior managers.' *Journal of Health Services Research & Policy*, 18 (2), p83-89. <https://doi.org/10.1177/1355819612473453>

<sup>11</sup> Grose, J., Richardson, J. (2013b) 'Strategies to identify future shortages due to interruptions in the healthcare procurement supply chain: a method from the English National Health Service'. *Journal of Health Services Research Policy and Practice*. 19/1(19-26), p1355-8196. <https://doi.org/10.1177/1355819613502172>

<sup>12</sup> Manzi, S., Nichols A., Richardson, J. (2016) 'A comparison of waste compositions at health and social care facilities'. *British Journal of Healthcare Management*, 22 (9), p469-474. <https://doi.org/10.12968/bjhc.2016.22.9.469>

<sup>13</sup> Nichols, A., Maynard, V., Goodman, B., Richardson, J. (2009) 'Health, Climate Change and Sustainability: A systematic Review and Thematic Analysis of the Literature'. *Environmental Health Insights*, 3, p63-88. <https://doi.org/10.4137/EHI.S3003>

<sup>14</sup> Richardson, J., Kagawa, F., Nichols, A. (2009) 'Health, Energy Vulnerability and Climate Change: A Retrospective Thematic Analysis of Primary Care Trust Policies and Practices'. *Public Health*, 123, p765-770. DOI: [10.1016/j.puhe.2009.10.006](https://doi.org/10.1016/j.puhe.2009.10.006)

2015<sup>15</sup>; Richardson *et al.* 2015<sup>16</sup>). A NurSus TOOLKIT ([www.nursus.eu](http://www.nursus.eu)), developed during a European funded project, provides a resource for health professionals, focusing on the health challenges for climate change and sustainability, and is available in six languages.

#### 4.4 Peer Assisted Learning Scheme (PALS)

The Peer Assisted Learning Scheme (PALS) offers students the opportunity to develop their own learning through assisting those at an earlier stage of the curriculum. PALS is defined as ‘*the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions*’ (Topping 2005<sup>17</sup>, p631). The School of Nursing and Midwifery PALS scheme is structured to suit the needs of all our stage one and two students (Black and MacKenzie, 2008<sup>18</sup>). PALS leaders apply for the role and are selected from stage two and stage three students on the three-year programmes. It is anticipated that students on the MSc Midwifery (Shortened) programme will be involved as ‘recipients’ in their first year and be encouraged to apply for the role of leader in their second year; this will be particularly important to facilitate peer support on this programme which has its particular characteristics. The PALS academic lead for midwifery is an ex-PALS leader – bringing invaluable experience and insight to this role.

For more information see <https://www.plymouth.ac.uk/student-life/services/learning-gateway/learning-development/pals>

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<sup>15</sup> Grose, J., Richardson, J. (2015) ‘Can a sustainability and health scenario provide a realistic challenge to student nurses and lead to a commitment to making changes in practice?’ *Nursing and Health Sciences*, 2, p256-61. <https://doi.org/10.1111/nhs.12241>

<sup>16</sup> Richardson, J., Grose, G., O’Connor, A., Bradbury, M., Kelsey, J., Doman, M. (2015) ‘Nursing students’ attitudes towards sustainability and health care’. *Nursing Standard*, 29 (42), p36-41. DOI: [10.7748/ns.29.42.36.e9692](https://doi.org/10.7748/ns.29.42.36.e9692)

<sup>17</sup> Topping, K. (2005) ‘Trends in Peer Learning’. *Educational Psychology*, 25 (6), p631–634. <https://doi.org/10.1080/01443410500345172>

<sup>18</sup> Black, F.M., MacKenzie, J. (2008) ‘Peer support in the first year’. Available: [https://www.enhancementthemes.ac.uk/docs/ethemes/the-first-year/peer-support-in-the-first-year.pdf?sfvrsn=2562f981\\_8](https://www.enhancementthemes.ac.uk/docs/ethemes/the-first-year/peer-support-in-the-first-year.pdf?sfvrsn=2562f981_8) (Accessed 10/6/20)

## 4.5 Practice Placements

All students on the MSc Midwifery (Shortened) programme will undertake a minimum of 1,664 hours in clinical practice, meeting standards outlined by the NMC (2019b<sup>19</sup>) Standards for pre-registration midwifery programmes. Practice experiences take place in NHS Trusts across the South West of England. Staff within the School of Nursing and Midwifery work in partnership with practice placement providers to ensure that the practice learning environment is conducive to meeting the individual learning needs of the student; a robust process of quality monitoring and enhancement of the learning environment is in place.

The shifts that students are rostered onto will reflect that midwifery care is delivered throughout a 24 hour period and on every day of the year. Shifts will include long days / nights, early, late, night, weekend, bank holiday and on-call duties. Students are informed of this at interview.

On recruitment, students identify their preferred placement zone, which normally includes up to two NHS Trust providers and the surrounding community areas within a Local Maternity System (LMS). This enables students to plan accommodation/travel during placement periods, facilitating them to become socialised into their designated host Trust/s within the zone. Students may be eligible for reimbursement of excess costs incurred when undertaking practical training on placements through the Travel and Dual Accommodation Expenses section of the NHS Business Services Authority (NHSBSA) Learning Support Fund <https://www.nhsbsa.nhs.uk/learning-support-fund>

PLEASE NOTE: The student is responsible for all applications and claims for support from the NHSBSA.

## 5. Relevant QAA Subject Benchmark Group(s)

The programme is informed by the NMC Standards of proficiency for midwives (2019a<sup>3</sup>) and the Quality Assurance Agency (QAA) UK Quality Code for Higher Education (2014<sup>20</sup>).

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<sup>19</sup> NMC (2019b) *Standards for pre-registration midwifery programmes*. Available: <https://www.nmc.org.uk/standards/standards-for-midwives/standards-for-pre-registration-midwifery-programmes/> (Accessed 16/6/20)

<sup>20</sup> QAA, 2014. *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies. UK Quality Code for Higher Education – Part A: Setting and Maintaining Academic Standards*.

The Quality Assurance Agency Subject Benchmark Statements for Midwifery is currently under review; the most recent version (2009) is not currently available on the QAA website.

## 6. Programme Structure

The MSc programmes will be taught alongside the BSc (Hons) Midwifery programme. This will enable all students to gain the essential knowledge and skills relating to the NMC (2019a<sup>3</sup>) Standards of proficiency for midwives, enhance student identity and cohesion. However, self-directed management of this learning will be an essential component of the postgraduate programmes. The needs analysis, introduced at the start of the programme and reviewed annually, will help students to focus on clinical and theoretical gaps. Students will be provided with guidance as to opportunities for them to individually access additional experiences, and it will be their responsibility to ensure that their learning pathway is addressed in a way which is most meaningful to their particular professional journey.

This will be particularly important in the MSc Midwifery (Shortened) programme, as it is anticipated that the registered nurses who apply will come from a wide range of professional backgrounds, and critical reflexivity will be essential. They may wish to access some of the sessions in the first year modules on the MSc Midwifery (Pre-registration) programme, for example to address basic midwifery skills through a process of blended learning such as accessing online learning resources for private study. Modules will extend pre-existing clinical and theoretical knowledge, skills and professional attitudes to the discipline of midwifery. Research modules will facilitate systematic and critical advancement of knowledge, preparing students for their final research or quality improvement project.

Clinical placements will continue through both years of the programme, allowing students to critically apply their knowledge and skills, advancing their competence in preparation for professional registration as midwives (NMC, 2019a<sup>3</sup>). These placements are authentic in context; participation and learning is facilitated through midwifery practice supervisors and underpinned by theoretical knowledge.

The diagram on the following page (figure 1) shows the structure of the MSc Midwifery (Shortened) programme, including the methods of assessment for each

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Gloucester: The Quality Assurance Agency for Higher Education. Available: <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf> (accessed 16/6/20)

module. This follows the pattern of years two and three of the MSc Midwifery (Pre-registration) programme. Where the academic level of assessment differs (ie: for zero-credited practice modules), this is indicated in brackets. Exit awards are also indicated at each stage.

In line with NMC standards for pre-registration midwifery education (NMC, 2019a), the programme provides an equal balance of 50% theory and 50% practice learning. To enable students to meet all NMC standards of proficiency for midwives, this training includes a total of 3328 hours: 1664 hours of theory and 1664 hours of practice. Due to the geographic spread of clinical placements across the SW of England, some students require second accommodation in order to attend practice (i.e. it is too far to travel on a daily basis from their usual term time address, and impossible to achieve on public transport), and therefore the programme includes discrete theory and practice “blocks” (weeks). Each year of the programme includes 17 weeks of theory and 28 weeks of practice (total 45 weeks each year). Practice weeks, however, will include one day a week of independent study. Total hours demonstrating the 50/50 split are therefore illustrated in Table 1 below.

**Table 1: Theory/practice split in hours, demonstrating 50/50 balance.**

	<b>Theory blocks:</b>	<b>Practice blocks:</b>		<b>Total hours accumulated each year:</b>	<b>Total hours over 2 years:</b>
	17 weeks	27 weeks of 30 hours a week	1 week of 22 hours a week		
<b>Theory:</b>	37 x 17 = 629 hrs	7 x 27 = 189 hrs	14 x 1 = 14 hrs	832	1,664
<b>Practice:</b>	0 hrs	30 x 27 = 810 hrs	22 x 1 = 22 hrs	832	1,664
<b>Total:</b>					<b>3,328</b>

**Figure 1: Programme Structure MSc Midwifery (Shortened) - modules**

<b>MSc Midwifery (Shortened) Structure</b>							
<b>Stage one Level 7</b>	MID710 Developing Midwifery Practice  30 credits (All Year)	MID606 Developing Midwifery Practice – MORA (Level 6)  0 credits (All Year)	MID702 Reproductive Health and Pregnancy  15 credits (Semester 1)	MID703 Physiological Childbirth and additional needs  15 credits (Semester 1)	MID704 Postnatal and Neonatal Care  15 credits (Semester 2)	MID705 Developing Evidence Based Practice  15 credits (Semester 2)	Exit with Post Graduate Certificate (60 credits minimum)
Assessment	Practical (oral presentation) and exam	Practical	Coursework	Exam	VIVA/VOSCE	Coursework	
<b>Stage two Level 7</b>	MID706 Advancing Midwifery Practice  30 credits (All Year)	MID707 Complexity in Midwifery (1)  10 credits (Semester 1)	MID708 Complexity in Midwifery (2)  10 credits (Semester 2)	MID709 Research and Quality Improvement  40 credits (All Year)	Exit with Post Graduate Diploma (120 credits minimum)  <b>Exit with Post Graduate Diploma Midwifery (Shortened)</b> (140 credits) Eligible for registration with NMC as midwife provided all NMC requirements achieved. Opportunity to study an additional 40 credit substantive project at a later date to gain an MSc Health and Wellbeing (Midwifery)		
Assessment	Coursework (written reflection) and Practical	Coursework	Exam	Coursework (choice of research or QI proposal) and Poster			

## **7. Programme Aims**

The MSc Midwifery (Shortened) programme will prepare safe, competent and confident postgraduate midwives, who combine a critical understanding of clinical knowledge and skills with interpersonal and cultural competence, building on their previous nursing experience. The programme will enable these postgraduates to positively contribute to the health of childbearing women and their families, through individualised midwifery care, promoting continuity of care, personalisation and choice, while demonstrating sound judgement and originality in problem-solving. The programme will also equip graduates for further educational development at PhD/DPhil and professional doctorate level.

We will demonstrate respect for individuals; embracing diversity and equity of students, staff and partners, striving to provide accessible education in a working and learning environment, which is creative, inclusive and culturally sensitive. We will promote trust, empowerment, transparency and accountability; recognising that participants learn best when they are active, take responsibility for their own learning and critically apply it to their own context. We will support our local communities in a partnership approach, valuing contributions, passions and talents of staff, students and partners.

## **8. Programme Intended Learning Outcomes**

These have been developed in conjunction with the NMC standards of proficiency for midwives (NMC, 2019a<sup>3</sup>), NMC standards for pre-registration midwifery programmes (NMC, 2019b<sup>19</sup>) and our stakeholders to represent the complex requirements of this professional programme. Reference is also made to the Framework for Higher Education Qualifications (FHEQ) (Quality Assurance Agency, 2014<sup>20</sup>) to ensure that they reflect the appropriate academic level of study.

## 8.1 Knowledge and understanding

On successful completion graduates should have developed a deep and systematic understanding to:

- 1) Demonstrate a fitness for purpose, practice, professional standing and the academic award in midwifery, enabling dual registration as a nurse and midwife
- 2) Critically appraise current concepts and theoretical perspectives on midwifery practice, demonstrating originality in application
- 3) Apply complex knowledge of bio-psycho-sciences in the context of midwifery practice and critically assimilate this knowledge to all areas of midwifery care, drawing on knowledge and experience gained in nursing preparation and practice
- 4) Integrate legal and ethical frameworks as they apply to the midwifery care of service users, anticipating likely conflicts and dilemmas
- 5) Critically evaluate the impact of current health and social care policy on maternity care through comprehensive knowledge and understanding of the mechanisms through which policy is generated
- 6) Demonstrate problem solving and involvement of multidisciplinary teams in complex health promotion and education environments, throughout the childbearing continuum, utilising broader inter-disciplinary and inter-agency working experiences from previous nursing practice
- 7) Synthesise knowledge and understanding of beliefs and cultural practices of individuals and groups and utilise this to promote equality, respect diversity and recognise and challenge discriminatory practice
- 8) Use critical reflective processes for the systematic advancement of midwifery practice and professional development , demonstrating

comprehensive understanding of the role of revalidation in maintenance of professional registration

## **8.2. Cognitive and intellectual skills**

On successful completion graduates should have developed:

- 1) Critical awareness of a plethora of approaches to adult learning and study skills and the ability to apply these flexibly to problem solving
- 2) The skills of systematic enquiry and research to enable them to evaluate complex situations and generate transformative solutions through applying appropriate methodological approaches
- 3) Significant and well-reasoned judgement in decision making in new or unfamiliar environments, exercising initiative and formulating abstract ideas

## **8.3. Key and transferable skills**

On successful completion graduates should have integrated:

- 1) Autonomous values based behaviours consistent with the relevant professional standards for both nursing and midwifery
- 2) Critical reflective practice with a lifelong commitment to self-directed transformative professional development, transferring previous skills of flexibility and adaptability to the context of midwifery employment
- 3) Complex strategies to respond to challenges by proactively initiating and managing transformational change
- 4) Emotional resilience to consistently exercise personal responsibility and professional accountability by working effectively with multiple teams as leader or member, challenging own and others' practice

- 5) Advanced skills to enhance the development of professional knowledge and safe practice of others through peer support, coaching, supervision, teaching and research
- 6) Current and evolving technology in accessing information and manipulating text and data in support of care delivery

#### **8.4. Employment related skills**

On successful completion graduates should have developed a comprehensive:

- 1) Appreciation of their role as agents of change in the context of midwifery practice, working in partnership with multiple professional disciplines, service users and their families
- 2) Ability to prioritise their workload to enable highly efficient and effective use of time and resources in pressured and complex environments

#### **8.5. Practical skills**

On successful completion graduates should demonstrate:

- 1) Proficiency in the midwifery skills required for registration
- 2) Ongoing application of the NMC Code (2018<sup>23</sup>) to all practice relevant to dual nursing and midwifery registration
- 3) Comprehensive, individualised midwifery care in a compassionate, respectful way, maintaining dignity, enhancing wellbeing and communicating effectively with people of all ages
- 4) High quality midwifery care in diverse environments and complex or unpredictable situations, within an ethical dimension.
- 5) The principles of transactional and transformational skills and the ability to apply these flexibly to leading, managing and supervising others in the delivery of midwifery care

- 6) The ability to be responsive to change in the delivery of sustainable and ethical maternity services, demonstrating originality in problem-solving.
- 7) Responsibility and accountability in safeguarding the public through person-centred, evidence-based and autonomous midwifery practice

## **9. Admissions Criteria, including Disability Service arrangements**

Admissions are screened using a values based recruitment process that builds upon and enhances an already robust application and selection process. The NMC has clear guidance on how the Approved Education Provider (AEI) must meet these criteria. This robust admissions process followed for all applicants is transparent, fair and equitable and takes account of the University Equality & Diversity Policy 2016, [https://www.plymouth.ac.uk/uploads/production/document/path/7/7108/Equality\\_and\\_Diversity\\_policy\\_Aug\\_2016\\_v.1.1\\_2\\_.pdf](https://www.plymouth.ac.uk/uploads/production/document/path/7/7108/Equality_and_Diversity_policy_Aug_2016_v.1.1_2_.pdf) .

In line with NMC Standards for pre-registration midwifery programmes (standard 1.3), recognition of prior learning (RPL) is not permitted for the MSc Midwifery (Shortened) programme.

Student selection is via UCAS and includes:

- A personal statement demonstrating an understanding of the role of the midwife
- References.
- Confirmation of academic attainment.

Applicants are initially screened to ensure they have the required academic qualifications. Registration on the Adult Nursing part of the NMC register is also confirmed. All eligible applicants will undertake a face-to-face interview with members of the programme team and clinical partners. Service users are involved in setting interview questions.

Potential students applying through UCAS should demonstrate:

- A strong GCSE profile of 5 GCSE's at level 4 (grade C) or above.
- They have subjects that include English, Mathematics and a Science.

- Have an honours degree from an Institution of Higher Education normally at 2:1 or above, preferably in a related subject. We will, however, also consider applications from graduates with non-related degrees.
- Evidence of recent study (within the last 10 years)
- Relevant work experience (paid or voluntary)
- Registration with the NMC as first level (adult) nurse

Students not achieving mathematics GCSE at level 4 (grade C) on application may be offered a free online mathematics support package and an examination equivalent to level 4 GCSE to enable the achievement of appropriate entry requirements prior to commencing the programme. This examination is offered twice during the recruitment cycle to all eligible candidates.

Applicants who have not been educated in the UK or those for whom English is not their first language will be required to undertake a recognised English language qualification which must include reading, writing, speaking and listening skills.

The NMC accept an IELTS Academic examination certificate that confirms you achieved:

- an overall score of at least 7
- at least 6.5 in all elements.

Recruitment of international students will comply with UKVI Compliance Tier 4 requirements in line with the University Internationalisation Strategy.

## **9.1 Transfers into this Programme**

Neither internal transfers from other programmes or external transfers from other universities are permitted into this programme.

## **9.2 Health and Enhanced Disclosures**

Offers are subject to Occupational Health clearance and Enhanced Disclosure and Barring Service (DBS) disclosure. If following an unsatisfactory Occupational Health assessment or the student reveals a change in health circumstance through the

annual declaration, the Programme Lead will consult to determine continuation of the programme. Failure to meet DBS disclosure will result in the offer being withdrawn.

In addition to references, Occupational Health screening, and DBS checks students are required to complete a self-declaration form annually regarding any change in their circumstances, on enrolment. If in the process of the DBS check or students' annual declaration, there is any disclosure of a positive criminal conviction, further advice is sought from the Faculty Professional Issues Committee.

### **9.3 Disability Service**

This programme is designed to enable students through an equitable experience. We work collegiately with expert colleagues in Disability Services (within the Wellbeing Centre) to ensure students, who consider studying our MSc Midwifery (Shortened) receive timely advice on the support available. This is particularly important for a programme that has a professional element and specific requirements for practice. Students can declare a support requirement or disability – via the Disclosure for applicants' pages.

If an applicant declares a disability, an assessment is undertaken to confirm that the candidate is able to meet the learning outcomes of the programme and to identify the support requirements and adjustments.

## **10. Progression routes/criteria for progression to Final and Intermediate Awards**

Students will progress through the programme in line with the University academic framework and the conditions set by the NMC Standards for pre-registration midwifery programmes (NMC, 2019b<sup>19</sup>). Robust Fitness to Practise and academic measures are in place to act promptly on concerns raised regarding a student's conduct or progress, or where safety or learning is compromised. At the end of the period of study the Award Assessment Board will review the students' academic and practice achievements in the given period and determine progression to the next stage of the programme or award offered. Both the University and programme specific regulations determine the criteria for progression. Progression points will apply to the MSc Midwifery (Shortened) at the end of each stage of the programme.

At the end of the programme, the Award Assessment Board will ensure that all elements of the programme have been passed and achieved. This will include all theory and practice elements (including confirmation from the practice and academic assessors), confirmation of practice hours, good health and character. The Lead Midwife for Education (LME) (or designated midwife substitute) is accountable for signing the supporting declarations of health and character for applicants applying for admission to the register after completing the programme. The LME has been identified to the NMC.

Students are advised that they have five years to register with the NMC, furthermore if there is a delay of six months before registering with the NMC they will be required to provide a reference from a registered midwife. This supporting declaration must be signed by someone who is already registered in the same part or sub-part of the register of the applicant, must have known the applicant for at least one year, been in contact with the applicant during the preceding six months and be able to confirm the applicant's declaration.

Students enrolling on the MSc Midwifery (Shortened) programme will be required to complete a minimum of 1,664 theory and 1,664 practice hours for those already registered with the NMC as a Registered nurse: first level (adult), meeting NMC requirements for full-time education and training as a midwife (NMC, 2019b<sup>19</sup>). In line with these requirements, students will need to complete a year of professional midwifery practice following qualification, for this to be recognised in EU member states.

There is no option to step off to the BSc (Hons) Midwifery programme. Students stepping off the programme with 60 credits at level 7 are awarded a Post Graduate Certificate. Students who step off the programme with 120 credits at level 7 are awarded a Post Graduate Diploma. Students who complete all academic components and NMC programme requirements, with the exception of completion of the final research proposal/ quality improvement project, are eligible for the award of Post Graduate Diploma Midwifery (Shortened) with NMC registration. Those who complete all academic components and practice elements of the two years are eligible for the award of MSc Midwifery (Shortened) with NMC registration.

Holders of the Post Graduate Diploma Midwifery (Shortened) with NMC registration may choose to 'top up' their award to a full MSc at a later date with the University of Plymouth. For this group, under University regulations, the award holder would receive two certificates. Here the MSc award will be in Health and Wellbeing

(Midwifery) and would stand alongside the previous award of Post Graduate Diploma Midwifery (Shortened). This means that these MSc graduates will retain the Diploma award and paper certificate that they have used to gain their NMC registration but will gain a different MSc name to both the MSc Midwifery (Shortened) and the MSc Advanced Professional Practice (Nursing and Midwifery), that is also given by the School to registered practitioners who come onto the MSc Advanced Professional Practice programme.

### **Fitness to Practise**

The University has a responsibility to ensure that students are fit to practise and must adhere to regulatory advice provided by the NMC. Student Handbooks and the professional body websites provide information about the standards of behaviour expected. It is the student's responsibility to familiarise themselves with the provisions and requirements of the relevant professional bodies. Any student departing from the guidance given by regulatory bodies may be subject to consideration by the Fitness to Practise procedure of the Faculty of Health, information is available to students within the student regulations, policies and procedures website. <https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations>

## **11. Non-Standard Regulations**

The following non-standard regulations apply to this programme:

- Recognition of Prior Learning is not permitted for the MSc Midwifery (Shortened) programme, as either APCL or APEL. This includes student transfers internally from other programmes within University of Plymouth, and student transfers from an external institution.
- All elements and components of assessment within the programme must be achieved, with a minimum of 50% for all percentage-weighted assessments.
- There is no compensation within or across modules.
- Medication calculation formal examinations are assessed as Pass/Fail, due to the NMC requirement to pass this assessment at 100%.
- Students are required to pass each level of practice before moving onto the next stage of the programme; a student who has already been given a referral

opportunity, but is unsuccessful in that referral and still has a further attempt, will be required to pass the module before progressing to the next stage.

- Where a student has failed practice, they are permitted one opportunity to pass the practice assessment on a subsequent occasion and at a time to be agreed with the placement area and programme lead.
- Recommencement of a practice placement may need to begin before the Award Board is scheduled to enable students the opportunity to progress to the next stage of the programme.
- Students are prevented from progressing in the programme if they fail their first attempt at consecutive practice modules, and will be withdrawn with the appropriate exit award.
- Modules contributing to the award of MSc Midwifery (Shortened) comprise of level 6 (0 credit practice module) and level 7 (180 credits). Note, standard University Regulations apply to calculation of the award, including awards of merit and distinction.
- An Aegrotat award of MSc Midwifery (Shortened) or PgDip Midwifery (Shortened) is not permitted as these are registerable qualifications with the NMC; other aegrotat awards may be considered.
- The following exit awards are permitted:

Credits:	Award:
Less than 60 credits L7	Transcript of academic achievement for Credit Accumulation Transfer Scheme (CAT)
60 credits L7	Postgraduate Certificate (unnamed)
120 credits L7	Postgraduate Diploma (unnamed)
140 credits L7, plus all additional requirements of NMC and award	Postgraduate Diploma Midwifery (Shortened)
Postgraduate Diploma Midwifery (Shortened), plus 40 credits L7	MSc Health and Wellbeing (Midwifery) (NB. Holders of Postgraduate Diploma Midwifery (Shortened) can study the additional 40 credit substantive project at a later date to achieve this award. Top-up award follows University regulations for APL)

**12. Transitional Arrangements for existing students looking to progress onto the programme**

N/A

**APPENDIX 1: Programme Specification Mapping (PGT): module contribution to the meeting of Award Learning Outcomes**

Core Modules (no optional modules) (no modules compensatable)		Award Learning Outcomes contributed to (for more information see Section 8)																								Assessment Element(s) and weightings		
		1 Knowledge and understanding								2 Cognitive and intellectual skills			3 Key & transferable skills						4 Employ- ment related skills		5 Practical skills							
		1	2	3	4	5	6	7	8	1	2	3	1	2	3	4	5	6	1	2	1	2	3	4	5		6	7
Stage 1	Developing Midwifery Practice (30 credits)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	P1 100% E1 P/F	
	MORA (L6) (0 credits)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	P1 (MORA) pass/fail	
	Reproductive health and pregnancy (15 credits)	x	x	x		x	x	x		x	x						x		x				x	x			C1 100%	
	Physiological childbirth and additional needs (15 credits)	x	x	x	x		x	x		x	x		x		x	x			x	x	x	x	x			x	E1 100%	
	Postnatal and neonatal care (15 credits)	x		x	x		x			x	x							x	x	x			x	x			E2 100%	
	Developing evidence based practice (15 credits)	x	x		x		x			x	x	x		x	x	x	x	x	x	x						x	x	x
L7 Learning outcomes (90 credits)		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Stage	Advancing midwifery practice (30 credits)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	C1 50% P1 (MORA) 50%	

<b>Complexity in midwifery (1) (10 credits)</b>	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	C1 100%
<b>Complexity in midwifery (2) (10 credits)</b>	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	E1 100%
<b>Research and quality improvement (40 credits)</b>	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	C1 80% P1 20%	
L7 Learning outcomes (180 credits)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
<b>Confirmed Award LOs</b>	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	

## Appendix 2: Mapping to NMC Standards of Proficiency for Midwives (NMC, 2019) and EU directive.

### Year 1

Module	Content	Map to NMC proficiencies (2019)	Map to EU directives
Reproductive health and pregnancy	<p>Women's health issues taking a human rights approach, enabling women to make evidence-informed decisions,</p> <p>Sexual and reproductive health and rights, contraception and gynaecology, associated ethical issues</p> <p>Health promotion in relation to preconception, SRH, fertility, contraception</p> <p>Ovarian (menstrual) cycle and Embryology</p> <p>Anatomy, physiology and epigenetics of pregnancy and fetal development</p> <p>Evidence-based care in pregnancy to optimise normal processes manage common symptoms and problems and anticipate and prevent complications,</p> <p>Screening and diagnostic tests and associated ethical dilemmas,</p> <p>Health promotion messages and enabling women to make evidence-informed decisions including parent education and preparation for parenthood. Nutrition in pregnancy.</p>	<p>1.3, 2.12</p> <p>3.3, 3.4, 3.7, 3.8, 3.12.1, 3.13.1, 3.17.1, 3.20, 3.25,</p>	<p>Article 40 – sciences on which activities of midwifery are based</p> <p>Article 42 – family planning</p> <p>Article 42 – pregnancy preparation for parenthooAnnex V: health education, nutrition and dietetics</p> <p>Annex V – as listed</p>
Physiological Childbirth and additional needs.	<p>Anatomy, physiology and epigenetics of labour and birth</p> <p>Psychological, behavioural and cognitive factors during labour and birth,</p>	<p>3.5, 3.12.2, 3.12.3, 3.17.1, 3.21, 3.24, 3.25,</p>	<p>Article 40 – sciences on which activities of midwifery are based</p> <p>Article 42 – labour and birth</p>

	<p>Evidence-based care in labour and birth to optimise normal processes manage common symptoms and problems and anticipate and prevent complications,</p> <p>Analgesia and anaesthesia</p> <p>The importance of birth to public health and well-being across the life course,</p>		Annex V – as listed
Postnatal and neonatal care	<p>Anatomy, physiology and epigenetics of the postpartum period and the changes that occur during this period, including psychological, behavioural and cognitive factors.</p> <p>Evidence-based care in the postnatal period to optimise normal processes manage common symptoms and problems and anticipate and prevent complications, whilst enabling women to making evidence-informed decisions about their care.</p> <p>Caring for and monitoring the progress of the mother in the post-natal period and giving all necessary advice to the mother on infant care to enable her to ensure the optimum progress of the newborn infant.</p> <p>Health promotion during the postnatal period, including the importance of human milk and breastfeeding and the benefits this has on maternal and newborn health and wellbeing.</p> <p>National screening and diagnostic tests offered during the postnatal period and analysis of the associated ethical dilemmas.</p> <p>Maintaining and promoting continuity of carer throughout the postnatal period.</p> <p>Introduction to the underpinning anatomy and physiology required to carry out a full systematic physical examination of the newborn.</p> <p>Examining and caring for the newborn infant, including recognising deviations from the norm and abnormalities which may necessitate referral to multi-disciplinary team.</p>	<p>1.3,</p> <p>2.6, 2.10</p> <p>3.3, 3.6, 3.9, 3.12.4, 3.13.2, 3.13.3, 3.13.4, 3.14, 3.15, 3.16, 3.17, 3.20, 3.25,</p> <p>Domain 6 6.59.2</p>	<p>Article 40 – sciences on which activities of midwifery are based</p> <p>Article 42 – postnatal care</p> <p>Annex V – as listed</p>

Developing Evidence Based Practice	<p>Identify, critically analyse and interpret research evidence</p> <p>Philosophy and methodologies which inform research and quality/practice improvement projects. The implementation and active engagement of research; to inform practice and decision making.</p> <p>Midwives' research contribution to the knowledge base for practice and reflection on how to improve practice and service.</p>	1.4, 1.5, Domain 5 5.1, 5.9, 5.10, 5.11, 5.17	
Developing Midwifery Practice - MORA	<p>Theory in linked Developing Midwifery Practice module</p> <p>MORA – EU numbers and NMC proficiencies</p>	Domain 6 ( <b>excluding</b> 6.69.2, 6.69.3, 6.69.6, 6.71.7, 6.71.8, 6.80, 6.86)	Annex V – as listed, including EU numbers
Developing Midwifery Practice	<p><b>The professional midwife:</b> Ambassador role and upholding public trust</p> <p><b>Philosophy and values:</b> Upholding public trust and promoting confidence; Application of evidence-based practice</p> <p><b>The midwife as scholar:</b> Ongoing self-reflection and professional development</p> <p><b>Relationship building and partnership working with women:</b> Maintaining trusting, compassionate, respectful relationships</p> <p><b>Communication:</b> Digital technology and data sharing</p> <p><b>Record keeping:</b> Referral processes</p> <p><b>Core clinical skills:</b> Mandatory updates; Clinical skills not included in other modules or revision workshops/ scenarios/ reflections eg: catheterisation, cannulation, IV administration, other drugs updates or repeat calculations needed, blood transfusion, suturing, episiotomy, OASI care bundle/ perineal protection/HOOP etc, explore experiences of supporting birth, FSE, ARM, homebirth/ waterbirth/ physiological 3rd stage, stillbirth and bereavement</p> <p><b>Organisation of care:</b> Introduction to year 2 placements including brief adult mortality for non-maternity experiences; Sustainability of resources/ environment</p> <p><b>Continuity of care and carer:</b> Continuation of COC and caseloading</p>	1.1-1.5 1.7-1.27 2.1-2.10 2.12 3.1-3.27 4.1-4.11 5.1-5.11 5.12-5.21 Domain 6 ( <b>excluding</b> 6.69.2, 6.69.3, 6.69.6, 6.71.7, 6.71.8, 6.80, 6.86) with particular focus on 6.3, 6.50.8, 6.58.4,	Article 40 – clinical experience  Article 42 – resuscitation of new- born infant and emergency measures

	<p><b>Safe and effective midwifery care:</b> Sustainability of midwifery service including COC in more rural areas</p> <p><b>Accountability, autonomy:</b> Safeguarding, domestic abuse, psychological and mental health needs and support</p> <p><b>The midwife as colleague - interdisciplinary roles and collaboration:</b> Interprofessional learning including Medlaw/ EU days etc</p> <p><b>The midwife as leader:</b> Leading peers - introduction to peer support</p> <p><b>Self-care:</b> Sustainability of the midwife as an individual and professional</p> <p>Numeracy assessment</p>	<p>6.59.2, 6.65.5, 6.72.2, 6.73.2, 6.73.3, 6.84, 6.85</p> <p>NMC Pre-reg standards: 4.5</p>	
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## Year 2

Module	Content	Map to NMC proficiencies (2019)	Map to EU directives
Complexity in midwifery (1)	<p>Complications and additional needs relating to physical, psychological, social, cultural and spiritual factors; pre-existing current and emerging complications and additional care needs may include embryology and fetal development, adaptation to life, the new-born infant, infant feeding, very early child development and transition to parenthood/attachment; evidence-based approaches to signs of compromise and deterioration in the woman and new-born and ability to make decisions and act,</p> <p>Understanding when additional care or support is needed including how to consult and make referrals for additional care when necessary,</p> <p>Evidence based approaches to management of emergency situations and first line management including interdisciplinary team working, collaborative working while continuing to provide midwifery care needed, keeping mothers and new-borns together whenever possible even when complications arise, respectful compassionate team working when end of life care is required,</p>	<p>1.16,</p> <p>2.8, 2.9</p> <p>3.26</p> <p>4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11</p> <p>Domain 6</p>	<p>Article 42 – “at risk” pregnancy</p> <p>Article 42 – postnatal care</p>

	<p>Advocacy for women and infants who are vulnerable, including ways to reach out to women who find it difficult to access services, work with others to share knowledge concerning the impact of social determinants of health,</p> <p>Build on skills required for NIPE</p>		
Complexity in midwifery (2)	<p>Complications and additional needs relating to physical, psychological, social, cultural and spiritual factors; pre-existing current and emerging complications and additional care needs</p> <p>Evidence-based approaches to signs of compromise and deterioration in the fetus and ability to make decisions and act; evidence based approaches to management of emergency situations and first line management including interdisciplinary team working, collaborative working while continuing to provide midwifery care needed,</p>	<p>1.6 2.8, 2.9 3.26</p> <p>4.1, 4.2, 4.3, 4.6, 4.7, 4.8, 4.9</p>	<p>Article 42 – labour and birth, including episiotomy and breech and emergency measures</p>
Advancing Midwifery Practice	<p><b>The professional midwife:</b> Decision-making and professional judgement; Fitness to practise; Revalidation</p> <p><b>Philosophy and values:</b> Application of strength based approaches</p> <p><b>The midwife as scholar:</b> Ongoing self-reflection and professional development; Career pathways and preparation for employment/ transition to registrant/ preceptorship</p> <p><b>Relationship building and partnership working with women:</b> Advocacy and partnership in complexity</p> <p><b>Communication:</b> Assertiveness and communication in complex situations</p> <p><b>Record keeping:</b> Quality assurance - report writing and audits</p> <p><b>Core clinical skills:</b> Mandatory updates (excluding BLS and NLS); Revision of clinical skills as required; MORA - EU numbers and NMC proficiencies.</p> <p><b>Organisation of care:</b> Introduction to year 3 placements; Contextual influences - environment, workforce staffing levels and skills mix, contemporary issues/ policy drivers; Influencing organisational culture</p> <p><b>Continuity of care and carer:</b> Ongoing continuity of care and caseloading</p>	<p>1.1-1.27 2.1-2.12 3.1-3.27 4.1-4.11 5.2-5.10 5.12-5.16 5.18-5.21 Domain 6 (<b>excluding</b> 6.3)</p>	<p>Article 40 – clinical experience, understanding training</p> <p>Article 42</p> <p>Annex V – listed EU numbers</p>

	<p><b>Safe and effective midwifery care:</b> Escalation of concerns; Clinical governance including incident reporting and management, risk assessment and management; Human factors</p> <p><b>Accountability, autonomy:</b> Accountability and autonomy as future registered and lead professional</p> <p><b>The midwife as colleague - interdisciplinary roles and collaboration:</b> Co-ordinating care; Effective inter-disciplinary team-working</p> <p><b>The midwife as leader:</b> Leading and managing colleagues and teams; Preparation for practice supervisor and assessor – theories and practical application of supporting and assessing learners</p> <p><b>Self-care:</b> Compassionate self-care; Engagement in supervision and professional reflective activities</p>		
Research and Quality Improvement	<p>Use, share and apply research findings to promote and inform best midwifery policy and practice,</p> <p>Quality improvement methodologies and skills required to engage in QI processes; understanding of how to work with stakeholders to develop improvement strategies, change management and ability to collaborate in, implement and evaluate evidence-informed change,</p>	<p>1.5</p> <p>5.1, 5.11, 5.17</p>	

