							_		_	_	_	_	_	_	_	_	_	_	_	_	 	 _	
<b>Programme Inform</b>	nation & PL	_Os																					
Title of the new pro	ogramme -	<ul> <li>including</li> </ul>	any yea	ar abro	ad/ in i	ndustry	varia	ints															
BA (Hons) Midwifer	ry Practice	Programm	9																				
Level of qualification	on																						
Please select:		Level 6																					
Please indicate if the second se	he progran	nme is offe	red wit	h any y	ear abr	oad / ir	ı indu	istry va	rian	nts					dust	ry Pl	ease	selec	t	No			
													Yea	r Abro	badP	lease	e sele	ect Y/	N	No			
Department(s): Wh	ere more t	than one de	epartme	ent is in	volved,	indicat	e the	lead de	epar	tmen	t												
Lead Department	Health Sc	iences																					
Other contributing Departments:																							
Rachel Lavelle																							
Purpose and learni	ng outcom	nes of the p	rogram	me																			
Statement of purpo	ose for app	licants to th	ne progi	ramme																			
Please select:       Level 6         Please indicate if the programme is offered with any year abroad / in industry variants       Year in Industry Please select //N       No         Year AbroadPlease select Y/N       Year AbroadPlease select Y/N       No         Department(s): Where more than one department is involved, indicate the lead department       Vear AbroadPlease select Y/N       No         Lead Department       Health Sciences       Other contributing Departments:       Vear AbroadPlease select Y/N       No		nal will ou ert,																					

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.

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
or pro east o dditic	mme Learning Outcome for year in industry (where applicable) grammes which lead to the title 'with a Year in Industry' – typically involving an additional year – please provide either a) amended versions of some (at ne, 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 nal 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. plicable

Not applicable

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:

i) Why the PLOs are considered ambitious or stretching?

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.

ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:

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 opportunites and enable entry for the student into a graduate career.

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)?

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. 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 employablity 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 ahs 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 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	apply aesthetic and empirical knowledge to working in partnership with women and their
able to:	families and across multi-disciplinary teams and agencies.

PLO 1	PLO 2	PLO 3	PLO	) 4	PLO 5	PLO 6	PLO 7	PLO 8
Individual								
statements								
Stage 2								
On progression fror	n the second year (St	age 2), students will	be	apply specialist	knowledge and inte	erpersonal skills acro	ss increasingly comp	olex clinical
able to:				situations for w	omen and their fam	ilies within a conten	nporary maternity se	ervice provision.
PLO 1	PLO 2	PLO 3	PLC	) 4	PLO 5	PLO 6	PLO 7	PLO 8

Individu			· · · · · · · · · · · · · · · · · · ·					
Individu								
stateme	ents							
Stage 3								
(For Inte	egrated Mas	sters) On progression	from the third year					
(Stage 3	3), students	will be able to:						
PLO 1		PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Individu	ıal							
stateme	ents							
Progran	nme Structu	ire						
		nd Summative Asses	sment Man					
			•	module structure an	d the pattern of sum	mative assessment t	hrough the program	me
i icuse e		e summary tuble ben						inte.
'Ontion	module' ca	he used in place of	a specific named on	tion If the program	no roquiros students	to select option more	hules from specific lis	sts those lists
-		•	a specific named op	tion. If the program	ne requires students	to select option mod	dules from specific lis	sts these lists
-		n be used in place of in the next section.	a specific named op	tion. If the programr	ne requires students	to select option mod	dules from specific lis	sts these lists
should k	be provided	in the next section.						
should t	be provided ie drop-dow	in the next section. n select 'S' to indicat	e the start of the mc	odule, 'A' to indicate	the timing of each di	stinct summative ass	sessment point (eg. e	essay submission/
should t From th exam), a	be provided ie drop-dow and 'E' to ind	in the next section. n select 'S' to indicat dicate the end of the	e the start of the mo module (if the end o	odule, 'A' to indicate of the module coinci	the timing of each di des with the summat	stinct summative ass ive assessment selec	sessment point (eg. e st 'EA') . It is not expe	essay submission/
should t From th exam), a	be provided ie drop-dow and 'E' to ind	in the next section. n select 'S' to indicat dicate the end of the	e the start of the mo module (if the end o	odule, 'A' to indicate of the module coinci	the timing of each di	stinct summative ass ive assessment selec	sessment point (eg. e st 'EA') . It is not expe	essay submission/
should t From th exam), a summat	be provided le drop-dow and 'E' to ind tive task will	in the next section. n select 'S' to indicat dicate the end of the be listed where an o	e the start of the mo module (if the end o overall module might	odule, 'A' to indicate of the module coinci t be assessed cumula	the timing of each di des with the summat atively (for example v	stinct summative ass ive assessment selec veekly problem shee	sessment point (eg. e st 'EA') . It is not expe ts).	essay submission/ ected that each
should the From the exam), a summate of the summate	be provided he drop-dow and 'E' to ind tive task will native assess	in the next section. n select 'S' to indicat dicate the end of the be listed where an o ment by exams will	e the start of the mo module (if the end o overall module might be scheduled in the s	odule, 'A' to indicate of the module coinci t be assessed cumula summer Common As	the timing of each di des with the summat atively (for example v ssessment period (we	stinct summative ass ive assessment selec veekly problem shee	sessment point (eg. e st 'EA') . It is not expe ts).	essay submission/ ected that each
should the should the second s	be provided ne drop-dow and 'E' to ind tive task will native assess lerstood tha	in the next section. n select 'S' to indicat dicate the end of the be listed where an o ment by exams will t you will not know i	e the start of the mo module (if the end o overall module might be scheduled in the s n which week of the	odule, 'A' to indicate of the module coincie t be assessed cumula summer Common As CAP the examinatio	the timing of each di des with the summat atively (for example v ssessment period (we n will take place.	stinct summative ass ive assessment selec veekly problem shee	sessment point (eg. e st 'EA') . It is not expe ts).	essay submission/ ected that each
should k From th exam), a summat If summ it is und Stage 0	be provided ne drop-dow and 'E' to ind tive task will native assess lerstood tha	in the next section. n select 'S' to indicat dicate the end of the be listed where an o ment by exams will	e the start of the mo module (if the end o overall module might be scheduled in the s n which week of the	odule, 'A' to indicate of the module coincie t be assessed cumula summer Common As CAP the examinatio	the timing of each di des with the summat atively (for example v ssessment period (we n will take place.	stinct summative ass ive assessment selec veekly problem shee	sessment point (eg. e st 'EA') . It is not expe ts).	essay submission/ ected that each
should the should the second s	be provided ne drop-dow and 'E' to ind tive task will native assess lerstood tha	in the next section. n select 'S' to indicat dicate the end of the be listed where an o ment by exams will l t you will not know i modules for Stage (	e the start of the mo module (if the end o overall module might be scheduled in the s n which week of the 0, use the toggles to	odule, 'A' to indicate of the module coincie t be assessed cumula summer Common As CAP the examinatio the left to show the	the timing of each di des with the summat atively (for example v ssessment period (we n will take place.	stinct summative ass ive assessment selec veekly problem shee	essment point (eg. e ct 'EA') . It is not expe ts). can be used within th	essay submission/ ected that each ne shaded cells as
should k From th exam), a summat If summ it is und Stage 0	be provided ne drop-dow and 'E' to ind tive task will native assess lerstood tha	in the next section. n select 'S' to indicat dicate the end of the be listed where an o ment by exams will t you will not know i	e the start of the mo module (if the end o overall module might be scheduled in the s n which week of the 0, use the toggles to	odule, 'A' to indicate of the module coincie t be assessed cumula summer Common As CAP the examinatio	the timing of each di des with the summat atively (for example v ssessment period (we n will take place.	stinct summative ass ive assessment select veekly problem sheet eeks 5-7) a single 'A' o	sessment point (eg. e st 'EA') . It is not expe ts).	essay submission/ ected that each ne shaded cells as
should the should the sam, a summate of the stage of the summate of the summ	be provided ne drop-dow and 'E' to ind tive task will native assess lerstood tha	in the next section. n select 'S' to indicat dicate the end of the be listed where an o ment by exams will l t you will not know i modules for Stage (	e the start of the mo module (if the end o overall module might be scheduled in the s n which week of the 0, use the toggles to	odule, 'A' to indicate of the module coincie t be assessed cumula summer Common As CAP the examinatio the left to show the	the timing of each di des with the summat atively (for example v ssessment period (we n will take place. hidden rows)	stinct summative ass ive assessment select veekly problem sheet eeks 5-7) a single 'A' o	essment point (eg. e ct 'EA') . It is not expe ts). can be used within th	essay submission/ ected that each ne shaded cells as
should the should the sam, a summate summat	be provided ne drop-dow and 'E' to ind tive task will native assess lerstood tha	in the next section. n select 'S' to indicat dicate the end of the be listed where an o ment by exams will l t you will not know i modules for Stage (	e the start of the mo module (if the end o overall module might be scheduled in the s n which week of the 0, use the toggles to	odule, 'A' to indicate of the module coincie t be assessed cumula summer Common As CAP the examinatio the left to show the	the timing of each di des with the summat atively (for example v ssessment period (we n will take place. hidden rows)	stinct summative ass ive assessment select veekly problem sheet eeks 5-7) a single 'A' o	sessment point (eg. e st 'EA') . It is not expe ts). can be used within th Summe	essay submission/ ected that each ne shaded cells as er Term

	1	I	1					1	-			1	1														1		<u> </u>	—		
30	HEA00009C	Foundations for	S																													
20	HEA00010C	Foundations for											S									ΕA										
20	HEA00011C	Foundations for																					S								ſ	EA
20	HEA00022C	The Transition t											S																			
10	HEA00007C	<b>Midwifery Prac</b>	S																													
20	HEA00008C	Midwifery Prac																					S									
																														$\square$		
Ctore 2																																
Stage 2 Credit	Mc	odule		-	-	Δ	tum	n Te	rm	-	-	-		-	-	Sn	ring	Tor	m	-	-			-	-	Sun	nme	r To			_	_
s		Julie				Au	tum	ii ie								зþ	iiig	Ten								Jun	iiiie	i ie				
	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	HEA00026I	Professional &	S									EA																				
20	HEA000251	Public Health in	S																													
20	HEA000221	Applied Midwif											S									ΕA										
10	HEA00023I	Knowledge & E																														
20	HEA00027I	Complicated M																					S								1	EA
10	HEA00028I	Professional Re																					S								1	EA
20	HEA00147I	Midwifery Prac	S																													
10	HEA00148I	Midwifery Prac																					S									
																															$\square$	
																														-+		
Stage 3																																
Credit	Mo	odule				Au	tum	n Te	rm							Sp	ring	Ter	m							Sun	nme	r Te	rm			
S					1		1	1	1			1		1		1										1						
	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
	HEA00020H	Empowered Mi										EA																				
20	HEA00139H	Emergency Mai	S									EA																				

r				-			-							1	-				-				-									·1
10	HEA00140H	Skilled Compan											S									ΕA										
40	HEA00018H	Midwifery Disse	S																					ΕA								
10	HEA00017H	Preparing for P																					S									ΕA
10	HEA00019H	Midwifery Prac	S																			ΕA										
20	HEA00021H	Midwifery Prac																					S									
																														$\vdash$		
																														┢──┤		
Stage 4			1			1		1								1	1	1			1				1	1		1				
Credit		odule				Au	tum	n Te	rm							Sp	ring	Ter	m							Sur	nme	r Te	rm			
s																																
	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
																														$\mid$		
																														╞──┦		
																														┝──┦		
												L				<u> </u>			L	L	L								L			
		the programme r								otior	n mo	dule	es fro	om s	peci	tic li	sts t	nese	e list	s sh	ould	be	prov	ldec	bel	ow.	If yo	bu n	eed	more	e	
		on the left to reve	1				aaei	1		1 * - 4						_			•		-		0	•	1 * - +					1		
Option	List A Op	otion List B	Opt	tion	List	<u>ر</u>		Opt	tion	List	D		Opt	tion	List	E _		Opt	tion	List	F		Opt	lon	List	G		Opt	tion	List I	H	

Management and Adr	missions Inf	ormation			
		ormation			
This document applies to	students who	commenced	the programme(s) in:		2017/18
				pject to programme reg	gulations) will normally be: Certificate of Higher Education
					Integrated Masters the Bachelors with honours. Please
specify any proposed exce	-	•			
Certificate of Higher Education	•		E in Health & Social Care*		
Diploma of Higher Education	•	•			
*These are academic awards					
Admissions Criteria			, i contra de la con		
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 p	programme(s)	and mode(s	) of study		
Programme		Status (full-	Start dates/months		Mode
	(years)	time/part-	(if applicable – for programmes		

		<b>time)</b> Please select	that have multiple intakes or start dates that differ from the usual academic year)	Face-to-face, campu	s-based	Distance learni	ng	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 assessm	ent							
English.								
Programme accredit	tation by Prof	fessional, S <sup>.</sup>	tatutory or Regulatory Bodies	s (PSRB)				
Is the programme reco	•	•						
Please Select Y/N: Y		o move to next is complete the	t Section e following questions					
Name of PSRB		•						
Registration on the mid	•	¥	•					
Are there any condition	ns on the appro	val/ accredita	ation of the programme(s)/ gradua	ates (for example accre	editation	only for the full awar	d and not	t any interim award)
Additional Profession	onal or Vocati	onal Standa	ards					
Are there any addition	al requirements	of accreditir	ng bodies or PSRB or pre-requisite	professional experience	e neede	d to study this program	mme?	
Please Select Y/N:	if Ye	s, provide deta	ails					
(max 200 words)								
University award re	gulations							

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:
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.
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 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:

awarded a Certificate in Health and Social Care. This award would not be eligible for professional registration. Students who successfully complete	lents who successfully complete Stage One programme but do not complete Stage Two, may be e 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. Stud	lents must pass all modules to progress through the programme. Students who successfully
complete Stage One of	
	ial 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 a	nd Social Care. This award would not be eligible for professional registration
Students wishing to transfer from other Higher Education Institutions would be assessed against	
Exceptions to University Award Regulations approved by University Teaching Commit	
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 demonstrate if they take full advantage of the learning opportunities that are provided.	I the learning outcomes that a typical student might reasonably be expected to achieve and
Detailed information on the learning outcomes, content, delivery and assessment of modules c	an he found in the module descriptions
betailed internation of the learning outcomes, content, denvery and assessment of modules c	
The University reserves the right to modify this overview in unforeseen circumstances, or where examiners or professional bodies, requires a change to be made. Students will be notified of an	·

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 Lea	rning Outcomes			
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
		professionals, providing	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	excellent relationships with women and their families,	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

Foundations for Midwifery Practice 1- Antenatal Care	knowledge and understanding of the antenatal period and maternity care	By exploring the role of the midwife in the antenatal period, the student will gain an
Practice 1-	understanding of the antenatal period and maternity care	midwife in the antenatal period, the student will
	the antenatal period and maternity care	antenatal period, the student will
Antenatal Care	period and maternity care	the student will
	maternity care	the student will
		gain an
	provision, the	understanding of
		individualised,
	skills and	family centred
		care.
	-	
	maternity service	
	provision will	
	build	
	-	
		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.

By working on	Work:	Work: During			
(and if applicable,	Participation in	scenario-based,			
assessed	clinical	clinical			
through)	simulation will	examples, the			
	develop	student will apply			
	confidence and	developing			
	dexterity for	knowledge of			
	relevant	antenatal care to			
	antenatal care	the theoretical			
	skills. Exploration	components of			
	of clinical	the module.			
	scenarios will link	Assess: the			
	the student's	student will			
	theoretical	demonstrate			
	knowledge to	relevant			
	clinical practice.	knowledge,			
	Assess:	understanding			
	Formative	and descriptions			
	assessment: by	of antenatal care			
	practical OSCE	in an unseen			
	demonstrating a	written			
	range of clinical	examination			
	skills. Summative	comprising of			
	assessment: the	multiple choice			
	student will	and short answer			
	indicate relevant	questions.			
	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.				

Stage 1	Foundations for	Progress towards	By developing	By exploring the	
	Midwifery	PLO	knowledge and	role of the	
	Practice 2-		understanding of	midwife and	
	Postnatal Care		the postnatal	caring for women	
			period the	and families in a	
			student will gain	variety of	
			skills and	settings, the	
			confidence to	student will gain	
			deliver care	an understanding	
			effectively to	of individualised	
			women and their	family centred	
			families.	care.	

		Work: by drawing			
• • • •	on clinical	on clinical			
		experiences and			
		scenario-based			
	examples	examples			
	students will	students will			
	apply their	apply their			
	developing	developing			
	knowledge of	knowledge of			
	post-natal care to	post-natal care to			
	the theoretical	the theoretical			
	components of	components of			
	the module. By	the module.			
	developing basic	Summative			
		Assessment: a 3			
		hour unseen			
	identify and	written exam			
	examine	with 30%			
	evidence to	multiple choice			
		questions and			
	postnatal	70% short			
	•	answer			
		questions.			
	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.				
	-1				1
	Opportunity				

		-			I			
Stage 1		Progress towards		By exploring the				
		PLO	-	role of the				
	Practice 3-		understanding of	midwife and				
	Intrapartum Care		intrapartum care	caring for women				
			the student will	and families in a				
			gain skills and	variety of				
			confidence to	settings, the				
				student will gain				
				an understanding				
				of individualised				
				family centred				
			-	care.				
			relevant					
			evidence (e.g.					
			NICE guidance),					
			the student will					
			gain skills and					
			confidence in					
			using					
			contemporary					
			research and its					
			influence on					
			maternity					
			services.					

By working		Work: by drawing			
(and if appl		on clinical			
assessed	experiences and	experiences and			
through)	scenario-based	scenario-based			
	examples	examples			
	students will	students will			
	apply relevant	apply relevant			
	anatomy and	anatomy and			
	physiology,	physiology, and			
	and knowledge	knowledge of			
	of intrapartum	intrapartum care			
	care to the	to the theoretical			
	theoretical	components of			
	components of	the module.			
	the module	Summative			
	formatively.	Assessment: a 3			
	Summative	hour unseen			
	Assessment: a 3	written exam			
	hour unseen	with 30%			
	written exam	multiple choice			
	with 30%	questions and			
	multiple choice	70% short			
	questions and	answer			
	70% short	questions.			
	answer				
	questions.				
	Opportunity				
	during the				
	module will be				
	given to support				
	students				
	developing skills				
	in exam				
	technique.				

Stage 1	The Transition to	Progress towards		The student will		The student will
	Professional Self	PLO		be introduced to		be introduced to
				intra/interperson		the concepts of
				al		reflection and
				communication,		lifelong learning,
				self awareness,		leading to the
				individual		development of
				diversity, values		skills for
				and attitudes, to		professional
				understand and		practice
				develop their		
				transition to		
				professional		
				identity.		
		By working on		Work: By		Being
		(and if applicable,		practising and		encouraged to
		assessed		receiving		keep a personal
		through)		feedback on		reflective journal
				communication		and submitting a
				from 'sim		written
				patients' . Assess:		summative
				Formative		reflective
				assessment:		assignment.
				Student will		
				submit a 500		
				word draft/plan		
				of essay for		
				feedback.		
				Summative: Incor		
				porate		
				theoretical		
				aspects of		
				communication		
				in the		
				written, reflectiv		
				 e assignment.	 	 

Stage 1	Midwifery	Progress towards	Whilst practicing	Whilst accessing	Whilst practicing	Whilst practicing	Whilst practicing	Whilst practicing
	Practice 1	PLO	under direct	opportunities wit	under direct	under direct	under direct	under direct
			supervision and	hin community	supervision and	supervision and	supervision and	supervision and
			accessing	based care	accessing	accessing	accessing	accessing
			opportunities	throughout the	opportunities wit	opportunities	opportunities	opportunities wit
			within	childbirth	hin community	within	within	hin community
			community	continuum, the	based care	community	community	based care
			based care	student will	throughout the	based care	based care	throughout the
			throughout the	observe and	childbirth	throughout the	throughout the	childbirth
			childbirth	begin to	continuum, the	childbirth	childbirth	continuum, the
			continuum, the	participate in	student will	continuum, the	continuum, the	student will apply
			student will	individual care	begin to develop	student will	student will	reflective skills
			observe and	delivery.	awareness of	observe and	develop	and develop
			begin to		clinical	practice	knowledge of	strategies for
			demonstrate		complexities and	interpersonal	public health in	lifelong learning.
			effective, safe		observe and	communication	different settings.	
			and competent		understand	with different	Whilst practicing	
			care.		when, and	women and	under direct	
					why, referral is	service providers.	supervision and	
					required.		accessing	
							opportunities	
							within	
							community	
							based care, the	
							student will	
							appreciate the	
							policies and	
							procedures that	
							influence care	
							delivery in	
							community	
							midwifery	
							setting.	

By working on	Work: progress					
(and if applicable,	towards	towards	towards	towards	towards	towards
assessed	midwifery	midwifery	midwifery	midwifery	midwifery	midwifery
through)	competencies	competencies	competencies	competencies	competencies	competencies
	and practical					
	skills record for					
	Stage 1. Assess:					
	Grading of					
	practice	practice	practice	practice	practice	practice
	formatively and					
	summatively, and	summatively,				
	a reflective	and a reflective				
	submission	submission	submission	submission	submission	submission

Stage 1	Midwifery	Progress towards	Whilst practicing	Whilst accessing	Whilst practicing	Whilst practicing	Whilst practicing	Whilst practicing
	Practice 2	PLO	under direct	opportunities	under direct	under direct	under direct	under direct
			supervision and	within	supervision and	supervision and	supervision and	supervision and
			accessing	hospital based	accessing	accessing	accessing	accessing
			opportunities hos	care throughout		opportunities	opportunities	opportunities
			pital based care	the childbirth	within hospital	within hospital	within hospital	within hospital
			throughout the	continuum, the	based care	based care	based care, the	based care
			childbirth	student will	throughout the	throughout the	student will	throughout the
			continuum, and	observe and	childbirth	childbirth	appreciate the	childbirth
			within a	begin to	continuum, the	continuum, and	policies and	continuum, the
			medical/surgical	participate in	student will	within a	procedures that	student will apply
			setting, the	individual care	begin to develop	medical/surgical	influence care	reflective skills
			student will	delivery.		setting, the	delivery in	and develop
			observe and		clinical	student will	community	strategies for
			begin to			observe and	midwifery	lifelong learning.
			demonstrate		observe and	practice	setting. Whilst	
			effective, safe		understand	interpersonal	practicing under	
			and competent		, ,,	communication	direct supervision	
			care.			with women and	and accessing	
					required.	service providers.	opportunities	
							within hospital	
							based care	
							throughout the	
							childbirth	
							continuum, the	
							student will	
							develop	
							knowledge of	
							public health in	
							different settings.	

		By working on	Work: progress	Work: progress	Work: progress	Work: progress	Work: progress	Work: progress
		(and if applicable,	towards	towards	towards	towards	towards	towards
		assessed	midwifery	midwifery	midwifery	midwifery	midwifery	midwifery
		through)	competencies	competencies	competencies	competencies	competencies	competencies
			and practical	and practical	and practical	and practical	and practical	and practical
			skills record for	skills record for	skills record for	skills record for	skills record for	skills record for
			Stage 1. Assess:	Stage 1. Assess:	Stage 1. Assess:	Stage 1. Assess:	Stage 1. Assess:	Stage 1. Assess:
			Grading of	Grading of	Grading of	Grading of	Grading of	Grading of
			practice	practice	practice	practice	practice	practice
			formatively and	formatively and	formatively and	formatively and	formatively and	formatively and
			summatively, and	summatively, and	summatively, and	summatively,	summatively, and	summatively,
			a reflective	a reflective	a reflective	and a reflective	a reflective	and a reflective
			submission	submission	submission	submission	submission	submission
Stage 2	Applied	Progress towards	Students will		Students learn to	Students		
	Midwifery	PLO	extend their		recognise when	will consider		
	Practice		midwifery skills		the normal but	communication		
			and knowledge in		less usual clinical	in the context of		
			normal but less		situations	the normal but		
			usual pregnancy,		become either	less usual clinical		
			labour and		complex; become	situations.		
			postnatal		'high' risk and/or			
			experiences, and		emergencies.			
			how care in these		Students learn			
			situations is		how, why and			
			adapted to best		when the wider			
			facilitate normal		multi			
			childbearing		professional			
			experience		team are			
					involved.			

By working on	Work: Accessing	Work: Case	Work: Consider		
(and if applicable,		scenarios,	communication i		
assessed	range of	problem solving	n different		
through)	evidence	exercises and	contexts.		
linough)	including	care planning.	Assess: 3 hour		
	randomised	Assess: 3 hour	summative		
	controlled trials.	summative	examination		
	Case scenarios,	examination	involving short		
	problem solving	involving short	answer questions		
	exercises and		on different		
	care planning.	on different	clinical situations.		
	Assess: 3 hour	clinical situations.			
	summative	Opportunity	during the		
	examination	during the	module will be		
	involving short	module will be	given to support		
	answer questions	given to support	students		
	on different	students	developing skills		
	clinical situations.	developing skills	in exam		
	Opportunity	in exam	technique		
	during the	technique	formatively.		
	module will be	formatively.			
	given to support				
	students				
	developing skills				
	in exam				
	technique				
	formatively.				

Stage 2	Complicated	Progress towards	Students will	While	By analysing the	
	Maternities	PLO	build on their	recognizing that	evidence-based	
			knowledge of	midwives are	management and	
			normal	practitioners and	treatment of	
			midwifery	leaders of normal	complex	
			practice and the	midwifery	conditions within	
			learning achieved	practice,	the childbirth	
			in Applied	students will	continuum the	
			Midwifery	learn to	student will	
			Practice to	recognise where	develop the	
			explore common	care is deviating	knowledge and	
			pre-existing	from a normal	understanding	
			health	pathway and	required to be an	
			conditions, and	refer to	accountable	
			conditions occurr	appropriate	practitioner and	
			ing within the	members of the	understand how	
			childbirth	multi-disciplinary	a midwifery role	
			continuum, maki	team when this	fits into the	
			ng clinical	situation arises.	multidisciplinary	
			management mo	By accessing	team.	
			re complex.	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.		

	Work: Through	Work: accessing		dentifying		
(and if applicable,	case studies and	contemporary	, treatin	g and		
assessed	scenarios	literature on the	managir	ng deteri		
through)	students will	incidence and	orating,	complex		
	apply the	management of	conditio	ons and		
	underpinning	complex	working			
	pathology to com	conditions in	effective	ely within		
	plex	pregnancy and	multidis	ciplinary		
	conditions in the	childbirth.	teams.	Assess: 3		
	childbirth	Assess: 3 hour	hour un	seen		
	continuum.	unseen written	written			
	Assess: 3 hour	examination	examina	ation		
	unseen written	based on case	based o	n case		
	examination	examples in	example	es in		
	based on case	practice. One	practice			
	examples in	compulsory	compute			
	practice. One	question, choice		n, choice		
	compulsory	of two out of	of two c			
	question, choice	four shorter	four sho			
	of two out of	questions.Work:				
	four shorter	Through case	Öpportu			
	questions.	studies and	during t	-		
	Opportunity	scenarios and by				
	during the	discussion		support		
	module will be	students will	student			
	given to support	identify which		ing skills		
	students	areas of care	in exam	-		
	developing skills	need to be	techniq			
	in exam	referred to	formativ			
	technique	medical and				
	formatively.	surgical				
	lorna arvery.	colleagues and				
		appreciate how				
		to work together				
		with members o				
		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			1	1

Stage 2	Knowledge &	Progress towards	By practicing the		By practicing the	By developing
	Evidence		critical appraisal		critical appraisal	academic and
	Informing		of evidence,		of evidence,	reflective skills
	Midwifery		students will gain		students will gain	the student will
	Practice		skills and		skills and	understand the
			confidence in		confidence in	significance of
			using		using	applying
			contemporary		contemporary	different forms of
			research and		research and	knowledge and
			understand its		understand its	evidence to
			influence on		influence on	underpin
			maternity		maternity	midwifery
			services and care		services and care	practice
			provision.		provision.	
		By working on	Work: in small		Work: in small	Work: in small
		(and if applicable,	groups students		groups students	groups students
		assessed	will undertake a		will undertake a	will undertake a
		through)	research critique,		research critique,	research critique,
			using a chosen		using a chosen	using a chosen
			framework, and		framework, and	framework.
			present findings		present findings	Assess:
			to their		to their	Formative
			peers. Assess: For		peers. Assess:	assessment:
			mative		Formative	Student will
			assessment:		assessment:	submit a 500
			Student will		Student will	word draft/plan
			submit a 500		submit a 500	of essay for
			word draft/plan		word draft/plan	feedback.
			of essay for		of essay for	Summative:
			feedback.		feedback.	essay -a critique
			Summative:		Summative: essa	of a research
			essay -a critique		y -a critique of a	paper, chosen by
			of a research		research paper,	the student, that
			paper, chosen by		chosen by the	addresses an
			the student, that		student, that	area of clinical
			addressess an		addressess an	uncertainty, and
			area of clinical		area of clinical	application of the
			uncertainty,		uncertainty,	findings of this
			relevant to		relevant to	research to
			contemporary		contemporary	clinical practice.
			midwifery		midwifery	
			practice.		practice.	

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

Stage 2	Professional	Progress towards	Т	he student will	The student's	The student's		The student will
-	Relationships	PLO	g	ain	intra and	intra and		extend their
			u	nderstanding of,	interpersonal	interpersonal		academic and
			a	nd will apply,	communication	communication		reflective skills as
			C	ommunication	skills, self	skills, self		a developing
			sl	kills which	awareness,	awareness,		professional and
			re	espond to the	values and	values and		effective
			ir	ndividual and	attitudes will be	attitudes will be		communicator.
			h	olistic needs of	challenged and	challenged and		
			w	vomen and	enhanced via a	enhanced via a		
			fa	amilies.	focus on	focus on		
					providing	providing		
					culturally	culturally		
					sensitive	sensitive		
					midwifery care	midwifery care		
					within multi-	within multi-		
					professional	professional		
					teams.	teams.		
		By working on	l v	Vork: Exploring	Work: Engaging	Work: Engaging		Work: Engaging
		(and if applicable,	m	nultimedia	with multimedia	with multimedia		in a 360 degree
		assessed	re	esources and	resources, in	resources, in		communication
		through)	e	ngaging in a 360	skills workshops	skills workshops		feedback
				egree	and in a 360	and in a 360		exercise with
				ommunication	degree	degree		peers, SIMS and
				eedback	communication	communication		lecturers as a
				xercise with	feedback	feedback		formative
				eers, SIMS and	exercise with	exercise with		assessment.
				ecturers as a	peers, SIMS and	peers, SIMS and		Assess:
			fo	ormative	lecturers as a	lecturers as a		Undertaking a
				ssessment.	formative	formative		reflective
				ssess:	assessment.	assessment.		summative essay
				Indertaking a	Assess:	Assess:		based on the
				eflective	Undertaking a	Undertaking a		formative 360
				ummative essay	reflective	reflective		degree feedback
				ased on the	summative essay	summative essay		exercise.
				ormative 360	based on the	based on the		
				egree feedback	formative 360	formative 360		
			e	xercise.	degree feedback	degree feedback		
					exercise.	exercise.		

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

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

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

Stage 3	Midwifery	Progress towards	The student will			The dissertation	The dissertation
011200	Dissertation	PLO	access,			will afford an	enables students
			synthesise and			opportunity for	to demonstrate
			critically evaluate			comprehensive	comprehensive,
			substantive			and critical	cumulative
			contemporary			consideration of	academic and
			evidence,			philosophies of	reflective skills.
			relevant to their			midwifery care,	Successful
			dissertation			social contexts	completion acts a
			focus.			and maternity	capstone
						provision.	achievement for
						p	ongoing
							professional
							development.
		By working on	Work: Supervised			Work: Supervised	Work: Supervised
		(and if applicable,	undertaking of a			undertaking of a	undertaking of a
		assessed	dissertation.			dissertation.	dissertation.
		through)	Assess:			Assess:	Assess:
			Formative:			Formative:	Formative:
			submission of			submission of	submission of
			dissertation			dissertation	dissertation
			proposal.			proposal.	proposal.
			Summative:			Summative:	Summative:
			Completion of a			Completion of a	Completion of a
			clearly			clearly	clearly
			articulated,			articulated,	articulated,
			substantial body			substantial body	substantial body
			of work (10,000			of work (10,000	of work (10,000
			word			word	word
			dissertation)			dissertation)	dissertation) that
			which critiques			which critically	demonstrates
			maternity service			considers - as	higher order
			provision and/or			relevant to the	reflection and
			contemporary			topic - holistic,	academic skills,
			midwifery care			woman-centred,	capable of
			from national			individualised	enhancing
			and/or			care and social	professional
			international			contexts for care.	development
			perspectives as				beyond
			relevant.				registration.

Stage 3	Emergency	Progress towards	By accessing	Students will	By analysing the
	Management in	PLO	relevant	analyse their	evidence-based
	Midwifery		contemporary	knowledge of	management and
			literature and	normal	treatment of
			research	midwifery	obstetric
			students will	practice to	emergencies the
			critically analyse	explore and	student will
			the evidence for	determine why	develop the
			the incidence and	and how	knowledge and
			management of	emergency	understanding
			obstetric	situations arise	required to be an
			emergencies and	within the	accountable
			compare this to	childbirth	practitioner and
			their practice	continuum, learni	understand how
			experience.	ng approaches to	a midwifery role
				manage obstetric	fits into the
				emergencies	multidisciplinary
				effectively and	team.
				safely.	

By working on	Work: by using	Work: by using	Work: by using
(and if applicable,		scenarios and	scenarios and
assessed	simulation	simulation	simulation
through)	students will	students will	students will
	relate the theory	relate the theory	relate the theory
	and rationale for	and rationale for	and rationale for
	managing	managing	managing
	emergencies for	emergencies for	emergencies for
	implementation	implementation	implementation
	into practice.	into	into practice.
	Assess:	practice. Assess:	Assess:
	Formative:	Formative:	Formative:
	practice OSCE.	practice OSCE.	practice OSCE.
	Summative:	Summative: Uns	Summative:
	Unseen Objective	een Objective	Unseen Objective
	Structured	Structured	Structured
	Clinical	Clinical	Clinical
	Examination	Examination	Examination
	comprising of	comprising of	comprising of
	two obstetric	two obstetric	two obstetric
	emergencies.	emergencies. Stu	emergencies.
	Student to	dent to	Student to
	demonstrate	demonstrate	demonstrate
	skills and give	skills and give	skills and give
	rationale for	rationale for	rationale for
	actions.	actions.	actions.

<u>()</u>	E	D			B	CL 1	
Stage 3	Empowered	Progress towards			By accessing	Students will	
	Midwifery	PLO			relevant	consider and	
	Practice				contemporary	analyse	
					literature and	leadership theory	
					research	and models for	
					students will	service	
					critically analyse	change/improve	
					the evidence for	ment initiatives	
					care provision	alongside	
					and explore	exploring the	
					research into	philosophy that	
					women's	underpins how	
					experience of	care is organised	
					care as well as	within midwifery	
					relating this to	services.	
					their own		
					experience in		
					practice.		
		By working on			They will	Work: Students	
		(and if applicable,			research change	will explore	
		assessed			initiatives in	leadership and	
		through)			different	change	
					healthcare trusts	management	
					nationally and	theory and apply	
					internationally.	to midwifery	
					Assess:	practice. Assess:	
					Formative:	Formative:	
					presentation of	presentation of	
					service	service	
					improvement	improvement	
					idea to peer	idea to peer	
					group.	group.	
					Summative:	Summative:	
					Formal	Formal	
						presentation of a	
					poster detailing a	poster detailing a	
					change initiative	change initiative	
					relating to	relating to	
					current	current	
					midwifery	midwifery	
					practice.	practice.	

Stage 3	Preparing for	Progress towards	The student will	The student will	The student will	The student will
	Professional	PLO	demonstrate	demonstrate	exhibit sound	articulate sound
	Practice		confident and	holistic, woman-	midwifery	academic,
			effective	centred and	decision making	reflective and
			midwifery care	individualised	skills which	decision making
			planning and	midwifery care	clearly recognise	skills
			decision making	planning and	the role of the	commensurate
			skill, identifying	decision making	midwife within	for the final stage
			relevant skills	which is sensitive	multidisciplinary	of their
			and based on	to social	teams.	programme.
			contemporaneou	contexts.		These will
			s evidence from			support the
			relevant sources.			transition to
						practice as a
						registered
						midwife.

By working on	Work:	Work:		Work:		Work: Reflecting
(and if applicable,	Considering and	Considering and		Considering and		on the
assessed	critiquing the	critiquing holistic		critiquing the		multifactorial
through)	substantive	approaches to		multifactorial		nature and
	evidence base	decision making		nature of		competing
	and multifactorial	in contemporary		decision making		elements of
	nature of	midwifery		in contemporary		contemporary
	decision making	practice which		maternity care.		midwifery
	in contemporary	empower women		Undertaking and		decision making.
	midwifery	as individuals.		analysing a range		Undertaking and
	practice and	Undertaking and		of practice-based		analysing a range
	maternity care.	analysing a range		decision making		of practice-based
	Undertaking a	of practice-based		scenarios within		decision making
	range of practice-	decision making		clinical skills lab		scenarios within
	based decision	scenarios within		and classroom		clinical skills lab
	making scenarios	clinical skills lab		settings. Assess:		and classroom
	within clinical	and classroom		An unseen viva		settings. Assess:
	skills lab and	settings. Assess:		on a clinical		An unseen viva
	classroom	An unseen viva		scenario.		on a clinical
	settings,	on a clinical				scenario.
	indicating	scenario.				
	relevant skills					
	and appropriate					
	prioritisation.					
	Assess: An					
	unseen viva on a					
	clinical scenario.					

Stage 3	Skilled	Progress towards	The student will	The student will	The student will
	Companionship	PLO	utilise and	demonstrate	continue to
	in Midwifery		analyse	enhanced	reflect, critically
			opportunities to	communication	analyse and
			promote	and interpersonal	consider lifelong
			psychological and	skills relevant for	learning, leading
			physical health,	individual,	to the further
			within the	complex social	development of
			context of	need. Students	skilled
			women's	will critically	companionship
			individual	analyse the	for professional
			situations.	evidence base	practice.
				and best practice	
				available in	
				relation to caring	
				for women and	
				their families in	
				complex social	
				situations.	

By working on	Work: Specific	Work: Students	Work: Through
 (and if applicable,	scenario cases	will access	accessing service
 assessed	and reflection on	research and	specialists
 through)	cases in practice	evidence for	students will gain
 linough	will be used so	services or	insight into how
	that students can	approaches to	they can then
	analyse the	care in different	adapt their
	effectiveness of	social settings.	practice to
	approaches and	Considering	become a 'skilled
	consider	communication	companion' in
	different ways of	and by accessing	the context of
	working. Assess:	a workshop that	social need.
	Formative	focuses on	Assess:
	assessment:	communicating	Formative
	Student will	with individuals	assessment:
	submit a 500	experiencing	Student will
	word draft/plan	different types of	submit a 500
	of essay for	social need	word draft/plan
	feedback.	students will	of essay for
	Summative:	appreciate the	feedback.
	Essay that applies	need for and best	Summative:
	the concept of	approach to	Essay that applies
	skilled	socially complex	the concept of
	companionship	communication.	skilled
	to a clinical	Assess:	companionship
	scenario.	Formative	to a clinical
		assessment:	scenario and
		Student will	contains an
		submit a 500	action plan for
		word draft/plan	continuous
		of essay for	professional
		feedback.	development.
		Summative:	
		Essay (including	
		reflecting on	
		communication)	
		that applies the	
		concept of skilled	
		companionship	
		to a clinical	
		scenario.	

Stage 3	Midwifery	Progress towards	Whilst practicing	Whilst accessing	Whilst practicing	Whilst practicing	Whilst practicing	Whilst practicing	Whilst practicing	Whilst practicing
Stage S	Practice 5	PLO	1 0	opportunities for		under direct, and	under direct, and	under direct, and	under direct, and	under direct, and
			working towards	hospital based	working towards	working towards	working towards	working towards	working towards	working towards
			indirect	care throughout	indirect	-	indirect	indirect	indirect	indirect
			supervision and	the childbirth	supervision and		supervision and	supervision and	supervision and	supervision and
				continuum, the		•	l .			
			accessing	, ,	accessing	0	accessing	accessing	accessing	accessing
			opportunities for	student will tailor	opportunities for	opportunities for	opportunities for	opportunities for	opportunities for	opportunities for
			hospital based	care to individual	hospital based	hospital based	community	hospital based	hospital based	hospital based
			care throughout	need	care throughout	care throughout	based care and	care throughout	care throughout	care throughout
			the childbirth		the childbirth	the childbirth	care for a	the childbirth	the childbirth	the childbirth
			continuum, the		continuum, the	,	caseload of	continuum, the	continuum, the	continuum, the
			student will		student will	student will	women, the		student will lead	student will apply
			demonstrate		identify and act	•	student will lead	knowledge of	care and consider	reflective skills
			effective, safe		effectively in	interpersonal	care	public health.	service	and develop
			and competent		complex clinical	communication			improvement	strategies for
			care.		and emergency	with different			initiatives	lifelong learning.
					situations	women and				
						service providers.				
		By working on	Work: progress	Work: progress	Work: progress	Work: progress	Work: progress	Work: progress	Work: progress	Work: progress
		(and if applicable,	towards	towards	towards	towards	towards	towards	towards	towards
		assessed	midwifery	midwifery	midwifery	midwifery	midwifery	midwifery	midwifery	midwifery
		through)	competencies	competencies	competencies	competencies	competencies	competencies	competencies	competencies
			and practical	and practical	and practical	and practical	and practical	and practical	and practical	and practical
			skills record for	skills record for	skills record for	skills record for	skills record for	skills record for	skills record for	skills record for
			Stage 3. Assess:	Stage 3. Assess:	Stage 3. Assess:	Stage 3. Assess:	Stage 3. Assess:	Stage 3. Assess:	Stage 3. Assess:	Stage 3. Assess:
			Grading of	Grading of	Grading of	Grading of	Grading of	Grading of	Grading of	Grading of
			practice	practice	practice	practice	practice	practice	practice	practice
			formatively and	formatively and	formatively and	formatively and	formatively and	formatively and	formatively and	formatively and
			summatively, and	summatively,	summatively,	summatively, and	summatively, and	summatively,	summatively, and	summatively, and
			a reflective	and a reflective	and a reflective	a reflective	a reflective	and a reflective	a reflective	a reflective
			submission	submission	submission	submission	submission	submission	submission.	submission.

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