



UNIVERSITY OF LINCOLN

Programme Specification

Title:

Midwifery

Final Award: **Bachelor of Science with Honours (BSc (Hons))**

With Exit Awards at:

Certificate of Higher Education (CertHE)

Diploma of Higher Education (DipHE)

Bachelor of Science (BSc)

Bachelor of Science with Honours (BSc (Hons))

To be delivered from: 17 Sep 2018

Level	Date
Level 1 or Certificate of Higher Education (CertHE)	2019-20
Level 2 or Diploma of Higher Education (DipHE)	2020-21
Level 3 or Bachelor of Science (BSc)	2021-22
Level 3 or Bachelor of Science with Honours (BSc (Hons))	2021-22

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1. Introduction

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.

2. Basic Programme Data

Final Award:	Bachelor of Science with Honours (BSc (Hons))
Programme Title:	Midwifery
Exit Awards and Titles	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) Bachelor of Science (BSc) Bachelor of Science with Honours (BSc (Hons))
Subject(s)	Midwifery
Mode(s) of delivery	Full Time
Is there a Placement or Exchange?	Yes
UCAS code	B720
Awarding Body	University of Lincoln
Campus(es)	Lincoln Campus
School(s)	School of Health and Social Care
Programme Leader	Kizzy Lynch (KLynch)
Relevant Subject Benchmark Statements	
Professional, Statutory or Regulatory Body Accreditation	Nursing and Midwifery Council (NMC)
Programme Start Date	2019-20

3. Programme Description

3.1 Overview

Students enter the BSc (Hons) Midwifery from a wide variety of backgrounds and life span stages with a range of different experiences. The teaching, learning and assessment strategy underpinning this vocational and professionally accredited programme aims to enable reflection and critical thinking allied to the development of autonomy and competence. The focus will be on integration of theory and practice together with the development of the knowledge, attitudes, behaviours and skills necessary to work with women and families within contemporary healthcare provision.

The Five Year Forward View offers the notion of new identities in midwifery and this resonates with the realities of change within health service provision (NHS England, 2014). The curriculum will be underpinned by the need to address the gaps between health and well-being, care and quality and funding and efficiency (NHS England, 2014). The wider determinants of health, public health improvement and protection will have central place in the programme in accordance with Better Births (2016).

Flexibility and resilience will be required of the future Midwife, aiming to meet the challenges of a rapidly changing care environment. The student midwives undertaking this programme of study will be highly trained, accountable, responsible and professional in accordance with the Nursing and Midwifery Council of the United Kingdom and Northern Ireland (NMC) Code (2015). Efficient, effective and family-centred care will be provided in partnership with women requiring support to manage their holistic care needs and the needs of their baby, through appropriate assessment and use of theoretical knowledge and skills developed both in academic and practice environments.

Midwives work autonomously and in partnership as a member of the interdisciplinary team providing professional standards of care through a mosaic approach to practice; making clinical judgements and decisions that are sound and safe using an evidence-based analytical approach to do so. The midwife will need to take an active role in future planning of health care services and the proposed programme will prepare students to understand the role of the midwife working in such complex environments. This will include the effective and progressive use of equipment and technology.

Changes in the demography of the UK, including multiculturalism, impact on the role of the midwife and demand an interprofessional team approach to care. Professional values and the ability to effectively liaise with other members of the multi-disciplinary team are essential to the planning and delivery of high quality care. The starting point for working with other disciplines is the development of a sound understanding and appreciation of the roles and responsibilities of each member of the team. A clear focus on interprofessional learning is seen throughout the course, in both practice and theory.

Learning, teaching and assessment methods will challenge the student to ensure that they are engaged with the learning opportunities offered to them. A range of approaches to education will be used to facilitate student learning. For example, the programme is designed to consider the principles of biological sciences and pathophysiology in combination with clinical decision making and skills acquisition. Political and social awareness will be central to future practice in the sense that the student will need to develop an ability to discuss professional issues and debate them at local and national levels.

The curriculum will utilise a range of activities to facilitate such development. By the end of the programme these activities should be student-led/self-directed. For example in the final stages of

their programme the student will be required to identify a required change in practice and go on to propose and plan a solution independently but with support from their academic tutor. This will be an interprofessional module delivered with undergraduates from other professional disciplines within health and social care.

The student will also develop the confidence to recognise and work within their sphere of practice, identify their own personal limitations and to seek advice and support from mentors, peers and multi-disciplinary team to ensure the safety of the woman and neonate is paramount.

The programme aims to provide the theoretical knowledge, clinical skills and professional competencies that underpin high quality care provision, responsive women and family centred practice, reflecting the modern day work demands of a midwife. Understanding the need for, and engaging with, lifelong learning as a means of continuous professional development is central to the programme.

3.2 Aims and Objectives

The overall aim of the programme is to ensure that on graduation midwifery students are prepared to practise safely and effectively so that, on registration, they can assume full responsibility and accountability for their professional practice as Midwives.

This programme aims to:

- Provide a framework of education that meets contemporary and future workforce requirements
- Create autonomous and self-directed practitioners who possess clinical skills and knowledge informed by current practice, scholarship and research
- Develop students' critical thinking and analytical skills to engage with best evidence in order to tackle and solve problems in clinical practice requiring sound judgement, personal responsibility and initiative in complex professional environments
- Develop an independent, safe, competent and autonomous graduate who is fit for practice and award and who is able to maintain professional standards and assure protection of the public
- Develop a practitioner who is compassionate and aware of the interpersonal therapeutic use of self and the impact on women, their families and other members of the multi-professional healthcare team
- Develop a professionally competent and fit for practice midwife, who understands, facilitates and promotes the normal physiological processes of the child bearing continuum
- Ensure the development of a reflective practitioner who can recognise the need for lifelong learning and continued professional development.

By the end of the programme students must demonstrate competence in:

- Sound, evidence-based knowledge of facilitating the physiology of childbirth and the newborn, and be competent in applying this to practice
- A knowledge of psychological, social, emotional and spiritual factors that may positively or adversely influence normal physiology, and be competent in applying this practice
- Appropriate interpersonal skills to support women and their families
- Skills in managing obstetric and neonatal emergencies, underpinned by appropriate knowledge
- Being autonomous practitioners and lead carers to women experiencing normal childbirth and

being able to support women throughout their pregnancy, labour, birth and postnatal period, in all settings including midwife-led units, birthing centres and the home

- Being able to undertake critical decision-making to support appropriate referral of either the woman or baby to other health professionals or agencies when there is recognition of normal processes being adversely affected and compromised.

3.3 Variations to Standard Regulations and Guidance

1. Students must achieve a pass mark of 40% in each individual component, with no compensation between elements of the assessment. The principles of general pass standard do not apply.
2. Students will be permitted one resit opportunity for each failed element of assessed work.
3. Students must pass all modules at the specified level of the programme in order to progress to the next level. Exceptions to this requirement are stated below (see points 4 and 5).
4. Where exceptional (extenuating) circumstances prevent all outcomes and associated assessment elements being achieved within the assessed period for that part of the programme (academic level / year), then students will be afforded the opportunity to pass outstanding elements within 12 weeks of the student entering the next part of the programme (NMC 2009, standard 15). No extension to the 12 week period can be permitted.
5. The 12 week 'pass and continue' rule applies equally at the end of academic year one and two, and prior to completion of the programme and application to the NMC register.
6. If a student is not assessed as competent following this period, by virtue of not having passed all outstanding elements of assessment, then the student will be required to either return to the previous part of the programme to meet the shortfall or be discontinued.
7. Any student successfully completing the Pass/Fail clinical elements of the practice modules (including the NMC Essential Skills Clusters (ESCs), but failing to achieve 40% in the graded component will only be required to resit the failed element of the module not the full practice placement.
- 7a. Any student will be allowed a first attempt and one resit attempt at practice based modules. Those that fail following the resit attempt will be discontinued from the programme.
8. The following intermediate awards shall be available for students who do not successfully complete the programme in full:
 - Certificate of Higher Education in Maternal Healthcare
 - Diploma of Higher Education in Maternal Healthcare
 - Bachelor of Science in Maternal Healthcare: Ordinary (without Honours) degree: This may be awarded to a student who has successfully completed 300 academic credit points of study on the programme, with at least 60 credits at Level 3, but who has failed to achieve the overall degree. The student will not be eligible to register with the NMC.
 - Bachelor of Science (Honours) in Maternal Healthcare: This may be awarded to a student who has successfully completed 360 academic credit points on the programme of study but is not eligible to register with the NMC.
9. Students not meeting all the requirements of the programme can be discontinued at any examination board which will be planned throughout each academic year.
10. Where there has been evidence of breach in confidentiality within an assessment, students in Year 1/Level 4 will be subject to a developmental meeting where the nature of confidentiality will be reiterated and they will be asked to demonstrate an understanding of the serious nature of the issue of confidentiality. For students in Year 2/Level 5 and Year 3/Level 6 their given grade will be automatically capped at 40% and the student will be referred to the Fitness to Practise Process, dependent on the nature of that breach.

4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the programme.

4.1 Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

- 1 The structure and function of human body systems relevant to midwifery practice
- 2 The psychological, social, emotional, behavioural, spiritual, cultural and environmental factors that influence the normal physiology and process of the childbearing continuum
- 3 The legal, ethical, policy and professional frameworks that apply to midwifery practice
- 4 How to critically analyse, question and evaluate the use of concepts, theories and models of interprofessional and collaborative working for the delivery of woman and family-centred care
- 5 Current theoretical and methodological approaches underpinning the philosophy and practice of midwifery, informing a systematic approach to decision making
- 6 Contemporary local, national and global health and social care contexts in order to understand innovation and change within midwifery care
- 7 How to critically explore and apply evidence that underpins and enhances midwifery practice, including how this affects the way the knowledge base is interpreted
- 8 How to accurately and safely undertake medicinal product calculations and administration

4.2 Subject Specific Intellectual Skills

On successful completion of this programme a student will be able to:

- 9 Critically evaluate, and apply research and evidence to inform practice that is current and relevant
- 10 Apply and justify clinical reasoning to make sound, evidence-based judgements and decisions in family-centred care, and evaluate the impact
- 11 Synthesise and integrate evidence from a variety of sources to evaluate quality and enhance midwifery practice
- 12 Critically reflect on practice and their own personal and professional development, in order to identify improvements for self and others
- 13 Develop critical responses to existing theoretical discourses, methodologies and practices within midwifery

4.3 Subject Specific Practical Skills

On successful completion of this programme a student will be able to:

- 14 Practice autonomously, compassionately, skilfully, safely and maintain dignity and promote

- health and wellbeing in a non-discriminatory way
- 15 Work in partnership with women to facilitate their labour and birth in a safe and compassionate manner
 - 16 Practice in a way that shows understanding of the beliefs, values and attitudes of oneself and others within a multicultural society
 - 17 Use excellent communication and interpersonal skills which are safe, effective, compassionate and respectful
 - 18 Act autonomously to consider a range of factors in order to deliver holistic woman and family-centred care in the context of their life and culture
 - 19 Proactively promote health and wellbeing, including the benefits of breastfeeding for both mother and infant
 - 20 Use recognised frameworks to assess, plan, implement and evaluate care, including the thorough documentation of initial consultation ensuring women are at the centre of decision making
 - 21 Select, use and justify a range of tools and techniques to assess risk in all situations to promote safety
 - 22 Select and justify the use of problem solving and improvement strategies to develop creative solutions to care and service delivery
 - 23 Practice within the legal, ethical, policy and professional frameworks relevant to the midwife's sphere of practice
 - 24 Be responsible and accountable for their own knowledge and skills and demonstrate a commitment to maintaining and progressing their professional practice through lifelong learning

4.4 Transferable Skills and Attributes

On successful completion of this programme a student will be able to:

- 25 Demonstrate the ability to make, and justify, autonomous decisions in planned, complex and unpredictable situations
- 26 Formulate plans of self-management and autonomously plan to meet own learning needs and facilitate the development of others
- 27 Make sound judgements and communicate their conclusions clearly using a range of methods and technologies to specialist and non-specialist audiences within the legislative and regulatory frameworks relevant to midwifery practice
- 28 Take personal responsibility for working effectively independently and in partnership with others

For details of each module contributing to the programme, please consult the module specification document.

5. Learning, Teaching and Assessment Strategies

5.1. Learning and Teaching Strategy

The vision for the BSc (Hons) Midwifery at the University of Lincoln is to provide high quality learning, teaching and assessment opportunities for students, within a collaborative, interprofessional and interdisciplinary environment. Central to this vision is the integration of theory and practice, within both the theoretical and practical elements of the curriculum. Throughout the curriculum students will develop their understanding of The Code (NMC, 2015) including its application in practice. The practice to theory ratio of the programme is 50 percent theory and 50 percent practice, in accordance with the NMC requirement that the programme will be no less than 50 percent practice and no less than 40 percent theory (NMC standard 12, 2009).

A significant contribution to the realisation of this vision is our continuing partnership with students, service users, sign-off mentors, senior leaders in local and national health care organisations and internal University departments. This will enable dynamic family-centred approaches to pedagogy to be fostered and embedded within the delivery and development of this programme.

The strategy for the BSc (Hons) Midwifery programme is based upon the pedagogical philosophy of Student as Producer which has been adopted across the University of Lincoln. This central organising principle for learning and teaching situates research-engaged and evidence-based learning and teaching at the core of the student learning experience. Student as Producer facilitates the engagement of students as producers of knowledge in collaboration and partnership with academics, mentors and other students. The work assessed throughout the award will be topical, current and relevant to the students' future professional working practices.

The principles of Student as Producer are:

- **Discovery**

Students learn through their own research and inquiry rather than purely through traditional models of knowledge transmission. Directed and self-directed learning will be promoted on each module of the programme to encourage independent learning as a continuous process that will continue throughout a student's professional career and to enable the student to fully contextualise the taught content to midwifery practice.

- **Collaboration**

Learning is more productive when it is collaborative rather than individual, so students will work together to develop their knowledge and understanding. Collaboration will be promoted as an inter-professional way of working and learning; not only amongst the professional peer groups on the programme, but also occurring between students and staff, with students seen as partners in the production and dissemination of knowledge.

- **Engagement**

Students will develop through discovery-mode learning, developing their confidence and identity as a member of a professional community. Students will be required to transfer and apply their learning to midwifery practice, fully engaging with reflection and the identification of their own learning needs.

- **Production**

Students are producers of knowledge rather than consumers of education. The curriculum focuses on the production of professionally relevant and innovative learning outputs that can be applied and implemented within midwifery practice, as well as focusing on the achievement of the academic learning outcomes.

Teaching and assessment will be undertaken in a wide variety of settings by a range of appropriately experienced Midwifery Teachers, sign-off mentors and appropriately experienced healthcare professionals, ensuring that the programme remains current and relevant to contemporary healthcare provision (NMC standard 13, 2009). Midwife teachers and midwife mentors must meet the NMC's Standards to support learning and assessment in practice (NMC, 2008) (NMC standard 11, 2009). Women and their partners/supporters will input directly to the programme and to the development of resources to enhance and contextualise the taught content.

Every student on the BSc (Hons) Midwifery will have access to the learning development and support structures of the University and will be allocated a named Personal Tutor who will play a key role in (NMC standard 11, 2009):

1. Supporting students throughout the programme
2. Directing students to resources and experiences that will be of value to their learning
3. Monitoring student progress to ensure that all students allowed to proceed through progression point one and completing the programme, meet the NMC Standards and Essential Skills Cluster requirements for entry to the register (NMC, 2009)
4. Monitoring the student's ongoing record of achievement
5. Developing action plans with students as required
6. Enabling students to engage with policies and procedures to assist them to continue on, and complete, the programme
7. Providing guidance for future career development, including supplying references for their first job and suggesting future study options
8. Liaising with other academic and administrative staff to facilitate student progress and achievement, ensuring that support mechanisms are in place.

To enable effective delivery of the curriculum a range of learning and teaching approaches will be utilised.

Learning and teaching on the taught components of this programme will be delivered using blended methods; through a combination of interprofessional lectures, profession-specific seminars, simulation workshops, problem based learning (PBL) and directed study. Students will receive a module handbook for each of the taught modules that will detail the learning outcomes, methods and resources used for teaching, the module assessment and a list of recommended text and journal resources. The module leader will be the first point of contact for students should they have questions or concerns about module specific learning and/or assessment.

Each module will have a site on the University's Virtual Learning Environment (VLE) where up-to-date information about the module and all of the learning resources can be accessed. Module leaders and teaching teams will use these sites to communicate with students during teaching blocks. Online evidence-based resources will be made available to students via the VLE in addition to library-based resources and online access to peer reviewed journals. Supplementary e-learning platforms such as Elsevier clinical skills; E-learning for Health; K2, Kura cloud and SN@P which supports numeracy development and medicines management are utilised to support students in the development and consolidation of their knowledge and skills, and the application of theory to practice.

Teaching and learning will take place in appropriate facilities across the Brayford Pool Campus at the University of Lincoln. Theoretical sessions will make use of lecture theatres and seminar or tutorial

rooms supported by the use of audio-visual presentations and recommended additional reading and follow up resources online. A variety of practical skills will be taught within the safety of a simulated environment, using appropriate equipment within the university's specialist home, clinic and hospital simulation rooms.

Prior to engagement with practice learning, students will undertake a period of preparation for practice that will include mandatory training with a strong emphasis on the management of risks and health and safety issues. Learning in practice is supported by the Practice Placement Handbook, Midwifery sign-off mentors and the Interprofessional Practice Support Team. Midwifery sign-off mentors are the first point of contact for students whilst in practice. The Interprofessional Practice Support Team, each led by a named academic, provides support to the sign-off mentors and students during practice and will undertake a formal audit of the practice learning environment prior to the first placement commencing and on a bi-annual basis (NMC standard 11, 2009).

Learning and teaching will be tailored to the individual needs of the student through discussion with their sign-off mentor, ensuring that they are encouraged to adopt critical thinking approaches to women and family-centred care. This also encourages independent learning through reflective practice and the assimilation of professional values and behaviours. The student will be required to maintain an ongoing record of achievement that is maintained throughout the programme and will be taken from one placement to the next to enable judgements to be made of the student's progress and achievement (NMC standard 16, 2009).

Student midwives on placement will have the opportunity to be involved in the care of a small group of women throughout their childbirth experience; including their antenatal, intrapartum and postnatal care. Students will be required to experience 24 hour/seven-day care (NMC standard 13, 2009). Evidence of this will be maintained within the Ongoing Achievement Record (OAR).

Students will be supernumerary whilst on placement and be adequately supervised by appropriately qualified and experienced staff across a range of different practice placement settings (NMC standard 14, 2009). The registered midwife will remain accountable for the appropriateness of any delegation of care, in accordance with the NMC requirements (NMC standard 12, 2009).

In clinical practice the student midwife will be under the direct or indirect supervision of a registered midwife when providing care to women and babies. The student will be in direct contact with women and babies, planning, providing and assessing the need for, and extent of, midwifery care on the basis of their developing and acquired knowledge and skills. Direct supervision is defined as the registered midwife being in close proximity to the student; close enough to directly monitor their activities. Indirect supervision enables students to develop confidence and autonomy, but will only be used when the student is able to evidence that they can safely undertake the required clinical skills. Even so, the University's definition of indirect supervision requires that the registrant midwife is easily contactable and can provide the student with the level of support needed to ensure public protection and maintain the safety of the women, baby and the student themselves (NMC standard 12, 2009).

In accordance with Directive 2005/36/EU (Article 40) of the European Parliament and of the Council (2005) the BSc (Hons) Midwifery will require students to undertake the following minimum requirements:

- Advising of pregnant women, involving at least 100 prenatal examinations
- Supervision and care of at least 40 women in labour
- Personally carry out at least 40 deliveries; where this number cannot be reached owing to the lack of available women in labour, it may be reduced to a minimum of 30, provided that the student participates actively in 20 further deliveries
- Active participation with breech deliveries. Where this is not possible because of lack of breech deliveries practice may be in a simulated situation
- Performance of episiotomy and initiation into suturing. Initiation shall include the theoretical instruction and clinical practice. The practice of suturing includes suturing of wound following an episiotomy and a simple perineal laceration. This may be in a simulated situation if absolutely necessary
- Supervision and care of 40 women at risk in pregnancy, or labour or postnatal period
- Supervision and care (including examination) of at least 100 postnatal women and healthy newborn infants
- Observation and care of the newborn requiring special care including those born pre-term, post-term, underweight or ill
- Care of women with pathological conditions in the fields of gynaecology and obstetrics
- Initiation into care in the field of medicine and surgery. Initiation shall include theoretical instruction and clinical practice.

In accordance with Directive 2005/36/EU (Article 42) of the European Parliament and of the Council (2005) the BSc (Hons) Midwifery will ensure that students are provided with the opportunity to pursue the following activities:

- To provide sound family planning information and advice
- To diagnose pregnancies and monitor normal pregnancies; to carry out examinations necessary for the monitoring of the development of normal pregnancies
- To prescribe or advise on the examinations necessary for the easiest possible diagnosis of pregnancies at risk
- To provide a programme of parenthood preparation and a complete preparation for childbirth including advice on hygiene and nutrition
- To care for and assist the mother during labour and to monitor the condition of the foetus in utero by the appropriate clinical and technical means
- To conduct spontaneous deliveries including where required an episiotomy and, in urgent cases, a breech delivery
- To recognise warning signs of abnormality in the mother or infant which necessitate referral to a doctor and to assist the latter where appropriate; to take the necessary emergency measures in the doctor's absence, in particular the manual removal of the placenta, possibly followed by a manual examination of the uterus
- To examine and care for the newborn infant; to take all initiatives which are necessary in case of need and to carry out where necessary immediate resuscitation
- To care for and monitor the progress of the mother in the postnatal period and to give all necessary advice to the mother on infant care to enable her to ensure the optimum progress of the newborn infant
- To carry out treatment prescribed by a doctor
- To maintain all necessary records.

All taught components of the programme will be contextualised to the professional practice of midwives and the sign-off mentors will encourage and enable the application of theory whilst the

students are in practice. This continuous integration of theory and practice will support the development of autonomous and reflective practitioners (NMC standard 13, 2009).

5.2. Assessment Strategy

In line with the learning and teaching strategy for the programme the assessment and feedback strategy is also based upon the pedagogical philosophy of Student as Producer. The work assessed throughout this award will be topical, current and relevant to the NMC Standards for Pre-registration Midwifery Education (2009). Assessments have been designed to be robust and fit for purpose; thus allowing the student to demonstrate that they are consistently competent and capable of the role, both academically and in real-life, complex and dynamic service environments (NMC standard 15, 2009).

In order to demonstrate competence and achieve the required NMC standards, students will be assessed theoretically and in practice against essential skills clusters.

The overarching assessment strategy will incorporate formative and summative assessment opportunities to ensure that students receive regular detailed feedback on their progress and further areas for development. All students will be provided with electronic access to the Handbook for Assessment on the BSc (Hons) Midwifery.

The assessment methods selected for each module within the programme are designed to help students to integrate theory to practice, maximise their skills of critical thinking and analyse and develop a deeper understanding of their role as a midwife through reflection, in line with the overarching programme learning outcomes. Assessment of practice will be graded and contribute to the outcome of the final academic award, the BSc (Hons) Midwifery (NMC standard 15, 2009).

Professional aspects of practice will be assessed in both the education and practice placement setting, but will be a particular focus of the practice assessment documents, with grading in practice undertaken in six of the practice placements accounting for 60 academic credits per year. The programme is structured to enable the assessment of appropriate achievement of the essential skills clusters at both progression point one, and prior to programme completion in order to facilitate the safe progression of the midwifery student to the register.

This programme is structured into three academic years, of equal length and credit. The end of each academic year marks a progression point within the programme. A progression point is defined by the NMC as 'a point (or points) established for the purpose of making summative judgments about safe and effective practice in a programme' (NMC, 2009, 21). For clarity on this programme, progression point one is at the end of year one, progression point two is at the end of year two, and, progression point three must be achieved in order for the student to achieve the BSc (Hons) Midwifery and apply to the NMC for registration as a midwife. It is essential that all outcomes within a progression point period (the academic year) are achieved and confirmed within 12 weeks of the student entering the next academic level. All assessments must be completed and have been passed prior to successful completion of the programme. This is designed to confirm that the student has the theoretical knowledge, practical skills and attitude to achieve the standards required for entry to the midwives' part of the register. The 12-week time limit includes both theory and practice elements of the programme. The 12-week period also includes holidays (including bank holidays and university closure days). No extensions to the 12-week period are permitted.

The range of summative assessment methods utilised in this programme are designed to provide students with a varied experience that replicates the demands of professional practice wherever possible. Assessment methods will include, but are not limited to, written assignments, unseen examinations, presentations and projects to test theoretical knowledge, practical examination, case-based assessments, direct observation of clinical skills and the completion of their graded practice assessment documents (PAD) (NMC standard 15, 2009). The summative evidence generated through assessment of learning will be used to monitor and demonstrate student achievement of both the module and programme learning outcomes; evidencing that the student possesses the required knowledge, understanding and skills-based capabilities for safe and effective practice, as defined by the NMC Standards for Pre-registration Midwifery Education (2009).

Students are required to demonstrate proficiency in all standards by completion of the programme, in order to practise safely and effectively as a midwife without the need for direct supervision. Standard 17 of the NMC Standards for Pre-registration Midwifery Education (2009) defines four domains in which competencies are required:

- Effective midwifery practice
- Professional and ethical practice
- Developing the individual midwife and others
- Achieving quality care through evaluation and research.

Students are also required to demonstrate the Essential Skills Clusters for pre-registration midwifery education to the prescribed standard firstly at progression point one and finally, for entry to the register (NMC standard 17, 2009). All progression point outcomes must be achieved and confirmed within 12 weeks of entering the next stage and all assessments must be completed and passed within the overall award, BSc (Hons) Midwifery (NMC standard 15, 2009).

Formative assessments will be conducted to prepare the student for the summative assessment process and to provide developmental feedback to support the learning process. The formative assessment process will promote student engagement and interprofessional collaboration, to enable peer learning, knowledge discovery and exchange to take place between students, staff and professional colleagues in service areas. Formative assessments will be recorded in the student's ongoing achievement record, which will also provide a mechanism for the recording and monitoring of the requirements of EU Directive 2005/36/EC (Article 40). The provision of entitlement to, and monitoring of participation in, the requirements of EU Directive 2005/36/EU (Article 42) will also be recorded in the ongoing achievement record.

Students will be provided with detailed guidance on the requirements and expectations for each assessment item, including the objective assessment criteria against which learning will be measured. Through the programme and module handbooks students will be made aware of the University of Lincoln assessment regulations and policies surrounding marking, internal and external moderation, release of results, progression and the right of appeal.

Assessments will be designed in collaboration with users of maternity services and led by a range of appropriately experienced and competent midwife teachers, practitioners, sign-off mentors and appropriately experienced healthcare professionals. Whilst an interprofessional team will be fully engaged with the learning, teaching and assessment of midwifery students they will not undertake summative assessments of the standards required for entry to the midwives' part of the register. The

principles of due regard and the extent and limitations of flexibility (outlined in NMC Circular 2/2008) will be upheld through the summative assessment of the programme (NMC standard 15, 2009). It is through this collaborative and robust assessment strategy that the University and the Professional Statutory Regulating Body, the NMC, will gain full assurances that the student has met the Standards for Pre-registration Midwifery Education (2009), are fit to practice and apply for registration upon completion of this programme (NMC standard 15, 2009).

6. Programme Structure

The total number of credit points required for the achievement of Certificate of Higher Education (CertHE) is 120.

The total number of credit points required for the achievement of Diploma of Higher Education (DipHE) is 360.

The total number of credit points required for the achievement of Bachelor of Science (BSc) is 660.

The total number of credit points required for the achievement of Bachelor of Science with Honours (BSc (Hons)) is 1020.

Level 1

Title	Credit Rating	Core / Optional
Midwifery Practice 1B 2019-20	30	Core
Midwifery Practice 1A 2019-20	30	Core
Applied Sciences in Midwifery 2019-20	30	Core
Respectful Family Centred Care 2019-20	30	Core

Level 2

Title	Credit Rating	Core / Optional
Midwifery Practice 2A 2020-21	30	Core
Midwifery Practice 2B 2020-21	30	Core
Holistic Midwifery Practice 2020-21	30	Core
Proactive Maternity Care 2020-21	30	Core

Level 3

Title	Credit Rating	Core / Optional
Midwifery Practice 3A 2021-22	30	Core
Midwifery Practice 3B 2021-22	30	Core
Responsive Care of the Newborn 2021-22	30	Core
Innovation to Transformation in Midwifery Practice 2021-22	30	Core

Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

Key: Delivered and Assessed Delivered Assessed

Level 1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Applied Sciences in Midwifery 2019-20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
Midwifery Practice 1A 2019-20								<input checked="" type="checkbox"/>				
Midwifery Practice 1B 2019-20												
Respectful Family Centred Care 2019-20			<input checked="" type="checkbox"/>									

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Applied Sciences in Midwifery 2019-20												
Midwifery Practice 1A 2019-20				<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Midwifery Practice 1B 2019-20				<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Respectful Family Centred Care 2019-20								<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>

	PO25	PO26	PO27	PO28
Applied Sciences in Midwifery 2019-20				
Midwifery Practice 1A 2019-20				
Midwifery Practice 1B 2019-20				
Respectful Family Centred Care 2019-20				

Level 2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Holistic Midwifery Practice 2020-21	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Midwifery Practice 2A 2020-21								<input checked="" type="checkbox"/>				

Midwifery Practice 2B 2020-21													
Proactive Maternity Care 2020-21				✓	✓					✓			
	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24	
Holistic Midwifery Practice 2020-21						✓	✓						
Midwifery Practice 2A 2020-21			✓						✓				
Midwifery Practice 2B 2020-21			✓						✓				
Proactive Maternity Care 2020-21									✓				
									PO25	PO26	PO27	PO28	
Holistic Midwifery Practice 2020-21													
Midwifery Practice 2A 2020-21													
Midwifery Practice 2B 2020-21													
Proactive Maternity Care 2020-21									✓				

Level 3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
Innovation to Transformation in Midwifery Practice 2021-22				✓		✓	✓		✓		✓	✓	
Midwifery Practice 3A 2021-22								✓					
Midwifery Practice 3B 2021-22													
Responsive Care of the Newborn 2021-22	✓				✓		✓			✓	✓	✓	
	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24	
Innovation to Transformation in Midwifery Practice 2021-22	✓									✓			
Midwifery Practice 3A 2021-22		✓	✓		✓	✓						✓	
Midwifery Practice 3B 2021-22		✓	✓		✓	✓							
Responsive Care of the Newborn 2021-22					✓		✓					✓	

	PO25	PO26	PO27	PO28
Innovation to Transformation in Midwifery Practice 2021-22		✓		
Midwifery Practice 3A 2021-22	✓			
Midwifery Practice 3B 2021-22	✓	✓	✓	✓
Responsive Care of the Newborn 2021-22			✓	✓

Appendix II - Assessment Map

This table indicates the spread of assessment activity across the programme. Percentages indicate assessment weighting.

Level 1

	01	02	03	04	05	06	07	08	09	10	11	12
Applied Sciences in Midwifery 2019-20												
Midwifery Practice 1A 2019-20												
Midwifery Practice 1B 2019-20												
Respectful Family Centred Care 2019-20												
	13	14	15	16	17	18	19	20	21	22	23	24
Applied Sciences in Midwifery 2019-20												
Midwifery Practice 1A 2019-20									100			
Midwifery Practice 1B 2019-20												
Respectful Family Centred Care 2019-20												100
	25	26	27	28	29	30	31	32	33	34	35	36
Applied Sciences in Midwifery 2019-20				50					50			
Midwifery Practice 1A 2019-20												
Midwifery Practice 1B 2019-20												
Respectful Family Centred Care 2019-20												
	37	38	39	40	41	42	43	44	45	46	47	48
Applied Sciences in Midwifery 2019-20												
Midwifery Practice 1A 2019-20												
Midwifery Practice 1B 2019-20									100			
Respectful Family Centred Care 2019-20												
							49	50	51	52	EP 1 (Wk)	EP 2 (Wks)

												16)	33, 34, 35)
Applied Sciences in Midwifery 2019-20													
Midwifery Practice 1A 2019-20													
Midwifery Practice 1B 2019-20													
Respectful Family Centred Care 2019-20													

Level 2

	01	02	03	04	05	06	07	08	09	10	11	12
Holistic Midwifery Practice 2020-21												
Midwifery Practice 2A 2020-21												100
Midwifery Practice 2B 2020-21												
Proactive Maternity Care 2020-21												

	13	14	15	16	17	18	19	20	21	22	23	24
Holistic Midwifery Practice 2020-21							50					
Midwifery Practice 2A 2020-21												
Midwifery Practice 2B 2020-21												
Proactive Maternity Care 2020-21												

	25	26	27	28	29	30	31	32	33	34	35	36
Holistic Midwifery Practice 2020-21										50		
Midwifery Practice 2A 2020-21												
Midwifery Practice 2B 2020-21				100								
Proactive Maternity Care 2020-21												

	37	38	39	40	41	42	43	44	45	46	47	48
Holistic Midwifery Practice 2020-21												
Midwifery Practice 2A 2020-21												

Midwifery Practice 2B 2020-21													
Proactive Maternity Care 2020-21					100								
								49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Holistic Midwifery Practice 2020-21													
Midwifery Practice 2A 2020-21													
Midwifery Practice 2B 2020-21													
Proactive Maternity Care 2020-21													

Level 3

	01	02	03	04	05	06	07	08	09	10	11	12
Innovation to Transformation in Midwifery Practice 2021-22												
Midwifery Practice 3A 2021-22												
Midwifery Practice 3B 2021-22												
Responsive Care of the Newborn 2021-22												
	13	14	15	16	17	18	19	20	21	22	23	24
Innovation to Transformation in Midwifery Practice 2021-22									30			
Midwifery Practice 3A 2021-22							100					
Midwifery Practice 3B 2021-22												
Responsive Care of the Newborn 2021-22												
	25	26	27	28	29	30	31	32	33	34	35	36
Innovation to Transformation in Midwifery							70					

Practice 2021-22													
Midwifery Practice 3A 2021-22													
Midwifery Practice 3B 2021-22													
Responsive Care of the Newborn 2021-22	50			50									
	37	38	39	40	41	42	43	44	45	46	47	48	
Innovation to Transformation in Midwifery Practice 2021-22													
Midwifery Practice 3A 2021-22													
Midwifery Practice 3B 2021-22			100										
Responsive Care of the Newborn 2021-22													
							49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)	
Innovation to Transformation in Midwifery Practice 2021-22													
Midwifery Practice 3A 2021-22													
Midwifery Practice 3B 2021-22													
Responsive Care of the Newborn 2021-22													

Appendix III - Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

Knowledge and Understanding

	MidwifeDip 01	MidwifeDip 02	MidwifeDip 03	MidwifeDip 04	MidwifeDip 05	MidwifeDip 06	MidwifeDip 07	MidwifeDip 08	MidwifeDip 09
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									
PO8									

	MidwifeDip 10	MidwifeDip 11	MidwifeDip 12	MidwifeDip 13	MidwifeDip 14	MidwifeDip 15	MidwifeDip 16	MidwifeDip 17	MidwifeDip 18
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									
PO8									

	MidwifeDip 19	MidwifeDip 20	MidwifeDip 21	MidwifeDip 22	MidwifeDip 23	MidwifeDip 24	MidwifeDip 25	MidwifeDip 26	MidwifeDip 27
PO1									
PO2									

PO3									
PO4									
PO5									
PO6									
PO7									
PO8									

	MidwifeDip 28	MidwifeDip 29	MidwifeDip 30	MidwifeDip 31	MidwifeDip 32	MidwifeDip 33	MidwifeDip 34	MidwifeHon 01	MidwifeHon 02
PO1									
PO2									
PO3									
PO4									✓
PO5									
PO6									
PO7									
PO8									

	MidwifeHon 03	MidwifeHon 04	MidwifeHon 05	MidwifeHon 06	MidwifeHon 07	MidwifeHon 08	MidwifeHon 09	MidwifeHon 10	MidwifeHon 11
PO1									
PO2									
PO3									✓
PO4							✓		
PO5									
PO6				✓					
PO7									
PO8			✓						

	MidwifeHon 12	MidwifeHon 13	MidwifeHon 14	MidwifeHon 15	MidwifeHon 16	MidwifeHon 17	MidwifeHon 18	MidwifeHon 19	MidwifeHon 20
PO1									
PO2	✓	✓						✓	

PO3									
PO4									
PO5									
PO6									
PO7					✓				
PO8					✓				

	MidwifeHon 21	MidwifeHon 22	MidwifeHon 23	MidwifeHon 24	MidwifeHon 25	MidwifeHon 26	MidwifeHon 27	MidwifeHon 28	MidwifeHon 29
PO1									
PO2		✓							
PO3									
PO4								✓	
PO5									
PO6					✓				
PO7									
PO8									✓

	MidwifeHon 30	MidwifeHon 31	MidwifeHon 32	MidwifeHon 33	MidwifeHon 34
PO1					
PO2					
PO3			✓		
PO4		✓			
PO5					
PO6					
PO7					
PO8					

Subject Specific Intellectual Skills

--	--	--	--	--	--	--	--	--	--

	MidwifeDip 01	MidwifeDip 02	MidwifeDip 03	MidwifeDip 04	MidwifeDip 05	MidwifeDip 06	MidwifeDip 07	MidwifeDip 08	MidwifeDip 09
PO9									
PO10									
PO11									
PO12									
PO13									

	MidwifeDip 10	MidwifeDip 11	MidwifeDip 12	MidwifeDip 13	MidwifeDip 14	MidwifeDip 15	MidwifeDip 16	MidwifeDip 17	MidwifeDip 18
PO9									
PO10									
PO11									
PO12									
PO13									

	MidwifeDip 19	MidwifeDip 20	MidwifeDip 21	MidwifeDip 22	MidwifeDip 23	MidwifeDip 24	MidwifeDip 25	MidwifeDip 26	MidwifeDip 27
PO9									
PO10									
PO11									
PO12									
PO13									

	MidwifeDip 28	MidwifeDip 29	MidwifeDip 30	MidwifeDip 31	MidwifeDip 32	MidwifeDip 33	MidwifeDip 34	MidwifeHon 01	MidwifeHon 02
PO9									
PO10								✓	
PO11									
PO12									
PO13									

MidwifeHon | MidwifeHon | MidwifeHon | MidwifeHon | MidwifeHon | MidwifeHon | MidwifeHon | MidwifeHon | MidwifeHon | MidwifeHon

	03	04	05	06	07	08	09	10	11
PO9	✓								
PO10									
PO11									
PO12								✓	
PO13									

	MidwifeHon 12	MidwifeHon 13	MidwifeHon 14	MidwifeHon 15	MidwifeHon 16	MidwifeHon 17	MidwifeHon 18	MidwifeHon 19	MidwifeHon 20
PO9									
PO10									
PO11									
PO12									
PO13									

	MidwifeHon 21	MidwifeHon 22	MidwifeHon 23	MidwifeHon 24	MidwifeHon 25	MidwifeHon 26	MidwifeHon 27	MidwifeHon 28	MidwifeHon 29
PO9			✓		✓				
PO10			✓					✓	
PO11									
PO12					✓				
PO13									

	MidwifeHon 30	MidwifeHon 31	MidwifeHon 32	MidwifeHon 33	MidwifeHon 34
PO9	✓				
PO10				✓	
PO11					
PO12					✓
PO13					

Subject Specific Practical Skills

	MidwifeDip 01	MidwifeDip 02	MidwifeDip 03	MidwifeDip 04	MidwifeDip 05	MidwifeDip 06	MidwifeDip 07	MidwifeDip 08	MidwifeDip 09
PO14									
PO15									
PO16									
PO17									
PO18									
PO19									
PO20									
PO21									
PO22									
PO23									
PO24									

	MidwifeDip 10	MidwifeDip 11	MidwifeDip 12	MidwifeDip 13	MidwifeDip 14	MidwifeDip 15	MidwifeDip 16	MidwifeDip 17	MidwifeDip 18
PO14									
PO15									
PO16									
PO17									
PO18									
PO19									
PO20									
PO21									
PO22									
PO23									
PO24									

	MidwifeDip 19	MidwifeDip 20	MidwifeDip 21	MidwifeDip 22	MidwifeDip 23	MidwifeDip 24	MidwifeDip 25	MidwifeDip 26	MidwifeDip 27

PO14									
PO15									
PO16									
PO17									
PO18									
PO19									
PO20									
PO21									
PO22									
PO23									
PO24									

	MidwifeDip 28	MidwifeDip 29	MidwifeDip 30	MidwifeDip 31	MidwifeDip 32	MidwifeDip 33	MidwifeDip 34	MidwifeHon 01	MidwifeHon 02
PO14									
PO15									
PO16									
PO17									
PO18									
PO19									
PO20									
PO21									
PO22									
PO23								✓	
PO24									

	MidwifeHon 03	MidwifeHon 04	MidwifeHon 05	MidwifeHon 06	MidwifeHon 07	MidwifeHon 08	MidwifeHon 09	MidwifeHon 10	MidwifeHon 11
PO14		✓							
PO15			✓						
PO16									
PO17			✓				✓		
PO18									

PO19		✓							
PO20									
PO21			✓						
PO22									
PO23				✓		✓			✓
PO24				✓				✓	

	MidwifeHon 12	MidwifeHon 13	MidwifeHon 14	MidwifeHon 15	MidwifeHon 16	MidwifeHon 17	MidwifeHon 18	MidwifeHon 19	MidwifeHon 20
PO14				✓		✓	✓	✓	
PO15	✓	✓	✓						
PO16		✓						✓	
PO17			✓						
PO18	✓								
PO19				✓		✓	✓	✓	
PO20	✓	✓							
PO21				✓					✓
PO22									
PO23									
PO24									

	MidwifeHon 21	MidwifeHon 22	MidwifeHon 23	MidwifeHon 24	MidwifeHon 25	MidwifeHon 26	MidwifeHon 27	MidwifeHon 28	MidwifeHon 29
PO14							✓		
PO15			✓						
PO16						✓			
PO17									
PO18		✓						✓	
PO19							✓		
PO20				✓					
PO21									
PO22									
PO23						✓			

					MidwifeHon 30	MidwifeHon 31	MidwifeHon 32	MidwifeHon 33	MidwifeHon 34
PO14									
PO15								✓	
PO16									
PO17									
PO18									
PO19									
PO20									
PO21									
PO22					✓				
PO23							✓		✓
PO24									✓

Transferable Skills and Attributes

	MidwifeDip 01	MidwifeDip 02	MidwifeDip 03	MidwifeDip 04	MidwifeDip 05	MidwifeDip 06	MidwifeDip 07	MidwifeDip 08	MidwifeDip 09
PO25									
PO26									
PO27									
PO28									

	MidwifeDip 10	MidwifeDip 11	MidwifeDip 12	MidwifeDip 13	MidwifeDip 14	MidwifeDip 15	MidwifeDip 16	MidwifeDip 17	MidwifeDip 18
PO25									
PO26									
PO27									
PO28									

	MidwifeDip 19	MidwifeDip 20	MidwifeDip 21	MidwifeDip 22	MidwifeDip 23	MidwifeDip 24	MidwifeDip 25	MidwifeDip 26	MidwifeDip 27
PO25									
PO26									
PO27									
PO28									

	MidwifeDip 28	MidwifeDip 29	MidwifeDip 30	MidwifeDip 31	MidwifeDip 32	MidwifeDip 33	MidwifeDip 34	MidwifeHon 01	MidwifeHon 02
PO25									
PO26									
PO27									
PO28									

	MidwifeHon 03	MidwifeHon 04	MidwifeHon 05	MidwifeHon 06	MidwifeHon 07	MidwifeHon 08	MidwifeHon 09	MidwifeHon 10	MidwifeHon 11
PO25						✓			
PO26					✓				
PO27									
PO28					✓				

	MidwifeHon 12	MidwifeHon 13	MidwifeHon 14	MidwifeHon 15	MidwifeHon 16	MidwifeHon 17	MidwifeHon 18	MidwifeHon 19	MidwifeHon 20
PO25			✓						✓
PO26						✓			
PO27									
PO28									

	MidwifeHon 21	MidwifeHon 22	MidwifeHon 23	MidwifeHon 24	MidwifeHon 25	MidwifeHon 26	MidwifeHon 27	MidwifeHon 28	MidwifeHon 29
PO25	✓	✓							
PO26							✓		

PO27									✓
PO28									
					MidwifeHon 30	MidwifeHon 31	MidwifeHon 32	MidwifeHon 33	MidwifeHon 34
PO25									
PO26									
PO27						✓		✓	
PO28									

Appendix IV: Benchmark Benchmark Statement(s)

MidwifeDip01 - *Demonstrate the ability to make autonomous decisions as the lead professional in individual midwifery cases, recognising the limits of her own personal and professional skills.*

MidwifeDip02 - *Able to work as a collaborative member of multi-professional team in a range of settings.*

MidwifeDip03 - *Able to recognise the importance of research and scholarly activity in informing midwifery practice.*

MidwifeDip04 - *Able to demonstrate skills in health promotion which facilitate enhanced well-being for women and their families.*

MidwifeDip05 - *Able to understand own responsibility in relation to statutory supervision of midwives, clinical governance and risk management.*

MidwifeDip06 - *Demonstrate a commitment and capacity to update knowledge and skills in response to changing circumstances and scope of practice.*

MidwifeDip07 - *Demonstrate ability to guide and supervise the work of others.*

MidwifeDip08 - *Demonstrate the capability to take necessary emergency measures within the limitations of professional knowledge and expertise.*

MidwifeDip09 - *Demonstrate professional and interpersonal skills and attitudes to enable communication with women according to context.*

MidwifeDip10 - *Able to develop an insight into the process of reflection to enhance and update own practice.*

MidwifeDip11 - *Able to practise in accordance with codes and rules governing professional conduct in the practice of midwifery and health and safety in the workplace.*

MidwifeDip12 - *Able to diagnose pregnancy and, in partnership with women, assess their individual needs and monitor progress prior to conception and throughout the, antenatal, intranatal, and postnatal periods.*

MidwifeDip13 - *Demonstrate respect for the rights, beliefs and preferences of others and confidentiality of privileged information.*

MidwifeDip14 - *Demonstrate interpersonal skills and psychomotor dexterity in supporting both women and their partners during pregnancy, labour and the postnatal period.*

MidwifeDip15 - *Demonstrate competence in carrying out the tests and examinations necessary to monitor and promote the health and well-being of childbearing women the fetus and new-born.*

MidwifeDip16 - *Able to calculate drug dosages and administer drugs and, where appropriate, complementary therapies within agreed protocols and in accordance with the women's wishes.*

MidwifeDip17 - *Able to negotiate and formulate with individuals and groups of women, programmes*

of preparation for pregnancy, childbirth and parenthood.

MidwifeDip18 - *Demonstrate capability to advise women and their families on healthy living and in particular to support women with infant feeding.*

MidwifeDip19 - *Able to assess needs and preferences in relation to sexual health and family planning.*

MidwifeDip20 - *Able to advise women on the examinations that might be necessary to diagnose pregnancies and labours at risk and refer appropriately.*

MidwifeDip21 - *Demonstrate capability to undertake emergency procedures and call on appropriate others to meet the needs of women and babies.*

MidwifeDip22 - *Able to provide, in seamless partnership with others, the necessary care of women and babies when the social context of care or of childbearing is complicated.*

MidwifeDip23 - *Able to evaluate programmes of care and modify in the light of experience, research and women's decisions, to enhance outcomes.*

MidwifeDip24 - *Able to keep contemporaneous and accurate records of practice.*

MidwifeDip25 - *Able to initiate and respond to changes in midwifery practice in the light of evidence and research.*

MidwifeDip26 - *Able to show understanding and acknowledgement of the rights, beliefs and preferences of others.*

MidwifeDip27 - *Able to provide individual women with the information to make informed choices.*

MidwifeDip28 - *Able to draw on knowledge and show awareness of the factors which affect and are affected by pregnancy, childbirth and parenthood, in order to plan strategies and solve problems with childbearing women.*

MidwifeDip29 - *Able to discriminate between the use and misuse of technology and drugs in providing safe and ethical maternity services.*

MidwifeDip30 - *Able to draw on knowledge of systematic enquiry to critique and evaluate published materials of relevance to the maternity services and health of childbearing women.*

MidwifeDip31 - *Able to communicate with midwives and others involved in the maternity service through listening, sharing information, research findings, ideas, problems and solutions.*

MidwifeDip32 - *Able to understand the difference between statutory requirements and professional codes of practice and conduct.*

MidwifeDip33 - *Able to exercise judgement and responsibility based on available evidence to work with women in achieving the best possible birth outcomes.*

MidwifeDip34 - *Demonstrate key transferable skills including: IT, numeracy, verbal, written communication and ability to reflect on learning and experience and to use this reflection to inform future practice and learning.*

MidwifeHon01 - *Able to critically analyse the evidence to support decisions made as a lead professional in midwifery care, recognising the limits of professional knowledge and expertise.*

MidwifeHon02 - *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.*

MidwifeHon03 - *Able to critically appraise research in order to improve care delivery.*

MidwifeHon04 - *Demonstrate skills in health promotion and evaluate the effect on*

MidwifeHon05 - *Able to understand and evaluate statutory supervision of midwives and its relationship to clinical governance and risk management.*

MidwifeHon06 - *Able to analyse the knowledge and skills required for contemporary practice and the commitment to update in response to changing circumstances and scope of practice.*

MidwifeHon07 - *Able to confidently apply knowledge base to provide appropriate levels of guidance and supervision of others.*

MidwifeHon08 - *Able to critically examine and demonstrate the skills required to take necessary emergency measures within the scope of practice.*

MidwifeHon09 - *Able to analyse use of own and other personal and professional communication skills.*

MidwifeHon10 - *Able to work effectively as a reflective practitioner to enhance and update own practice.*

MidwifeHon11 - *Able to practice in accordance with, whilst evaluating the codes and rules governing professional conduct in midwifery practice.*

MidwifeHon12 - *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...*

MidwifeHon13 - *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.*

MidwifeHon14 - *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.*

MidwifeHon15 - *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.

MidwifeHon16 - *Able to critically examine the use of pharmacological methods and complementary therapies within midwifery practice.*

MidwifeHon17 - *Able to 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.*

MidwifeHon18 - *Able to analyse own and others advice to women and their families on health living and in particular on infant feeding.*

MidwifeHon19 - *Able to undertake and critically analyse the public health role of the midwife, with reference to sexual health and family planning.*

MidwifeHon20 - *Able to critically reflect and evaluate the examinations necessary to diagnose pregnancies and labours at risk and refer appropriately.*

MidwifeHon21 - *Able to confidently apply knowledge base to undertake emergency procedures and refer to appropriate professional when required.*

MidwifeHon22 - *Able to 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.*

MidwifeHon23 - *Able to challenge care management, where appropriate, in light of research, experience and mothers wishes.*

MidwifeHon24 - *Able to critically reflect on and review mothers / baby records.*

MidwifeHon25 - *Able to critically evaluate research findings and instigate changes to practice as appropriate.*

MidwifeHon26 - *Able to show understanding and acknowledgement of the rights, beliefs and preferences of others and critically review structures which mitigate against these.*

MidwifeHon27 - *Able to synthesise and evaluate the evidence from a range of sources to provide individual women with the information to make informed choices.*

MidwifeHon28 - *Able to critically analyse the factors which are affected by pregnancy, childbirth and parenthood and the potential influence these have on the individual family and community.*

MidwifeHon29 - *Able to critically examine the use and misuse of technology and drugs in providing safe and ethical maternity services.*

MidwifeHon30 - *Able to critically reflect on the knowledge underpinned by research with regard to the maternity service and the health of the childbearing woman.*

MidwifeHon31 - *Able to communicate 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.

MidwifeHon32 - *Able to articulate the difference between the statutory requirements and the professional code of conduct.*

MidwifeHon33 - *Able to critically reflect on the effectiveness of personal and professional judgement to achieve the best possible birth outcome.*

MidwifeHon34 - *Demonstrate confidence in key transferable skills; IT, numeracy, verbal, written communication and ability to reflect on learning and experience and to use this reflection to inform future practice and learning.*