

**University of the West of Scotland**  
**Postgraduate Programme Specification**

**Session: 2023/24**

**Last Modified:** May 24

**Status:** Published

1	<b>Named Award Title:</b>	MSc Midwifery with Registration
2	<b>Award Title for Each Award:</b> <sup>1</sup>	MSc Midwifery with Registration PgD Maternal Health PgC Maternal Health
3	<b>Date of Validation / Approval:</b>	March 2021
4	<b>Details of Cohorts Applies to:</b>	Sept 2019 cohorts onwards
5	<b>Awarding Institution/Body:</b>	<b>University of the West of Scotland</b>
6	<b>Teaching Institution(s):</b> <sup>2</sup>	<b>University of the West of Scotland</b>
7	<b>Language of Instruction &amp; Examination:</b>	English
8	<b>Award Accredited By:</b>	Nursing and Midwifery Council (NMC)
9a	<b>Maximum Period of Registration:</b>	5 Years <a href="https://www.uws.ac.uk/authorised-interruption-guidance-notes">Authorised Interruption Guidance notes (uws.ac.uk)</a>
9b	<b>Duration of Study:</b>	Full Time – 3 years
10	<b>Mode of Study:</b>	Full Time
11	<b>Campus:</b>	Lanarkshire Campus
12	<b>School:</b>	<b>School of Health and Life Sciences</b>
13	<b>Programme Board:</b>	<b>Mental Health, Midwifery and Health</b>
14	<b>Programme Leader:</b>	Connor Murray

**15. Admission Criteria**

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

**Appropriate Undergraduate Qualifications:**

<sup>1</sup> Include main award and all exit awards e.g. PgD, MSc

<sup>2</sup> University of the West of Scotland and include any collaborative partner institutions involved in delivery.

Applicants will typically possess a degree or equivalent. In the absence of a degree, where entry requirements do not conform to the general entry requirements, other evidence can be considered on an individual basis in line with Regulations 2.13 – 2.36 (Recognition of Prior Learning – RPL / Recognition of Credit).

The standard entry requirement is an undergraduate degree (UWS Regulatory Framework). Provide evidence of possessing a qualification in Mathematics such as Maths /Life skills Maths/Application of Maths at least at standard grade 2 or above, Intermediate 2 at C or above or National 5 (NMC, 2019a, Part 3). Provide a personal/employer reference Provide an academic reference and formal University transcript/certificate.

---

### **Other Required Qualifications/Experience**

All applicants must satisfy NMC entry requirements as per NMC Standards for pre-registration midwifery programmes. This is to ensure applicants' health and character are sufficient to enable safe practice on entering the programme, this includes satisfactory occupational health assessments and criminal record checks. They must also demonstrate proficiency in English language and have the ability to develop digital and technological literacy to meet programme outcomes (NMC, 2019a, Part 3).

For applicants whose first language is not English and for programmes that lead to professional registration with the Nursing & Midwifery Council, applicants are required to have an IELTS or Occupational English Test (OET)\*.

For such courses, the IELTS score is as follows:

- overall score of 7.0
- score of at least 7.0 in reading, listening and speaking and no less than 6.5 in writing

\* Note that the Occupational English Test (OET) will now be accepted in addition to IELTS as proof of a Nurse's English Language Competence (NMC, 2019a, Part 3).

There is no Recognition of Prior Learning (RPL) onto the MSc Midwifery with Registration programme. Students must undertake all 3 years/parts of the programme for entry onto the NMC register (NMC, 2019a).

All applications for the pre-registration programme apply through the UCAS system and the School adheres to the time scales set by UCAS and the University that are guided by the central admissions department.

Applicants are also required to undertake a values based group interview process.

---

**Further desirable skills pre-application (i.e. to satisfy additional PSRB requirements or other)**

Care experience in either an employment or voluntary capacity. Excellent communication and interpersonal skills.

Ability to work as part of a team.

## General Overview

The School of Health and Life Science is the largest in Scotland and provides midwifery education for all of the West of Scotland. We work in partnership with five Health Boards and with other practice learning partners. The midwifery curriculum is the result of collaborative working with our NHS partners, service users and midwifery students.

The programme philosophy links to the Renfrew et al. (2014) Framework for Quality Maternal and Newborn Care, which is;

1. To support and empower students to become responsible, resourceful, reflective midwives through the provision of a student-centred educational programme that promotes ethical principles and human rights conducive to the development of safe and effective practice for women and their families.
2. To provide students with interdisciplinary and multiagency learning opportunities to achieve Nursing and Midwifery Council proficiencies and programme outcomes (NMC, 2019b, Standards of proficiency for midwives).

Midwifery is a global profession. Childbearing women, newborn infants, and families share similar needs wherever they live and midwives make a vital contribution to their survival, health and wellbeing across the world (NMC, 2019b, Standards of proficiency for midwives). The World Health Organisation (WHO, 2019, Strengthening Quality Midwifery Education for Universal Health Coverage 2030) has stated that 'strengthening midwifery education is a key step to improving quality of care and reducing maternal and newborn mortality and morbidity'.

Through a contemporary and innovative curriculum, we aim to prepare post-graduate practitioners who are fully accountable as the lead professional for the care and support of women, newborn infants, partners and their families. They provide care based on the best available evidence, and keep up to date with current knowledge and skills, thereby helping to ensure that their care is responsive to emerging evidence and future developments. They are practitioners who will advance evidence-based practice through critical evaluation of current research, advanced scholarship, innovative practice and originality of thought. They work in partnership with women enabling their views, preferences, and decisions, and helping to strengthen their capabilities. Midwives optimise normal physiological processes, and support safe physical, psychological, social, cultural and spiritual situations, working to promote positive outcomes and to anticipate and prevent complications (NMC, 2019b, Standards of proficiency for midwives).

There will be an opportunity throughout the programme to explore aspects of leadership management, education, research-awareness, professional reflection, critical thinking and expert knowledge and understanding in preparation for autonomous practice within maternity services. In addition, the programme seeks to facilitate skills necessary for employability, life-long learning and the enhancement of graduate attributes for ongoing personal and professional development (UWS, 2018a).

### Programme Aims

The post-graduate programme aims to ensure achievement of:

- Academic level for the award of MSc Midwifery with Registration (NMC, 2019a).

- Requirements relating to professional competence and fitness for practice for registration as a midwife on Part 2 of the Professional Register (NMC, 2018a; 2018b; 2019a; 2019b)

### Programme Outcomes

1.To prepare a clinically competent, safe, effective and compassionate practitioner who is accountable and applies respectful evidence-based care focusing on the needs, views, preferences, and decisions of the woman, newborn infant and family (NMC, 2018b; 2019b, Domain 1; Domain 2; Domain 6).

2.To develop in the student a critical understanding of the holistic and social model of family-centred care within a variety of maternity service settings involving interdisciplinary and multiagency teams (NMC, 2018b; 2019b, Domain 2; Domain 4; Domain 6).

3.To develop an expert knowledge base underpinning the partnership working with women, optimising normal physiological processes to support safe practice (i.e. psychological, social, cultural and spiritual), promote positive outcomes and prevent medical, obstetric and social complications (NMC, 2018b; 2019b, Domain 1; Domain 3; Domain 4; Domain 6).

4.To ensure students recognise any complications, deliver immediate emergency response and appropriate referral to interdisciplinary and multiagency colleagues whilst advocating for women and their newborn infants (NMC, 2018b; 2019b, Domain 3; Domain 4; Domain 6).

5.To facilitate the acquisition of excellent communication skills necessary for effective leadership, advocacy and analytical decision-making skills for transformational change in midwifery practice and education (NMC, 2018b; 2019b, Domain 1; Domain 5; Domain 6).

6.To provide a stimulating hybrid learning and teaching environment using innovative contemporary digital mediums that foster creativity, innovation, self-directed learning behaviour, critical- reflection, comprehensive research-awareness and post-graduate attributes (NMC, 2018b; 2019b, Domain 1, Domain 3; Domain 5; Domain 6).

7.To facilitate students to enhance their strength-based approaches when working with women and colleagues and take responsibility for engaging in continual professional development to optimise their career pathways in practice, education, research, management, leadership, consultancy and policy settings (NMC, 2018b; 2019b, Domain 1; Domain 3; Domain 5; Domain 6).

### Outline of the Programme

This is a three-year pre-registration postgraduate programme comprising of 50% theory and 50% practice (NMC, 2019a, Part 3). Theory is taught within the University of the West of Scotland, Lanarkshire campus in collaboration with the pre-registration BSc Midwifery programme. Students will be expected to work 37.5 hours for theory and practice weeks. A full range of practice placements are available within five Scottish Health Boards; Ayrshire and Arran, Dumfries and Galloway, Greater Glasgow and Clyde, Highland and Lanarkshire. Students will be expected to work across the 24 hour / 7 day to get the full range of experiences.

	<p>Delivery of theory in the MSc Midwifery with Registration programme will include teaching at a more advanced scholarship level using a planned programme of additional tutorials and seminars to facilitate greater breadth and depth of the student's experience. In addition, MSc students will be expected to demonstrate advanced research awareness throughout the programme and will undertake a research project involving the development of new ideas/knowledge. Module learning outcomes and assessment will reflect SCQF Levels 10-11. Curriculum content is informed by NMC Standards for pre-registration midwifery education (NMC, 2019a, Part 3), Framework for Quality Maternal and Newborn care (Renfrew et al, 2014), UNICEF (2019, UNICEF UK Baby Friendly Initiative University Standards) and EU Directives, as stated above. All NMC (2019b) proficiencies require to be successfully completed, alongside all academic summative assessments in order to progress to the NMC Register.</p> <p>The MSc Midwifery with Registration programme is based on the concept of a spiral curriculum (Bruner, 1960, Spiral Curriculum Model). This permits the introduction and re-introduction of information to evolve and allows ideas to progress in levels of complexity, thus providing synthesis and deepening of subject knowledge.</p> <p><u>Programme Provision</u></p> <p>This post-graduate degree programme is provided on a full-time basis, it is a minimum of 3 years duration and 4,600 hours (minimum theory 2,300 hours and practice 2,300 hours). Students will experience a range of hours, as expected of a practising midwife (NMC, 2019a, Part 3). The programme consists of 360 credits of which 240 are at SCQF Level 11 to achieve MSc degree award (NMC, 2019a, Part 3; UWS, 2020/21, Regulatory Framework).</p> <p><u>Qualification</u></p> <p>Following successful completion of Years/Parts 1, 2 and 3 students will exit the programme with the following award:</p> <ul style="list-style-type: none"> <li>• MSc Midwifery with Registration -Academic Degree Qualification (NMC, 2019a, Part 3) Students will also be eligible to apply to gain entry onto the NMC register as:</li> <li>• Registered Midwife - Professional Qualification</li> </ul>
17	<p><b>Graduate Attributes, Employability &amp; Personal Development Planning</b></p>
	<p>Post Graduate Attributes</p> <p>Linked to the theme of 'Graduates for the 21st Century', this programme has considered the UWS academic, personal and professional graduate attributes, and has been designed to support students to be universal (critical thinker; analytical; enquiring; emotionally intelligent; ethically minded; culturally aware; collaborative; research-minded; socially responsible), work-ready (knowledgeable; digitally literate; problem solver; effective communicator; influential; motivated; potential leader; enterprising; ambitious) and successful (autonomous; incisive; innovative; creative; imaginative; resilient; driven; daring; transformational). This is achieved by ensuring the programme is capable of</p>

developing relevant academic, personal and professional attributes within those students undertaking the programme. The

'IamUWS' graduate attributes are incorporated within each module descriptor and associated assessments. Aims of Graduate Attributes

Develop graduate attributes in line with IamUWS and NMC Standards and Proficiencies.

- To prepare students who are work-ready, fit for practice, award and employment.
- To develop an analytical, autonomous practitioner committed to personal development and lifelong learning.
- To develop post-graduate level decision making skills and the ability to use inquiry, evidence-seeking and research mindedness to influence and transform midwifery practice.
- To critically evaluate midwifery practice within an interdisciplinary and multiagency framework and positively influence a collaborative approach to learning and the delivery of healthcare.
- To equip the student with digital literacy, enhanced employability skills and the ability to plan a career pathway in the context of a dynamic and evolving healthcare system.
- To develop safe, proficient, resilient and adaptable midwives who can facilitate health promotion approaches and public health challenges including the nurturing of self at individual, family and community level.
- To develop specific skills, detailed knowledge and understanding of caring for women and babies with complex needs including holistic practice, team working and medicine management.
- To foster a commitment to contemporary practice in healthcare and to enable students to critically evaluate and challenge the underpinning models, philosophies and theoretical frameworks in midwifery.
- To prepare students with the academic and research skills required for undertaking further post-graduate studies including research at doctoral level.

#### Personal Development Planning

Personal Development Planning (PDP) is a process that enables students to plan for and keep records of your development and achievements, helping them to:

- Become a more effective, independent and confident learner
- Reflect on their learning and relate this learning in a wider context
- Manage their own learning according to their individual needs
- Improve general skills for study and career management
- Talk about personal goals and evaluate of progress towards them
- Articulate their achievements to others e.g. when applying for jobs

NHS Education for Scotland (NES) TURAS ePortfolio platform provides students with the opportunity to develop and build their professional e-Portfolio.

The UWS Careers Team are there to help students achieve their career goals by providing professional careers education, information, advice and guidance.

All current students are automatically registered with the UWS Careers and Academic Skills

Website where they will find a wide variety of resources for Career and Academic Skills Development, as well as an online calendar for booking appointments and events.

Personal Development Planning (PDP) is embedded within the MSc Midwifery with Registration Programme. It is a process that enables the student to plan for and keep records of their development and achievements in three broad areas:

- Personal Skills

	<ul style="list-style-type: none"> <li>• Academic Development</li> <li>• Career Planning and Employability</li> </ul>
<b>18</b>	<b>Work Based Learning/Placement Details</b>
	<p>As previously detailed 50% of the MSc Midwifery with Registration programme is undertaken within clinical practice under the supervision of the Practice Supervisors and Practice Assessors. They are responsible for ensuring the students are provided with safe, effective and inclusive learning experiences. Students will be encouraged to actively participate in their own education, learning from a range of people across a variety of setting (NMC, 2018a, Part 2).</p> <p>The student will be required to accept placements in any of the Health Board areas covered by UWS, but, wherever possible consideration of their home address is made. This may include remote and rural placements. There are three practice placements in year/part one where students will experience normal, low-risk midwifery practice, including the Best Start Team or antenatal / postnatal and intrapartum. Total number of practice placement weeks in year/part 1 = 18 weeks (675 hours). There are three practice placements in year/part two with one that reflects the high-risk theoretical content to permit direct integration of theory with practice, including labour ward, neonatal and woman's health. There are opportunities to engage with elective or third sector placements. Total number of practice weeks in year/part 2 = 20 weeks (750 hours). There are three practice placements in year/part three of the programme that aim to provide an opportunity for the student to consolidate theory with previous practice experience within a management and leadership framework to prepare them for qualified practice.</p> <p>Practice placements include labour ward, the Best Start Team or antenatal / postnatal and students will participate in caseload holding. Total number of practice weeks in year/part 3 = 24 weeks (900 hours). These will take place within specified integrated theory/practice modules throughout each year/part of the programme.</p> <p>Midwifery Practice Assessment Document (MPAD) Scotland</p> <p>The purpose of the MPAD is to provide a systematic record of the student's practice learning progress and achievement of proficiencies and skills throughout each practice placement. This allows current and future Practice Supervisors, Practice Assessors and Academic Assessors to see an overview of progress from each practice placement throughout the programme. In terms of professional development, students will follow the Participation in Care framework at Dependant / Developing Independence / Independent level.</p> <p>The MPAD is an integral part of the learning process. It is not simply a catalogue of learning activities; rather, it should be clear evidence of student learning and reflection that has occurred. The MPAD should provide evidence of learning from academic activities as well as from the student's practice experience, clearly evidencing achievement of the NMC Standards of proficiency for midwives (NMC, 2019b, Standards of proficiency for midwives). Consideration of adherence to The Code (NMC, 2018b) is a part of the assessment process.</p> <p>As a pre-registration midwifery student, they will have consented to carry the practice learning documentation throughout the length of the midwifery programme. The MPAD is</p>



	<p>an important record of ongoing learning that records the final assessment of proficiency by the Practice Assessor and Academic Assessor.</p> <p>Supernumerary Status</p> <p>The Nursing and Midwifery Council (NMC, 2019a, Part 3, p.11) state that: Approved Educational Institutions together with practice learning partners must "ensure that students are supernumerary". Supernumerary status means that "students in practice or work-placed learning must be supported to learn. This may include being supernumerary, meaning that they are not counted as part of the staffing required for safe and effective care in that setting" (NMC, 2018a, Part 2).</p>
<b>19</b>	<p><b>Attendance and Engagement</b></p> <p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the VLE, and complete assessments and submit these on time.</p> <p>For the purposes of this programme, academic engagement equates to the following:</p> <p>NMC (2019a, Part 3) student require to complete a minimum of 2,300 hours theory and a minimum of 2,300 hours practice and in accordance with the programme flow.</p> <p>For practice-based modules students must attend minimum of 80% of module and make up attendance to 100%.</p> <p>For theory-based modules students are required to attend minimum of 75% of module to sit assessment.</p>
<b>20</b>	<p><b>Equality and Diversity</b></p> <p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <a href="#">UWS Equality, Diversity and Human Rights Code</a>.</p> <p>Please detail any specific arrangements for this programme. This should be considered and not just refer the reader to the UWS Equality and Diversity policy.</p> <p>Anticipatory adjustments have been made and reasonable adjustments can be made available in teaching and learning strategies to promote accessibility of the modules. For students who have disclosed a disability, the UWS Disability Service (DS) will assess the individual's strengths and support needs and then then forward a Student Support Form to the appropriate DS coordinator who will circulate the form to all of the relevant teaching staff. Students should approach the Disability Service as early as possible to discuss support.</p> <p>Reasonable adjustments may include adapted or specialised clinical equipment (e.g. electronic stethoscope, coloured overlays) or further specialist assessment or support (e.g. assessment by an Educational Psychologist). If funding is required, this can be organised by the DS and funded by the School. Students are encouraged to share this information with the Practice Supervisors / Practice Assessors involved in practice placements, with support from their Academic Assessor if requested.</p>

	<p>Practice partner staff have their own mandatory Board training and development for example unconscious bias, equality and diversity and health and safe. Health Board staff work in adherence to Health Board Codes of Conduct including the NMC Code. In practice placement environments, all students are expected to respect difference and treat all people as individuals. The student should expect the same from staff, clients and the general public.</p> <p>Processes and procedures have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders throughout the life of the programme is also central to meeting our commitments.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Programme structures and requirements, SCQF level, term, module name and code, credits and awards ( [Chapter 1, Regulatory Framework](#) )

<b>21</b>	<p><b>Learning Outcomes (Maximum of 5 per heading)</b></p>
	<p>Outcomes should incorporate those applicable in the relevant QAA Benchmark statements.</p> <p>Please ensure that Learning Outcomes are appropriate for the level of study. Further information is available via SCQF: <a href="https://scqf.org.uk/support/support-for-educators-and-advisers/support-for-colleges-heis/">https://scqf.org.uk/support/support-for-educators-and-advisers/support-for-colleges-heis/</a> and a Level Descriptors tool is available (<a href="#">SCQF Level Descriptors Tool   Scottish Credit and Qualifications Framework</a>) and ensure appropriate cognisance of Chapter 1, Regulatory Framework. <a href="https://www.uws.ac.uk/media/6514/regulatory-framework-2023-2024.pdf">https://www.uws.ac.uk/media/6514/regulatory-framework-2023-2024.pdf</a></p>

x

<b>SCQF LEVEL 11 - Postgraduate Certificate (PgCert)</b> <b>Learning Outcomes (Maximum of 5 per heading)</b>	
<b>Knowledge and Understanding</b>	
<b>A1</b>	Demonstrate detailed knowledge and understanding of the physiological processes that affect the body systems across the childbirth continuum
<b>A2</b>	Develop comprehensive knowledge and demonstrate critical understanding of evidence based midwifery care and management provided to women and their families across the continuum of care
<b>A3</b>	Demonstrate detailed knowledge of normal midwifery practice that integrates fundamental theories, concepts and principles
<b>A4</b>	Critically review the research process and the influence of research by examining evidence based practice approaches to women-centred care
<b>A5</b>	Demonstrate a critical understanding of the need for respectful, compassionate and safe midwifery care
<b>Practice - Applied Knowledge and Understanding</b>	

<b>B1</b>	Critically review the contributions of the multiagency team and the value of interdisciplinary education and collaboration within the midwifery profession
<b>B2</b>	Apply a range of skills to safely and competently assess, plan, provide and evaluate midwifery care to women, newborn infants, partners and their families across the childbirth continuum
<b>B3</b>	Appraise midwifery research and the evidence base and appreciate their application to a range of fundamental midwifery skills
<b>B4</b>	Evaluate health promotion within a holistic framework that incorporates the physical, social, psychological, spiritual and cultural needs of the individual
<b>B5</b>	Use effective communication that demonstrates kindness and compassion
<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	Display evidence of developing a range of communication and interpersonal skills that enhance interaction with woman and their families
<b>C2</b>	Develop interdisciplinary/multiagency team working with appropriate interpersonal and communication skills
<b>C3</b>	Demonstrate numeracy skills to support administration of medicines through both eLearning and supervised practical application
<b>C4</b>	Demonstrate digital literacy and the ability to search, interpret, extract and share information that informs midwifery practice
<b>C5</b>	Interpret and record graphical data and apply numeracy skills accurately to enhance safe midwifery care
<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	Engage in ongoing evaluation of all evidence-based care provided, through reflective practice
<b>D2</b>	Utilising critical thinking skills, analyse care delivery through applying a problem-solving approach
<b>D3</b>	Through critical reflection, develop and enhance presentation, negotiation and decision-making skills
<b>D4</b>	Undertake extensive literature review to source information and evidence that gives academic and professional insight into current and developing areas of practice
<b>D5</b>	Critically appraise ethical and legal aspects within midwifery practice
<b>Autonomy, Accountability and Working With Others</b>	

<b>E1</b>	Utilising a strengths-based approach, collaborate with women to determine outcomes that draw on women's own strengths and assets
<b>E2</b>	Demonstrate accountability and act autonomously within the scope of midwifery practice
<b>E3</b>	Recognise and appreciate the importance of taking personal responsibility for ongoing learning and development, both personally and professionally
<b>E4</b>	Demonstrate a critical awareness of the need to manage the personal and emotional challenges of work and workload, within midwifery practice
<b>E5</b>	Through collaboration, actively engage in interdisciplinary and multiagency team working across the continuum of care

### Learning Outcomes – Postgraduate Certificate (PgCert) Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
10	MIDW10012	Analysis of Anatomy and Physiology	30	✓			Term 1
10	MIDW10014	Research and Professionalism 1	30	✓			Term 1
10	MIDW10015	Exploring Concepts of Health and Wellbeing	20		✓		Term 2
10	MIDW10013	Reflecting on Essential Midwifery Practice	40	✓	✓	✓	Terms 1-3

Footnotes for Core Modules:

For modules comprising more than one component, each component must be passed for overall successful outcome of module assessment in line with NMC professional requirements. Both components must be passed at 40% with an overall aggregate mark of 40% to successfully pass the module.

<b>22a</b>	<b>Level 11 – Postgraduate Certificate (PgCert) Criteria for Progression and Award</b>
	In order to progress, students must evidence sufficient achievement in year/part 1. Students will not be permitted to progress to year/part 2 carrying a fail in a practice placement.

	<p>A student who has not gained passes in some modules may be allowed to progress to the next year/part ("progression with deficit") provided:</p> <ul style="list-style-type: none"> <li>• they have gained at least 80 credits in the current level</li> <li>• they undertake the re-assessment (or choose to retake the module while studying the next year/part) and</li> <li>• they have undertaken the full set of modules as identified in the programme specification for year/part 1.</li> <li>• they are not carrying a failed practice placement from year/part 1</li> </ul> <p>Any student not meeting these requirements will incur a period of academic interruption and will be supported to complete year/part 1 in line with the University Assessment Regulations.</p> <p>Students who have successfully achieved 60 credits at level 10, and who wish to exit at this point, may be eligible for the award of Graduate Certificate in Health Studies (60 credits at SCQF Level 10). This award carries no professional recognition from the NMC.</p> <p>Students who have successfully achieved 120 credits at level 10, and who wish to exit at this point, may be eligible for the award of Graduate Diploma in Health Studies (120 credits at SCQF Level 10). This award carries no professional recognition from the NMC.</p> <p>No Distinction is awarded at PgCert level (Regulation 3.25).</p> <p>Links: <a href="#">UWS Regulatory Framework</a>; and <a href="#">Student Experience Policy Statement</a></p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

x

<b>Level 11 – Postgraduate Diploma (PgDip)</b> <b>Learning Outcomes (Maximum of 5 per heading)</b>	
<b>Knowledge and Understanding</b>	
<b>A1</b>	Demonstrate detailed knowledge and understanding of the pathophysiological processes that affect the body systems across the childbirth continuum
<b>A2</b>	Demonstrate detailed knowledge and critical understanding of evidence based midwifery care and management provided to women and their families experiencing complicated pregnancy and birth
<b>A3</b>	Demonstrate detailed knowledge of complex midwifery practice that integrates fundamental theories, concepts and principles
<b>A4</b>	Critically review the research process and the influence of research on complex care through examining evidence based best practice approaches
<b>A5</b>	Recognise the importance of having detailed knowledge and a critical understanding of the physical, psychological, social, cultural and spiritual needs of women, newborn infants and their family
<b>Practice - Applied Knowledge and Understanding</b>	

<b>B1</b>	Critically review the contributions of the multiagency team and the value of interdisciplinary education and collaboration within the midwifery profession when complicated and emergency situations arise
<b>B2</b>	Apply a range of skills to safely and competently assess, plan, provide and evaluate midwifery care to women, newborn infants, partners and their families when complicated and additional midwifery care delivery is required
<b>B3</b>	Utilising midwifery research and the current evidence base manage emergency and complicated situations within midwifery practice according to clinical guidelines, protocols and policies
<b>B4</b>	Evaluate health promotion within a holistic framework that incorporates the physical, social, psychological, spiritual and cultural needs of the individual to avoid complication
<b>B5</b>	Use effective communication to promptly communicate concerns to the interdisciplinary and or multiagency teams using recognised tools
<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	Display evidence of selecting a range of communication and interpersonal skills that enhance interaction with woman and their families when complex situations arise
<b>C2</b>	Support interdisciplinary/multiagency team working with appropriate interpersonal and communication skills required for emergency situations
<b>C3</b>	Under supervision demonstrate numeracy skills to support safe administration of medicines in complicated and emergency situations within your scope of practice
<b>C4</b>	Demonstrate digital literacy and the ability to search, interpret, extract and share information that informs midwifery practice when situations deviate from normal
<b>C5</b>	Interpret and record graphical data and apply numeracy skills accurately to enhance safe midwifery practice when care becomes complex
<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	Engage in ongoing evaluation of all evidence-based care provided, through reflective practice when emergency situations occur
<b>D2</b>	Utilising critical thinking skills, analyse complex care delivery through applying a problem-solving approach
<b>D3</b>	Through critical reflection, develop and enhance presentation, negotiation and decision-making skills in complex situations
<b>D4</b>	Undertake extensive literature review to source information and evidence that gives academic and professional insight into current and developing areas of complex midwifery practice
<b>D5</b>	Critically appraise ethical and legal aspects within midwifery practice, when challenges or emergency situations arise

<b>Autonomy, Accountability and Working With Others</b>	
<b>E1</b>	Utilising a strengths-based approach, collaborate with women to determine outcomes that draw on women's own strengths and assets when situations deviated from the normal
<b>E2</b>	Demonstrate accountability and act autonomously within the scope of midwifery practice when care becomes complicated
<b>E3</b>	Recognise and appreciate the importance of taking personal responsibility for ongoing learning and development, both personally and professionally through reflective practice
<b>E4</b>	Demonstrate a critical awareness of the need to manage the personal and emotional challenges of work and workload, uncertainty and change, within midwifery practice
<b>E5</b>	Through collaboration, actively engage in interdisciplinary and multiagency team working when providing complicated and additional care needs

### Learning Outcomes – Postgraduate Diploma (PgD) Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
11	MIDW11032	Appraising Complex Midwifery	30	✓			Term 1
11	MIDW11033	Research and Professionalism 2	30		✓	✓	Terms 2 & 3
11	MIDW11034	Critical Concepts of Perinatal Mental Health	20		✓	✓	Terms 2 & 3
11	MIDW11035	Analysis of Complex Clinical Practice	40	✓	✓	✓	Terms 1-3

#### Footnotes for Core Modules:

For modules comprising more than one component, each component must be passed for overall successful outcome of module assessment in line with NMC professional requirements. Both components must be passed at 50% with an overall aggregate mark of 50% to successfully pass the module.

<b>22b</b>	<b>Level 11 - PgDip Criteria for Progression and Award</b>
	<p>In order to progress, students must evidence sufficient achievement in year/part 2. Students will not be permitted to progress to year/part 3 carrying a fail in a practice placement.</p> <p>A student who has not gained passes in some modules may be allowed to progress to the next year/part ("progression with deficit") provided:</p> <ul style="list-style-type: none"> <li>• they have gained at least 220 credits across year/part 1 and year/part 2</li> <li>• they undertake the re-assessment (or choose to retake the module while studying the next year/part) and</li> <li>• they have undertaken the full set of modules as identified in the programme specification for year/part 1 and year/part 2.</li> <li>• they are not carrying a failed practice placement from year/part 2</li> </ul> <p>Any student not meeting these requirements will incur a period of academic interruption and will be supported to complete year/part 2 in line with the University Assessment Regulations.</p> <p>Students who have successfully completed all year/part 1 modules and part of year/part 2 / achieved a total of 180 credits and who wish to exit at this point, will be eligible for the award of Post Graduate Certificate in Maternal Health. (120 credits at SCQF Level 10 and 60 credits at SCQF Level 11) This award is academic and carries no professional recognition from the NMC.</p> <p>Students who have successfully completed all year/part 1 and 2 modules / achieved a total of 240 credits and who wish to exit at this point, will be eligible for the award of Post Graduate Diploma in Maternal Health (120 credits at SCQF Level 10 and 120 credits at SCQF Level 11). This award is academic and carries no professional recognition from the NMC.</p> <p>Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 &amp; 3.26)</p> <p>Links: <a href="#">UWS Regulatory Framework</a>; and <a href="#">Student Experience Policy Statement</a>.</p>

<b>SCQF LEVEL 11 - MASTERS Learning Outcomes (Maximum of 5 per heading)</b>	
<b>Knowledge and Understanding</b>	
<b>A1</b>	Apply detailed knowledge and critical understanding in relation to the midwife's role as lead professional and in optimising normal physiological processes
<b>A2</b>	Demonstrate detailed knowledge and critical understanding of evidence-based midwifery care and management provided to women and their families across all healthcare environments



<b>A3</b>	Demonstrate detailed knowledge of all aspects of midwifery practice that integrates fundamental theories, concepts and principles within a local, international and political arena
<b>A4</b>	Demonstrate detailed knowledge and critical understanding of the professional role and responsibilities regarding student supervision and assessment in practice and the importance of critical reflection.
<b>A5</b>	Evaluate contemporary evidence base in relation to quality improvement and its application to contemporary midwifery practice
<b>Practice - Applied Knowledge and Understanding</b>	
<b>B1</b>	Critically review the contributions of the multiagency team and the value of interdisciplinary education and collaboration within the midwifery profession to meet family needs
<b>B2</b>	Apply a range of skills to safely and competently assess, plan, provide and evaluate midwifery care to women, newborn infants, partners and their families across a variety of care settings, acknowledging vulnerability
<b>B3</b>	Apply research knowledge and the associated skills to competently deliver safe and effective midwifery care
<b>B4</b>	Evaluate health promotion within a holistic framework that incorporates the physical, social, psychological, spiritual and cultural needs of women and their families recognising individual circumstance
<b>B5</b>	Utilising critical skills for midwifery practice undertake continuity of care through caseload holding
<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	Utilise a range of communication and interpersonal skills that enhance interaction with woman and their families respecting individual preferences and choices
<b>C2</b>	Effectively demonstrate skills in raising concerns and escalating and reporting those concerns appropriately
<b>C3</b>	Demonstrate competent numeracy skills to support administration of medicines through both eLearning and supervised practical application
<b>C4</b>	Further develop digital literacy and the ability to search, interpret, extract and share information that informs midwifery practice
<b>C5</b>	Demonstrate competent acquisition, analysis, interpretation and presentation of statistical data and literature associated with midwifery
<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	Engage in ongoing evaluation of all evidence-based care provided, through critical reflective practice

<b>D2</b>	Utilising critical thinking skills, analyse all care delivery based on applying a problem-solving approach
<b>D3</b>	Through critical reflection, develop and enhance management, leadership, negotiation and decision-making skills including conflict management
<b>D4</b>	Effectively participate in clinical audit and risk management including the evaluation of research, audit and service evaluation, to inform and improve practice
<b>D5</b>	Engage in ongoing evaluation of midwifery care based on evidence, values and principles, applying skills of analysis and synthesis
<b>Autonomy, Accountability and Working With Others</b>	
<b>E1</b>	Engage in ongoing personal and professional development including self-directed learning, peer teaching, critical reflective practice and acknowledging feedback
<b>E2</b>	Demonstrate accountability and act autonomously within the scope of midwifery practice
<b>E3</b>	Take the lead to actively promote health and the delivery of a high standard of care for women, their families and the wider community irrespective of gender, age, sexuality, economic status, lifestyle, culture, religious or political beliefs
<b>E4</b>	Demonstrate a critical awareness of the need to manage the personal and emotional challenges of work and workload, uncertainty and change, within midwifery practice across a variety of settings
<b>E5</b>	Exhibit professional autonomy and effectively engage in teamwork through multiagency, interprofessional and collaborative working

### Learning Outcomes - MASTERS Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
11	MIDW11036	MSc Dissertation Project	60	✓	✓	✓	Terms 1-3
11	MIDW11038	Meeting Family Needs and Global Perspectives	20		✓		Term 2
11	MIDW11037	Critical Skills for Registered Practice	40	✓	✓	✓	Terms 1-3

Footnotes for Core Modules:

For modules comprising more than one component, each component must be passed for overall successful outcome of module assessment in line with NMC professional

requirements. Both components must be passed at 50% with an overall aggregate mark of 50% to successfully pass the module.

<b>22c</b>	<b>Level 11 MASTERS Criteria for Award</b>
	<p>Following successful completion of years/parts 1, 2 and 3 students will exit the programme with the following qualification:</p> <ul style="list-style-type: none"> <li>o MSc Midwifery with Registration -Academic Degree Qualification (120 credits at SCQF at Level 10 and 240 credits at SCQF Level 11) (NMC, 2019a, Part 3, 5.1; UWS, 2020).</li> <li>o Registered Midwife - Students will have 5 years to apply to register with the NMC. In the event they fail to register within 5 years, they will have to undertake additional education and training (NMC, section 5.2) (NMC, 2019a, Part 3, 5.2).</li> </ul> <p>Distinction</p> <p>Distinction is awarded to students as per UWS Regulatory Framework and will specifically include: year/part 2 modules</p> <p>MIDW11035 Analysis of Complex Clinical Practice (40 credits) MIDW11034 Critical Concepts of Perinatal Mental Health (20 credits)</p> <p>+</p> <p>All year/part 3 modules</p> <p>MIDW11036 MSc Dissertation Project (60 credits)</p> <p>MIDWI 1038 Meeting Family Needs and Global Perspectives (20 credits) MIDW11037 Critical Skills for Registered Practice (40 credits)</p> <p>Total 180 credits</p> <p>Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 &amp; 3.26)</p> <p>Links: <a href="#">UWS Regulatory Framework</a>; and <a href="#">Student Experience Policy Statement</a>.</p>

<b>23</b>	<b>Regulations of Assessment</b>
	<p>Candidates will be bound by the general assessment regulations of the University as specified in the <a href="#">University Regulatory Framework</a> .</p> <p>An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack</p>

issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

**24**

**Combined Studies**

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61).

For students studying at Level 11, they will *normally* be eligible for an exit award of PgCert / PgDip / Masters in Combined Studies.