

Programme Information & PLOs		
Title of the new programme – including any year abroad/ in industry variants		
BA (Hons) Midwifery Practice Programme		
Level of qualification		
Please select:	Level 6	
Please indicate if the programme is offered with any year abroad / in industry variants		Year in Industry Please select Y/N
		No
		Year AbroadPlease select Y/N
		No
Department(s): Where more than one department is involved, indicate the lead department		
Lead Department	Health Sciences	
Other contributing Departments:		
Rachel Lavelle		
Purpose and learning outcomes of the programme		
Statement of purpose for applicants to the programme		
<p>The BA (Hons) in Midwifery Practice is not just a degree; it gives entry to a challenging and rewarding professional career. The programme at the University of York is accredited by the Nursing and Midwifery Council (NMC) and on successful completion you will gain entry to the relevant part of the register and be qualified to work as a midwife. The programme will equip you to be a safe, clinically competent, reflective practitioner and leader within contemporary midwifery, maternity, and health care. The programme philosophy focuses on both the 'art' and 'science' of midwifery. You will develop effective interpersonal skills to work with women, families and colleagues and provide compassionate care in a variety of social and cultural contexts. To underpin this practice you will also gain a comprehensive understanding of the biological science related to pregnancy and childbirth. Through a range of academic and practical modules you will gain skills and knowledge to enable you to provide evidence-based holistic, women-centred care. Our smaller cohort size encourages greater peer support, and varied interactive teaching and learning strategies which promotes student engagement. Distinctive elements include an elective placement which affords you the opportunity to gain diverse midwifery experiences nationally and/or internationally, and a variety of practice placements in hospitals, midwifery led units and community settings. The programme is fully accredited by the Baby Friendly Initiative (BFI) which sets standards to facilitate effective parent-baby relationships and choices regarding infant feeding.</p>		

Programme Learning Outcomes	
PLO	On successful completion of the programme, graduates will be able to:
1	Work as lead professionals, providing competent, evidence-based midwifery care for women and their families across the child-bearing journey from antenatal support, through birth, to post-natal provision
2	Apply a holistic, compassionate, woman-centred approach to midwifery care
3	Manage the risks associated with complex pregnancies and work within multi-disciplinary teams to deal appropriately with obstetric emergencies
4	Develop excellent relationships with women and their families, and with colleagues, through advanced communication and interpersonal skills that respect individual diversity
5	Promote the safety of women, babies, and their families by working effectively within multi-professional health and social care teams, and as autonomous, accountable practitioners
6	Critically evaluate the impact of public health policies and agendas on maternity provision locally, nationally and internationally
7	Apply theories of leadership and change management to lead and innovate midwifery care
8	Reflect critically on their midwifery practice, in the context of their professional networks, to enable their ongoing professional development
<p>Programme Learning Outcome for year in industry (where applicable)</p> <p>For programmes which lead to the title ‘with a Year in Industry’ – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs.</p>	
<p>Not applicable</p>	
<p>Programme Learning Outcome for year abroad programmes (where applicable)</p> <p>For programmes which lead to the title ‘with a Year Abroad’ – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs.</p>	

<p>Not applicable</p>
<p>Explanation of the choice of Programme Learning Outcomes Please explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:</p>
<p>i) Why the PLOs are considered ambitious or stretching?</p>
<p>The PLOs encompass what a graduate will be expected to do at the point of registration with the NMC. Throughout the programme the student will learn to appraise and critically evaluate contemporary evidence-based practice with the aim to consistently provide care to a high standard. The PLOs reflect the fact that graduate midwives are required to effectively work with managing complexity, with high levels of autonomy, within a demanding clinical environment. There is an expectation not only of theoretical understanding (assessed through a variety of methods that require advanced academic skills), but also of a demonstration of practice capability that combines that theoretical knowledge and practical skills which are also assessed by the grading of students in clinical practice. Students must not only demonstrate academic knowledge, but the ability to apply this knowledge to the clinical environment and midwifery practice. The PLOs are ambitious in that they underpin a programme that has application to a wide range of opportunities within the broad field of midwifery practice. They also reflect our expectation that students will graduate as competent, caring midwives who are committed to career-long learning and professional development.</p>
<p>ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:</p>
<p>These outcomes are distinctive for midwifery practice however not to other midwifery programmes as they are based on the NMC Standards and are essential in order to be able to practice as a midwife within the UK and internationally. The outcomes are a platform for the graduate to engage in life-long learning, further educational opportunities and enable entry for the student into a graduate career.</p>
<p>iii) How the programme learning outcomes develop students' digital literacy and will make appropriate use of technology-enhanced learning (such as lecture recordings, online resources, simulations, online assessment, 'flipped classrooms' etc)?</p>
<p>Developing students' digital literacy: Throughout the programme the use of an e-portfolio (PebblePad) supports student learning in a clinical environment. Students develop learning contracts, record tripartite reviews, evidence their competencies and are graded in practice using the e-portfolio. Graduates can continue to use this resource to evidence life-long learning. Within the programme students evidence the development of their digital literacy skills within their clinical competencies. Appropriate use of technology-enhanced learning: Some theoretical modules are supported by lecture capture. Resources for each theoretical module are available on the Virtual Learning Environment (VLE) enabling students to prepare for and revisit taught content. Some assessments are designed to develop digital literacy e.g. poster and elective presentations. Assessments are submitted via the VLE in electronic format. Simulation is a key component of the programme using both digital recordings and high-fidelity equipment in the Clinical Simulation Unit (CSU). Students have timetabled sessions throughout the programme from the support of the library. In addition, in the second year of the programme the students undertake a 10 credit module (Knowledge and Evidence Informing Midwifery Practice) where student learning is focussed on developing research skills, critiquing evidence and accessing resources effectively.</p>

iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)?

The programme's employability objectives should be informed by the University's Employability Strategy:

<http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/>

Employability for midwifery students is excellent, with 95-100% consistent success rate. Midwifery students work in clinical practice throughout each of the stages of the programme and, consequently, develop insight into employer's expectations and learn about different cultures within healthcare organisations. Subsequently, students have regular opportunities throughout the programme (e.g. practice modules, personal supervisors, reflection of practice) to make links between theoretical considerations/expectations and clinical realities. In the second year of the programme, students have an opportunity to undertake an elective placement which enables further opportunity to consider employment in areas of particular interest in maternity provision to the student. Additionally, during the final year of the programme, students receive careers support: first, in partnership with the Careers Service, students are supported to develop applications/CVs; finally, again in partnership with the practice partners a 'mock' interview session is offered for all third year students to enhance their skills and confidence. "Baby Friendly Initiative" BFI UNICEF Accredited Programme. Programme meets the NMC and UNICEF standards for infant feeding education and this can be seen as a positive to a students employment opportunities. Similarly the programme meets NMC and International confederation of midwives (ICM) educational standards. Students engagement with e-Portfolio and this encourages reflective practice and continuing professional development, which will inform their revalidation for clinical practice. Excellent relationships between education and practice have been fostered and are well established. This engagement of local practice partners through learning and assessment elements of the programme supports robust professional application and employability.

vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?

Students with known existing learning disabilities are supported via the designated disability support officer within the department. Strategies and provisions are put in place on an individual basis for both practical and theoretical components of the programme. All students are allocated a personal supervisor to support them through their programme and where learning needs are identified during the programme, personal supervisors will support and signpost students to relevant services such as the Academic Writing Centre and The Open Door. The midwifery programme utilises the departmental model of academic support which has been implemented for the past academic year. This is in response to NSS feedback and student evaluations and, following a successful pilot with previous 3rd year nursing students, this is now rolled out across all undergraduate programmes within the department. This essentially strengthens a module team approach and standardises formative assessments, feedback and summative assessment support. Additional support is available such as the Academic Writing Centre and the programme also works closely with the Writing Centre and Library team. Within the model of academic supervision, students are encouraged to seek support for their studies and assessments (both formative and summative) from members of the module team.

vii) How is teaching informed and led by research in the department/ centre/ University?

National and international research papers in peer reviewed journals are incorporated into teaching in order to provide evidence and support student learning. Researchers within the department support students on the programme with specific sessions to develop research knowledge and practice and share with students relevant research studies that may influence midwifery practice. This bridges the gap often for students between theory and practice. The Health Sciences Department has an international reputation for health-related and health-care provision research. Current and developing research from the department is also incorporated into teaching. Some members of the Midwifery Education Team are currently supporting MSc and PhD students, this expertise within the team promotes undergraduate students to consider study at a higher level and encourages students to access quality evidence-based resources to support their learning. All members of the Midwifery Education Team have evidence of study at Masters (Level 7) or above.

Stage-level progression

Please complete the table below, to summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules.

Note: it is not expected that a position statement is written for each PLO, but this can be done if preferred (please add information in the 'individual statement' boxes). For a statement that applies across all PLOs in the stage fill in the 'Global statement' box.

Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows)

Stage 1

On progression from the first year (Stage 1), students will be able to: ***apply aesthetic and empirical knowledge to working in partnership with women and their families and across multi-disciplinary teams and agencies.***

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
<i>Individual statements</i>							

Stage 2

On progression from the second year (Stage 2), students will be able to: ***apply specialist knowledge and interpersonal skills across increasingly complex clinical situations for women and their families within a contemporary maternity service provision.***

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8

<i>Individual statements</i>							
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Stage 3

(For Integrated Masters) On progression from the third year (Stage 3), students will be able to:

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
<i>Individual statements</i>							

Programme Structure

Module Structure and Summative Assessment Map
 Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

'Option module' can be used in place of a specific named option. If the programme requires students to select option modules from specific lists these lists should be provided in the next section.

From the drop-down select 'S' to indicate the start of the module, 'A' to indicate the timing of each distinct summative assessment point (eg. essay submission/ exam), and 'E' to indicate the end of the module (if the end of the module coincides with the summative assessment select 'EA'). It is not expected that each summative task will be listed where an overall module might be assessed cumulatively (for example weekly problem sheets).

If summative assessment by exams will be scheduled in the summer Common Assessment period (weeks 5-7) a single 'A' can be used within the shaded cells as it is understood that you will not know in which week of the CAP the examination will take place.

Stage 0 (if you have modules for Stage 0, use the toggles to the left to show the hidden rows)

Stage 1

Credits	Module		Autumn Term										Spring Term										Summer Term													
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10				

10	HEA00140H	Skilled Compan											S																		EA												
40	HEA00018H	Midwifery Disse S																													EA												
10	HEA00017H	Preparing for Pl																												S													EA
10	HEA00019H	Midwifery Prac S																												EA													
20	HEA00021H	Midwifery Prac																												S													

Stage 4

Credits	Module		Autumn Term										Spring Term										Summer Term																														
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10																					

Optional module lists If the programme requires students to select option modules from specific lists these lists should be provided below. If you need more space, use the toggles on the left to reveal ten further hidden rows.

Option List A	Option List B	Option List C	Option List D	Option List E	Option List F	Option List G	Option List H

Management and Admissions Information

This document applies to students who commenced the programme(s) in:

2017/18

Interim awards available Interim awards available on undergraduate programmes (subject to programme regulations) will normally be: Certificate of Higher Education (Level 4/Certificate), Diploma of Higher Education (Level 5/Intermediate), Ordinary Degree and in the case of Integrated Masters the Bachelors with honours. Please specify any proposed exceptions to this norm.

Certificate of Higher Education (Level 4/Certificate) CertHE in Health & Social Care*

Diploma of Higher Education (Level 5/Intermediate) DipHE in Health & Social Care*

*These are academic awards only and do not confer professional midwifery status

Admissions Criteria

TYPICAL OFFERS

A levels

Nursing: BBB

Midwifery: ABB

IB Diploma Programme

Nursing: 31 points

Midwifery: 32 points

BTEC Extended Diploma

Nursing: DDM

Midwifery: DDM

Additional requirements

at GCSE

English GCSE C

Mathematics GCSE C

Science GCSE C

or equivalents

PG Diploma Nursing:

normally 2:1 honours

degree in a health-related

subject

Length and status of the programme(s) and mode(s) of study

Programme	Length (years)	Status (full-time/part-	Start dates/months (if applicable – for programmes	Mode
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		time) Please select	that have multiple intakes or start dates that differ from the usual academic year)	Face-to-face, campus-based		Distance learning		Other
BA (Hons) Midwifery Practice	3	Full-time		Please select Y/N	Yes	Please select Y/N	Yes	Practice placements
Language(s) of study								
English.								
Language(s) of assessment								
English.								
Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)								
Is the programme recognised or accredited by a PSRB								
Please Select Y/N:	Yes	if No move to next Section if Yes complete the following questions						
Name of PSRB								
Registration on the midwives' part of the NMC register (NMC 2009)								
Are there any conditions on the approval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award)								
Additional Professional or Vocational Standards								
Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?								
Please Select Y/N:		if Yes, provide details						
(max 200 words)								
University award regulations								

The University's award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Are students on the programme permitted to take elective modules?

(See: <https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf>)

Please Select Y/N:

Careers & Placements - 'With Placement Year' programmes

Students on all undergraduate and integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements. Such students would return to their studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and associated assessment allows this to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also adds a Programme Learning Outcome, concerning employability. (See Careers & Placements for details).

In exceptional circumstances, UTC may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning accreditation; if the Department already has a Year in Industry with criteria sufficiently generic so as to allow the same range of placements; or if the programme is less than three years in length.

Programme excluded from Placement Year?

Yes

If yes, what are the reasons for this exemption: accrediting body and a work placement already forms a predominant role in the curriculum.

Study Abroad (including Year Abroad as an additional year and replacement year)

Students on all programmes may apply to spend Stage 2 on the University-wide North America/ Asia/ Australia student exchange programme. Acceptance onto the programme is on a competitive basis. Marks from modules taken on replacement years count toward progression and classification.

Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad

<https://www.york.ac.uk/staff/teaching/procedure/programmes/design/>

Please Select Y/N:

No

Additional information

Transfers out of or into the programme

ii) Transfers into the programme will be possible? (please select Y/N)

Additional details:

The programme is designed with an explicit modular structure. All modules are compulsory. Students who successfully complete Stage One programme but do not complete Stage Two, may be awarded a Certificate in Health and Social Care. This award would not be eligible for professional registration. Students who successfully complete Stage Two of the programme but do not complete Stage Three, may be awarded a Diploma in Health and Social Care. This award would not be eligible for professional registration. Students wishing to transfer from other Higher Education Institutions would be assessed against the stages using the Department's RPL process.

ii) Transfers out of the programme will be possible?
(please select Y/N)

Additional details:

The programme is designed with an explicit modular structure. All modules are compulsory. Students must pass all modules to progress through the programme. Students who successfully complete Stage One of the programme but do not complete Stage Two, may be awarded a Certificate in Health and Social Care. This award would not be eligible for professional registration. Students who successfully complete Stage Two of the programme but do not complete Stage Three, may be awarded a Diploma in Health and Social Care. This award would not be eligible for professional registration. Students wishing to transfer from other Higher Education Institutions would be assessed against the stages using the Department's RPL process.

Exceptions to University Award Regulations approved by University Teaching Committee

Exception	Date approved
Please detail any exceptions to University Award Regulations approved by UTC	
The statutory professional body (NMC) require a statement of good health and good character for registration of a midwifery qualification. The Declaration of Good Health and Character must be verified by the Lead Midwife for Education. This is entirely separate from the academic award.	NMC/UTC 2001

Date on which this programme information was updated:

02/09/2019

Please note:

The information above provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.

The University reserves the right to modify this overview in unforeseen circumstances, or where the process of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.

Programme Map

Please note: the programme map below is in interim format pending the development of a University Programme Catalogue.

Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:

- Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;
- Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

Stage	Module	Programme Learning Outcomes							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
		Work as lead professionals, providing competent, evidence-based midwifery care for women and their families across the child-bearing journey from antenatal support, through birth, to post-natal provision	Apply a holistic, compassionate, woman-centred approach to midwifery care	Manage the risks associated with complex pregnancies and work within multi-disciplinary teams to deal appropriately with obstetric emergencies	Develop excellent relationships with women and their families, and with colleagues, through advanced communication and interpersonal skills that respect individual diversity	Promote the safety of women, babies, and their families by working effectively within multi-professional health and social care teams, and as autonomous, accountable practitioners	Critically evaluate the impact of public health policies and agendas on maternity provision locally, nationally and internationally	Apply theories of leadership and change management to lead and innovate midwifery care	Reflect critically on their midwifery practice, in the context of their professional networks, to enable their ongoing professional development

<p>Stage 1</p>	<p>Foundations for Midwifery Practice 1- Antenatal Care</p>	<p>Progress towards PLO</p>	<p>By developing knowledge and understanding of the antenatal period and maternity care provision, the student will gain skills and confidence to deliver effective care to women and families. Introducing evidence based practice and maternity service provision will build foundational knowledge for midwifery care.</p>	<p>By exploring the role of the midwife in the antenatal period, the student will gain an understanding of individualised, family centred care.</p>					
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	<p>By working on (and if applicable, assessed through)</p>	<p>Work: Participation in clinical simulation will develop confidence and dexterity for relevant antenatal care skills. Exploration of clinical scenarios will link the student's theoretical knowledge to clinical practice. Assess: Formative assessment: by practical OSCE demonstrating a range of clinical skills. Summative assessment: the student will indicate relevant knowledge and understanding, and describe appropriate antenatal care in an unseen written examination comprising of multiple choice and short answer questions. Opportunity during the module will be given to support students developing skills in exam technique.</p>	<p>Work: During scenario-based, clinical examples, the student will apply developing knowledge of antenatal care to the theoretical components of the module. Assess: the student will demonstrate relevant knowledge, understanding and descriptions of antenatal care in an unseen written examination comprising of multiple choice and short answer questions.</p>						
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<p>Stage 1</p>	<p>Foundations for Midwifery Practice 2- Postnatal Care</p>	<p>Progress towards PLO</p>	<p>By developing knowledge and understanding of the postnatal period the student will gain skills and confidence to deliver care effectively to women and their families.</p>	<p>By exploring the role of the midwife and caring for women and families in a variety of settings, the student will gain an understanding of individualised family centred care.</p>						
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	<p>By working on (and if applicable, assessed through)</p>	<p>Work: by drawing on clinical experiences and scenario-based examples students will apply their developing knowledge of post-natal care to the theoretical components of the module. By developing basic searching skills students will identify and examine evidence to support effective postnatal midwifery practice for their formative assessment where the student is asked to write a short report on a postnatal aspect of care, developing skills in referencing and accessing literature. Summative Assessment: a 3 hour unseen written exam with 30% multiple choice questions and 70% short answer questions. Opportunity during the</p>	<p>Work: by drawing on clinical experiences and scenario-based examples students will apply their developing knowledge of post-natal care to the theoretical components of the module. Summative Assessment: a 3 hour unseen written exam with 30% multiple choice questions and 70% short answer questions.</p>						
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<p>Stage 1</p>	<p>Foundations for Midwifery Practice 3- Intrapartum Care</p>	<p>Progress towards PLO</p>	<p>By developing knowledge and understanding of intrapartum care the student will gain skills and confidence to deliver care effectively to women and their families. By accessing relevant evidence (e.g. NICE guidance), the student will gain skills and confidence in using contemporary research and its influence on maternity services.</p>	<p>By exploring the role of the midwife and caring for women and families in a variety of settings, the student will gain an understanding of individualised family centred care.</p>						
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	<p>By working on (and if applicable, assessed through)</p>	<p>Work: by drawing on clinical experiences and scenario-based examples students will apply relevant anatomy and physiology, and knowledge of intrapartum care to the theoretical components of the module formatively. Summative Assessment: a 3 hour unseen written exam with 30% multiple choice questions and 70% short answer questions. Opportunity during the module will be given to support students developing skills in exam technique.</p>	<p>Work: by drawing on clinical experiences and scenario-based examples students will apply relevant anatomy and physiology, and knowledge of intrapartum care to the theoretical components of the module. Summative Assessment: a 3 hour unseen written exam with 30% multiple choice questions and 70% short answer questions.</p>						
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Stage 1	The Transition to Professional Self	Progress towards PLO				The student will be introduced to intra/interpersonal communication, self awareness, individual diversity, values and attitudes, to understand and develop their transition to professional identity.				The student will be introduced to the concepts of reflection and lifelong learning, leading to the development of skills for professional practice
		By working on (and if applicable, assessed through)				Work: By practising and receiving feedback on communication from 'sim patients'. Assess: Formative assessment: Student will submit a 500 word draft/plan of essay for feedback. Summative: Incorporate theoretical aspects of communication in the written, reflective assignment.				Being encouraged to keep a personal reflective journal and submitting a written summative reflective assignment.

<p>Stage 1</p>	<p>Midwifery Practice 1</p>	<p>Progress towards PLO</p>	<p>Whilst practicing under direct supervision and accessing opportunities within community based care throughout the childbirth continuum, the student will observe and begin to demonstrate effective, safe and competent care.</p>	<p>Whilst accessing opportunities within community based care throughout the childbirth continuum, the student will observe and begin to participate in individual care delivery.</p>	<p>Whilst practicing under direct supervision and accessing opportunities within community based care throughout the childbirth continuum, the student will begin to develop awareness of clinical complexities and observe and understand when, and why, referral is required.</p>	<p>Whilst practicing under direct supervision and accessing opportunities within community based care throughout the childbirth continuum, the student will observe and practice interpersonal communication with different women and service providers.</p>		<p>Whilst practicing under direct supervision and accessing opportunities within community based care throughout the childbirth continuum, the student will develop knowledge of public health in different settings. Whilst practicing under direct supervision and accessing opportunities within community based care, the student will appreciate the policies and procedures that influence care delivery in community midwifery setting.</p>		<p>Whilst practicing under direct supervision and accessing opportunities within community based care throughout the childbirth continuum, the student will apply reflective skills and develop strategies for lifelong learning.</p>
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		By working on (and if applicable, assessed through)	Work: progress towards midwifery competencies and practical skills record for Stage 1. Assess: Grading of practice formatively and summatively, and a reflective submission	Work: progress towards midwifery competencies and practical skills record for Stage 1. Assess: Grading of practice formatively and summatively, and a reflective submission	Work: progress towards midwifery competencies and practical skills record for Stage 1. Assess: Grading of practice formatively and summatively, and a reflective submission	Work: progress towards midwifery competencies and practical skills record for Stage 1. Assess: Grading of practice formatively and summatively, and a reflective submission		Work: progress towards midwifery competencies and practical skills record for Stage 1. Assess: Grading of practice formatively and summatively, and a reflective submission		Work: progress towards midwifery competencies and practical skills record for Stage 1. Assess: Grading of practice formatively and summatively, and a reflective submission
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<p>Stage 1</p>	<p>Midwifery Practice 2</p>	<p>Progress towards PLO</p>	<p>Whilst practicing under direct supervision and accessing opportunities hospital based care throughout the childbirth continuum, and within a medical/surgical setting, the student will observe and begin to demonstrate effective, safe and competent care.</p>	<p>Whilst accessing opportunities within hospital based care throughout the childbirth continuum, the student will observe and begin to participate in individual care delivery.</p>	<p>Whilst practicing under direct supervision and accessing opportunities within hospital based care throughout the childbirth continuum, the student will begin to develop awareness of clinical complexities and observe and understand when, and why, referral is required.</p>	<p>Whilst practicing under direct supervision and accessing opportunities within hospital based care throughout the childbirth continuum, and within a medical/surgical setting, the student will observe and practice interpersonal communication with women and service providers.</p>		<p>Whilst practicing under direct supervision and accessing opportunities within hospital based care throughout the childbirth continuum, the student will appreciate the policies and procedures that influence care delivery in community midwifery setting. Whilst practicing under direct supervision and accessing opportunities within hospital based care throughout the childbirth continuum, the student will develop knowledge of public health in different settings.</p>		<p>Whilst practicing under direct supervision and accessing opportunities within hospital based care throughout the childbirth continuum, the student will apply reflective skills and develop strategies for lifelong learning.</p>
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		By working on (and if applicable, assessed through)	Work: progress towards midwifery competencies and practical skills record for Stage 1. Assess: Grading of practice formatively and summatively, and a reflective submission	Work: progress towards midwifery competencies and practical skills record for Stage 1. Assess: Grading of practice formatively and summatively, and a reflective submission	Work: progress towards midwifery competencies and practical skills record for Stage 1. Assess: Grading of practice formatively and summatively, and a reflective submission	Work: progress towards midwifery competencies and practical skills record for Stage 1. Assess: Grading of practice formatively and summatively, and a reflective submission		Work: progress towards midwifery competencies and practical skills record for Stage 1. Assess: Grading of practice formatively and summatively, and a reflective submission		Work: progress towards midwifery competencies and practical skills record for Stage 1. Assess: Grading of practice formatively and summatively, and a reflective submission
Stage 2	Applied Midwifery Practice	Progress towards PLO	Students will extend their midwifery skills and knowledge in normal but less usual pregnancy, labour and postnatal experiences, and how care in these situations is adapted to best facilitate normal childbearing experience		Students learn to recognise when the normal but less usual clinical situations become either complex; become 'high' risk and/or emergencies. Students learn how, why and when the wider multi professional team are involved.	Students will consider communication in the context of the normal but less usual clinical situations.				

	<p>By working on (and if applicable, assessed through)</p>	<p>Work: Accessing and exploring a range of evidence including randomised controlled trials. Case scenarios, problem solving exercises and care planning. Assess: 3 hour summative examination involving short answer questions on different clinical situations. Opportunity during the module will be given to support students developing skills in exam technique formatively.</p>		<p>Work: Case scenarios, problem solving exercises and care planning. Assess: 3 hour summative examination involving short answer questions on different clinical situations. Opportunity during the module will be given to support students developing skills in exam technique formatively.</p>	<p>Work: Consider communication in different contexts. Assess: 3 hour summative examination involving short answer questions on different clinical situations. Opportunity during the module will be given to support students developing skills in exam technique formatively.</p>				
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<p>Stage 2</p>	<p>Complicated Maternities</p>	<p>Progress towards PLO</p>	<p>Students will build on their knowledge of normal midwifery practice and the learning achieved in Applied Midwifery Practice to explore common pre-existing health conditions, and conditions occurring within the childbirth continuum, making clinical management more complex.</p>		<p>While recognizing that midwives are practitioners and leaders of normal midwifery practice, students will learn to recognise where care is deviating from a normal pathway and refer to appropriate members of the multi-disciplinary team when this situation arises. By accessing relevant contemporary literature and research students will gain an understanding of the evidence for the aetiology and management of complex conditions within the childbirth continuum.</p>		<p>By analysing the evidence-based management and treatment of complex conditions within the childbirth continuum the student will develop the knowledge and understanding required to be an accountable practitioner and understand how a midwifery role fits into the multidisciplinary team.</p>			
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	<p>By working on (and if applicable, assessed through)</p>	<p>Work: Through case studies and scenarios students will apply the underpinning pathology to complex conditions in the childbirth continuum. Assess: 3 hour unseen written examination based on case examples in practice. One compulsory question, choice of two out of four shorter questions. Opportunity during the module will be given to support students developing skills in exam technique formatively.</p>		<p>Work: accessing contemporary literature on the incidence and management of complex conditions in pregnancy and childbirth. Assess: 3 hour unseen written examination based on case examples in practice. One compulsory question, choice of two out of four shorter questions. Work: Through case studies and scenarios and by discussion students will identify which areas of care need to be referred to medical and surgical colleagues and appreciate how to work together with members of the multidisciplinary team. This will be supported by experience in practice. Assess: In the exam answers will illustrate where referral is needed and identify the need</p>		<p>Work: identifying , treating and managing deteriorating, complex conditions and working effectively within multidisciplinary teams. Assess: 3 hour unseen written examination based on case examples in practice. One compulsory question, choice of two out of four shorter questions. Opportunity during the module will be given to support students developing skills in exam technique formatively.</p>			
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Stage 2	Knowledge & Evidence Informing Midwifery Practice	Progress towards PLO	By practicing the critical appraisal of evidence, students will gain skills and confidence in using contemporary research and understand its influence on maternity services and care provision.					By practicing the critical appraisal of evidence, students will gain skills and confidence in using contemporary research and understand its influence on maternity services and care provision.		By developing academic and reflective skills the student will understand the significance of applying different forms of knowledge and evidence to underpin midwifery practice
		By working on (and if applicable, assessed through)	Work: in small groups students will undertake a research critique, using a chosen framework, and present findings to their peers. Assess: For formative assessment: Student will submit a 500 word draft/plan of essay for feedback. Summative: essay -a critique of a research paper, chosen by the student, that addressess an area of clinical uncertainty, relevant to contemporary midwifery practice.					Work: in small groups students will undertake a research critique, using a chosen framework, and present findings to their peers. Assess: Formative assessment: Student will submit a 500 word draft/plan of essay for feedback. Summative: essay -a critique of a research paper, chosen by the student, that addresses an area of clinical uncertainty, and application of the findings of this research to clinical practice.		Work: in small groups students will undertake a research critique, using a chosen framework. Assess: Formative assessment: Student will submit a 500 word draft/plan of essay for feedback. Summative: essay -a critique of a research paper, chosen by the student, that addresses an area of clinical uncertainty, and application of the findings of this research to clinical practice.

Stage 2	Professional & Legal Frameworks Regulating Midwifery Practice	Progress towards PLO	By developing knowledge of the professional and legal frameworks that govern midwifery practice the student will gain an understanding of how the significance of this underpins the role				By analysing the current professional and legal instruments and processes that govern midwifery practice the student will develop the knowledge and understanding required to be an accountable practitioner			
		By working on (and if applicable, assessed through)	Work: Students will explore the history, legislation and policy that governs the four spheres of professional midwifery practice. Assess: Formative: Mock viva and test you knowledge quiz. Summative: unseen viva scenario, 15 minutes to prepare and make notes for a 15 minute viva that evidences the student's knowledge of the four spheres of accountability.				Work: Students will examine in groups the midwifery professional body and its impact on a midwife's fitness to practice. Assess: Formative: mock viva and test your knowledge quiz. Summative: unseen viva scenario, 15 minutes to prepare and make notes for a 15 minute viva that evidences the student's knowledge of the four spheres of accountability.			

Stage 2	Professional Relationships	Progress towards PLO		The student will gain understanding of, and will apply, communication skills which respond to the individual and holistic needs of women and families.		The student's intra and interpersonal communication skills, self awareness, values and attitudes will be challenged and enhanced via a focus on providing culturally sensitive midwifery care within multi-professional teams.	The student's intra and interpersonal communication skills, self awareness, values and attitudes will be challenged and enhanced via a focus on providing culturally sensitive midwifery care within multi-professional teams.			The student will extend their academic and reflective skills as a developing professional and effective communicator.
		By working on (and if applicable, assessed through)		Work: Exploring multimedia resources and engaging in a 360 degree communication feedback exercise with peers, SIMS and lecturers as a formative assessment. Assess: Undertaking a reflective summative essay based on the formative 360 degree feedback exercise.		Work: Engaging with multimedia resources, in skills workshops and in a 360 degree communication feedback exercise with peers, SIMS and lecturers as a formative assessment. Assess: Undertaking a reflective summative essay based on the formative 360 degree feedback exercise.	Work: Engaging with multimedia resources, in skills workshops and in a 360 degree communication feedback exercise with peers, SIMS and lecturers as a formative assessment. Assess: Undertaking a reflective summative essay based on the formative 360 degree feedback exercise.			Work: Engaging in a 360 degree communication feedback exercise with peers, SIMS and lecturers as a formative assessment. Assess: Undertaking a reflective summative essay based on the formative 360 degree feedback exercise.

Stage 2	Public Health in Midwifery	Progress towards PLO		The student will utilise opportunities to promote health, within the context of women's individual situation.		The student will demonstrate enhanced communication and interpersonal skills relevant for a public health context.		By identifying and engaging with specific public health topics students gain understanding of current public health agenda		
		By working on (and if applicable, assessed through)		Work: Individual study of a given topic, and sharing relevant knowledge and skills with their peers during a formative presentation. Assess: Formative assessment: Student will submit a 500 word draft/plan of essay for feedback. Summative: essay developed from formative presentation.		Work: Demonstrating appropriate communication skills to share knowledge and skills with their peers during a formative presentation.		Work: Individual study of a given topic, and sharing relevant knowledge and skills with their peers during a formative presentation. Assess: Formative assessment: Student will submit a 500 word draft/plan of essay for feedback. Summative: essay developed from formative presentation.		

Stage 2	Midwifery Practice 3	Progress towards PLO	Whilst practicing under direct supervision and accessing opportunities within hospital and community based care throughout the childbirth continuum, the student will demonstrate effective, safe and competent care.	Whilst accessing opportunities for hospital and community based care throughout the childbirth continuum, the student will participate in individual care delivery.	Whilst practicing under direct supervision and accessing opportunities for hospital and community based care throughout the childbirth continuum, the student will begin to identify clinical complexities and act appropriately when referral is required.	Whilst practicing under direct supervision and accessing opportunities within hospital and community based care throughout the childbirth continuum, the student will practice interpersonal communication with different women and service providers.		Whilst practicing under direct supervision and accessing opportunities for hospital and community based care, the student will appreciate the policies and procedures that influence care delivery in a different health setting.		Whilst practicing under direct supervision and accessing opportunities for hospital and community based care throughout the childbirth continuum, the student will apply reflective skills and develop strategies for lifelong learning.
		By working on (and if applicable, assessed through)	Work: progress towards midwifery competencies and practical skills record for Stage 2. Assess: Grading of practice formatively and summatively, and a reflective submission	Work: progress towards midwifery competencies and practical skills record for Stage 2. Assess: Grading of practice formatively and summatively, and a reflective submission	Work: progress towards midwifery competencies and practical skills record for Stage 2. Assess: Grading of practice formatively and summatively, and a reflective submission	Work: progress towards midwifery competencies and practical skills record for Stage 2. Assess: Grading of practice formatively and summatively, and a reflective submission		Work: progress towards midwifery competencies and practical skills record for Stage 2. Assess: Grading of practice formatively and summatively, and a reflective submission		Work: progress towards midwifery competencies and practical skills record for Stage 2. Assess: Grading of practice formatively and summatively, and a reflective submission

Stage 2	Midwifery Practice 4	Progress towards PLO	Whilst practicing under direct supervision (depending on individual student progress) students will access opportunities within hospital based care throughout the childbirth continuum, the student will demonstrate effective, safe and competent care.	Whilst accessing opportunities within hospital based care throughout the childbirth continuum, the student will participate in individual care delivery.	Whilst practicing under direct supervision (depending on individual student progress) students will access opportunities within hospital based care throughout the childbirth continuum, the student will begin to identify clinical complexities and act appropriately when referral is required.	Whilst practicing under direct supervision, (depending on individual student progress) students will access opportunities within hospital based care throughout the childbirth continuum, the student will practice interpersonal communication with different women and service providers.		Whilst practicing under direct supervision, (depending on individual student progress) students will access opportunities within hospital based care, the student will appreciate the policies and procedures that influence care delivery in a different health setting.		Whilst practicing under direct supervision, (depending on individual student progress) students will access opportunities within hospital based care throughout the childbirth continuum, the student will apply reflective skills and develop strategies for lifelong learning.
		By working on (and if applicable, assessed through)	Work: progress towards midwifery competencies and practical skills record for Stage 2. Assess: Grading of practice formatively and summatively, and a reflective submission	Work: progress towards midwifery competencies and practical skills record for Stage 2. Assess: Grading of practice formatively and summatively, and a reflective submission	Work: progress towards midwifery competencies and practical skills record for Stage 2. Assess: Grading of practice formatively and summatively, and a reflective submission	Work: progress towards midwifery competencies and practical skills record for Stage 2. Assess: Grading of practice formatively and summatively, and a reflective submission		Work: progress towards midwifery competencies and practical skills record for Stage 2. Assess: Grading of practice formatively and summatively, and a reflective submission		Work: progress towards midwifery competencies and practical skills record for Stage 2. Assess: Grading of practice formatively and summatively, and a reflective submission

Stage 3	Midwifery Dissertation	Progress towards PLO	The student will access, synthesise and critically evaluate substantive contemporary evidence, relevant to their dissertation focus.					The dissertation will afford an opportunity for comprehensive and critical consideration of philosophies of midwifery care, social contexts and maternity provision.		The dissertation enables students to demonstrate comprehensive, cumulative academic and reflective skills. Successful completion acts a capstone achievement for ongoing professional development.
		By working on (and if applicable, assessed through)	Work: Supervised undertaking of a dissertation. Assess: Formative: submission of dissertation proposal. Summative: Completion of a clearly articulated, substantial body of work (10,000 word dissertation) which critiques maternity service provision and/or contemporary midwifery care from national and/or international perspectives as relevant.					Work: Supervised undertaking of a dissertation. Assess: Formative: submission of dissertation proposal. Summative: Completion of a clearly articulated, substantial body of work (10,000 word dissertation) which critically considers - as relevant to the topic - holistic, woman-centred, individualised care and social contexts for care.		Work: Supervised undertaking of a dissertation. Assess: Formative: submission of dissertation proposal. Summative: Completion of a clearly articulated, substantial body of work (10,000 word dissertation) that demonstrates higher order reflection and academic skills, capable of enhancing professional development beyond registration.

<p>Stage 3</p>	<p>Emergency Management in Midwifery</p>	<p>Progress towards PLO</p>	<p>By accessing relevant contemporary literature and research students will critically analyse the evidence for the incidence and management of obstetric emergencies and compare this to their practice experience.</p>		<p>Students will analyse their knowledge of normal midwifery practice to explore and determine why and how emergency situations arise within the childbirth continuum, learning approaches to manage obstetric emergencies effectively and safely.</p>		<p>By analysing the evidence-based management and treatment of obstetric emergencies the student will develop the knowledge and understanding required to be an accountable practitioner and understand how a midwifery role fits into the multidisciplinary team.</p>			
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	By working on (and if applicable, assessed through)	<p>Work: by using scenarios and simulation students will relate the theory and rationale for managing emergencies for implementation into practice.</p> <p>Assess: Formative: practice OSCE. Summative: Unseen Objective Structured Clinical Examination comprising of two obstetric emergencies. Student to demonstrate skills and give rationale for actions.</p>		<p>Work: by using scenarios and simulation students will relate the theory and rationale for managing emergencies for implementation into practice. Assess: Formative: practice OSCE. Summative: Unseen Objective Structured Clinical Examination comprising of two obstetric emergencies. Student to demonstrate skills and give rationale for actions.</p>		<p>Work: by using scenarios and simulation students will relate the theory and rationale for managing emergencies for implementation into practice. Assess: Formative: practice OSCE. Summative: Unseen Objective Structured Clinical Examination comprising of two obstetric emergencies. Student to demonstrate skills and give rationale for actions.</p>			
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Stage 3	Empowered Midwifery Practice	Progress towards PLO						By accessing relevant contemporary literature and research students will critically analyse the evidence for care provision and explore research into women's experience of care as well as relating this to their own experience in practice.	Students will consider and analyse leadership theory and models for service change/improvement initiatives alongside exploring the philosophy that underpins how care is organised within midwifery services.	
		By working on (and if applicable, assessed through)						They will research change initiatives in different healthcare trusts nationally and internationally. Assess: Formative: presentation of service improvement idea to peer group. Summative: Formal presentation of a poster detailing a change initiative relating to current midwifery practice.	Work: Students will explore leadership and change management theory and apply to midwifery practice. Assess: Formative: presentation of service improvement idea to peer group. Summative: Formal presentation of a poster detailing a change initiative relating to current midwifery practice.	

<p>Stage 3</p>	<p>Preparing for Professional Practice</p>	<p>Progress towards PLO</p>	<p>The student will demonstrate confident and effective midwifery care planning and decision making skill, identifying relevant skills and based on contemporaneous evidence from relevant sources.</p>	<p>The student will demonstrate holistic, woman-centred and individualised midwifery care planning and decision making which is sensitive to social contexts.</p>			<p>The student will exhibit sound midwifery decision making skills which clearly recognise the role of the midwife within multidisciplinary teams.</p>			<p>The student will articulate sound academic, reflective and decision making skills commensurate for the final stage of their programme. These will support the transition to practice as a registered midwife.</p>
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		<p>By working on (and if applicable, assessed through)</p>	<p>Work: Considering and critiquing the substantive evidence base and multifactorial nature of decision making in contemporary midwifery practice and maternity care. Undertaking a range of practice-based decision making scenarios within clinical skills lab and classroom settings, indicating relevant skills and appropriate prioritisation. Assess: An unseen viva on a clinical scenario.</p>	<p>Work: Considering and critiquing holistic approaches to decision making in contemporary midwifery practice which empower women as individuals. Undertaking and analysing a range of practice-based decision making scenarios within clinical skills lab and classroom settings. Assess: An unseen viva on a clinical scenario.</p>			<p>Work: Considering and critiquing the multifactorial nature of decision making in contemporary maternity care. Undertaking and analysing a range of practice-based decision making scenarios within clinical skills lab and classroom settings. Assess: An unseen viva on a clinical scenario.</p>			<p>Work: Reflecting on the multifactorial nature and competing elements of contemporary midwifery decision making. Undertaking and analysing a range of practice-based decision making scenarios within clinical skills lab and classroom settings. Assess: An unseen viva on a clinical scenario.</p>
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<p>Stage 3</p>	<p>Skilled Companionship in Midwifery</p>	<p>Progress towards PLO</p>		<p>The student will utilise and analyse opportunities to promote psychological and physical health, within the context of women's individual situations.</p>		<p>The student will demonstrate enhanced communication and interpersonal skills relevant for individual, complex social need. Students will critically analyse the evidence base and best practice available in relation to caring for women and their families in complex social situations.</p>				<p>The student will continue to reflect, critically analyse and consider lifelong learning, leading to the further development of skilled companionship for professional practice.</p>
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		<p>By working on (and if applicable, assessed through)</p>		<p>Work: Specific scenario cases and reflection on cases in practice will be used so that students can analyse the effectiveness of approaches and consider different ways of working. Assess: Formative assessment: Student will submit a 500 word draft/plan of essay for feedback. Summative: Essay that applies the concept of skilled companionship to a clinical scenario.</p>		<p>Work: Students will access research and evidence for services or approaches to care in different social settings. Considering communication and by accessing a workshop that focuses on communicating with individuals experiencing different types of social need students will appreciate the need for and best approach to socially complex communication. Assess: Formative assessment: Student will submit a 500 word draft/plan of essay for feedback. Summative: Essay (including reflecting on communication) that applies the concept of skilled companionship to a clinical scenario.</p>				<p>Work: Through accessing service specialists students will gain insight into how they can then adapt their practice to become a 'skilled companion' in the context of social need. Assess: Formative assessment: Student will submit a 500 word draft/plan of essay for feedback. Summative: Essay that applies the concept of skilled companionship to a clinical scenario and contains an action plan for continuous professional development.</p>
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Stage 3	Midwifery Practice 5	Progress towards PLO	Whilst practicing under direct, and working towards indirect supervision and accessing opportunities for hospital based care throughout the childbirth continuum, the student will demonstrate effective, safe and competent care.	Whilst accessing opportunities for hospital based care throughout the childbirth continuum, the student will tailor care to individual need	Whilst practicing under direct, and working towards indirect supervision and accessing opportunities for hospital based care throughout the childbirth continuum, the student will identify and act effectively in complex clinical and emergency situations	Whilst practicing under direct, and working towards indirect supervision and accessing opportunities for hospital based care throughout the childbirth continuum, the student will practice interpersonal communication with different women and service providers.	Whilst practicing under direct, and working towards indirect supervision and accessing opportunities for community based care and care for a caseload of women, the student will lead care	Whilst practicing under direct, and working towards indirect supervision and accessing opportunities for hospital based care throughout the childbirth continuum, the student will apply knowledge of public health.	Whilst practicing under direct, and working towards indirect supervision and accessing opportunities for hospital based care throughout the childbirth continuum, the student will lead care and consider service improvement initiatives	Whilst practicing under direct, and working towards indirect supervision and accessing opportunities for hospital based care throughout the childbirth continuum, the student will apply reflective skills and develop strategies for lifelong learning.
		By working on (and if applicable, assessed through)	Work: progress towards midwifery competencies and practical skills record for Stage 3. Assess: Grading of practice formatively and summatively, and a reflective submission	Work: progress towards midwifery competencies and practical skills record for Stage 3. Assess: Grading of practice formatively and summatively, and a reflective submission	Work: progress towards midwifery competencies and practical skills record for Stage 3. Assess: Grading of practice formatively and summatively, and a reflective submission	Work: progress towards midwifery competencies and practical skills record for Stage 3. Assess: Grading of practice formatively and summatively, and a reflective submission	Work: progress towards midwifery competencies and practical skills record for Stage 3. Assess: Grading of practice formatively and summatively, and a reflective submission	Work: progress towards midwifery competencies and practical skills record for Stage 3. Assess: Grading of practice formatively and summatively, and a reflective submission	Work: progress towards midwifery competencies and practical skills record for Stage 3. Assess: Grading of practice formatively and summatively, and a reflective submission.	Work: progress towards midwifery competencies and practical skills record for Stage 3. Assess: Grading of practice formatively and summatively, and a reflective submission.

Stage 3	Midwifery Practice 6	Progress towards PLO	Whilst practicing under indirect supervision and accessing opportunities for community based care and care for a caseload of women, the student will demonstrate effective, safe and competent care.	Whilst accessing opportunities for community based care and care for a caseload of women, the student will tailor care to individual need	Whilst practicing under indirect supervision and accessing opportunities for community based care and care for a caseload of women, the student will identify and act effectively in complex clinical and emergency situations	Whilst practicing under indirect supervision and accessing opportunities for community based care and care for a caseload of women, the student will practice interpersonal communication with different women and service providers.	Whilst practicing under indirect supervision and accessing opportunities for community based care and care for a caseload of women, the student will critically evaluate evidence and practice within service provision	Whilst practicing under indirect supervision and accessing opportunities for community based care and care for a caseload of women, the student will apply knowledge of public health.	Whilst practicing under indirect supervision and accessing opportunities for community based care and care for a caseload of women, the student will lead care and consider service improvement initiatives	Whilst practicing under indirect supervision and accessing opportunities for community based care and care for a caseload of women, the student will apply reflective skills and develop strategies for lifelong learning.
		By working on (and if applicable, assessed through)	Work: progress towards midwifery competencies and practical skills record for Stage 3. Assess: Grading of practice formatively and summatively, and a reflective submission	Work: progress towards midwifery competencies and practical skills record for Stage 3. Assess: Grading of practice formatively and summatively, and a reflective submission.	Work: progress towards midwifery competencies and practical skills record for Stage 3. Assess: Grading of practice formatively and summatively, and a reflective submission	Work: progress towards midwifery competencies and practical skills record for Stage 3. Assess: Grading of practice formatively and summatively, and a reflective submission	Work: progress towards midwifery competencies and practical skills record for Stage 3. Assess: Grading of practice formatively and summatively, and a reflective submission	Work: progress towards midwifery competencies and practical skills record for Stage 3. Assess: Grading of practice formatively and summatively, and a reflective submission.	Work: progress towards midwifery competencies and practical skills record for Stage 3. Assess: Grading of practice formatively and summatively, and a reflective submission.	Work: progress towards midwifery competencies and practical skills record for Stage 3. Assess: Grading of practice formatively and summatively, and a reflective submission.