



Course Handbook
MSc Midwifery
2019/20
Programme Leader: Anna Byrom
School of Community Health and Midwifery



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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1. Welcome to the course

Welcome you to the School of Community Health and Midwifery. The Head of School is Dr Debbie Kenny and the Academic Lead Debbie Brittain.

The MSc Midwifery programme has the support and expertise of the School of Community Health and Midwifery and follows the rules and procedures of this School. The MSc Midwifery Student Handbook is updated annually each September and it is an important document for you as it sets out the procedures relevant to this course.

1.1 Rationale, aims and learning outcomes of the course

The Quality Assurance Agency for Higher Education (QAA, 2010) has set out the objectives of study at Masters Level, and this course has been designed with these in mind. They state that the student should demonstrate “conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline and to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses”.

The characteristics of graduates of professional or practice master's degrees are described as subject-specific attributes:

- An in-depth knowledge and understanding of their profession, informed by current practice, scholarship and research, including a critical awareness of current issues and developments in the subject and the profession
- The ability to apply research to professional situations, both practical and theoretical
- The ability to use a range of techniques and research methods applicable to their professional activities. The Quality Assurance Agency for Higher Education (2010) *Master's degree characteristics* [online] last accessed 8 June 2016 at URL www.qaa.ac.uk

Generic attributes and skills given include the ability to use initiative and take responsibility, solve problems in creative and innovative ways, make decisions in challenging situations, continue to learn independently and to develop professionally and communicate effectively, with colleagues and a wider audience, in a variety of media.

The MSc Midwifery provides a programme of study for UK and internationally qualified midwives and provides a forum to encourage the synthesis of experience, knowledge and new learning and to debate contemporary issues within a collaborative online community.

The aims of the course are to:

- To develop midwives who are able to critically evaluate and develop maternity services in their own environment, ensuring a humanising, safe experience for mothers and their families.
- Provide a cross national/international programme that will promote women's health and contribute to a reduction in maternal and infant mortality and morbidity.
- To develop midwives who can champion and promote innovative leadership and change within midwifery practice.
- Enable midwives to apply and utilise research skills that will support innovations contributing to the development of midwifery practice.

Learning outcomes

At the end of the programme successful students will be able to:

Knowledge and Understanding

- Critically analyse a range of social, political, cultural and global contexts in the delivery and effectiveness of maternal and infant care.
- Promote evidence based care to women and their families.
- Critically appraise and evaluate research for current midwifery practice.
- Engage in research into a specific area of the care of women during the process of childbirth and the care of infants

Subject Specific Skills

- Formulate researchable problems and demonstrate application of alternative approaches to research.
- Critically appraise the impact of research in the context of management, education, practice or policy of midwifery.
- Conduct research in a manner that is consistent with professional practice and normal principles of research ethics.
- Evaluate strategies designed to contribute to a reduction in maternal mortality and morbidity

Thinking skills

- Apply autonomous learning and be able to participate in student centred and student lead activities throughout their period of study.
- Challenge contemporary midwifery knowledge and practice and demonstrate a capacity for independent critical thought and rational inquiry.
- Organise and articulate complex ideas through analysis, synthesis and evaluation in a coherent and creative style appropriate to postgraduate work.

Other Skills Relevant To Employability and Personal Development

- Personal development skills (time management, self- management, self- motivation, interpersonal skills, problem solving abilities and plans that support lifelong learning).
- Research and information technology skills, including the use of appropriate resources, theories, methods and approaches in a critical and scholarly way.
- Reflection on own personal learning to enhance intellectual and personal independence.

1.2 Course Team

The Course Leader and your academic advisor is Anna Byrom who is responsible for the management of this course. Each module has a module leader who is responsible for that module and you will also have a Dissertation Supervisor. Lecturers can be contacted via email, telephone and tutorials can be held using Skype, Adobe Connect or via individual appointments on the Preston campus if requested.

Contact telephone numbers and e-mail addresses of all academic staff within the School of Community Health and Midwifery may be found in the School of Community Health and Midwifery Student Handbook (2017/2018) or the Module Information Packs on Blackboard.

1.3 Expertise of staff

All tutors are qualified to teach in Higher Education and hold a Postgraduate Certificate in Education. Many of the academic staff teaching on this course are qualified nurses and or midwives with a current Nursing and Midwifery Council Intention to practice in the UK and contribute to the pre and post registration midwifery curriculum. The course team have a wide range of expertise and skills within midwifery, sexual health and neonatal practice. The team

keep up to date with evidence-based practice and utilise research based evidence to inform teaching.

The School of Community Health and Midwifery Staff Profiles can be accessed via the following link:

<http://www.uclan.ac.uk/schools/community-health-midwifery/staff.php>

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Brook Building

Community, Health and Midwifery

Nursing

Health Sciences

Social Work, Care and Community

telephone:01772891992/ 891993

email: Brook Hub BrookHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

The Course Team normally communicate with students via post, UCLan email, Blackboard announcements and notice-boards. Students can expect to receive a reply to their e-mails within 3 working days; if the Lecturer is not available an out of office message will reply to advise who you need to contact in their absence. For urgent matter please contact the Campus Admin Service, Brook Hub on (01772) 891992/ 891993 where you will be directed to the most appropriate person to help with your query.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course

tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The External Examiner for the MSc Midwifery course is:

Lesley Briscoe: Senior Lecturer- Midwifery

University of Edge Hill

Ormskirk Campus

2. Structure of the course

2.1 Overall structure

UK and International Midwives are now expected to undertake skills that were not part of their initial education to meet the needs of a more flexible approach to health care provision. New roles are being developed and the minimal level for consultant midwife posts requires that professionals have continued their academic education to Masters Level. The content of this Masters programme focuses on four key areas within its modular provision: Expert Practice, Professional Leadership, Education and Practice and Service Development. In addition Higher Education provides the facility for midwives with the opportunity to achieve a NMC recordable teaching qualification by following a specific route on the programme (NMC 2008). Midwives need to be empowered to lead their profession and this can be achieved through a postgraduate programme which encourages critical thinking and forward planning in all relevant areas of midwifery; *education, practice, management and research*. *Part-time students would normally complete the programme within 3-4 years from the commencement of the course.*

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

The course is composed of modules of learning that allow for individual choice and flexibility in learning. The programme is delivered on a part-time basis divided into **9 modules**. This is presented in the following pathway diagram (**See Table 1**) which outlines the core and option modules available on the pathway. Please note that all options may not be offered each academic year and will be timetabled on a rolling programme. Each academic year a new timetable table will be available and communicated to you as part of the progression process. Some of the specific taught modules for UK midwives require an element of work based learning either within an Institution of Higher Education (or equivalent), or within midwifery practice areas. You need to ensure that you have negotiated this and provided appropriate evidence of this prior to commencing the module. This ensures that the learning outcomes of the modules can be met.

TABLE 1

Modules marked with a * can only be taken by NMC Registered Midwives in the UK with a current NMC Intention to Practice and no restrictions on their professional practice.

<p>Core Module 20 Credits</p> <p>MW4035 Maternal and Child Health – Culture and Society</p>	<p>Option Module 20 Credits</p>	<p>Option Module 20 Credits</p>	<p>Exit Awards PG Cert Midwifery</p>
<p>Core Module NU4025</p> <p>Introduction to Postgraduate Research</p>	<p>Option Module 20 Credits</p>	<p>Option Module 20 Credits</p>	<p>Exit Award PG Diploma Midwifery</p>
<p>Core Module NU4053</p> <p>Dissertation (60 Credits)</p>	<p>Core Module Dissertation</p>	<p>Core Module Dissertation</p>	<p>Exit Award MSc Midwifery</p>

HP4006	Research, Ethics and Governance	20c	
HP 4007	Student Initiated Module	20c	
MW4109	Maternal and Infant Nutrition-Bio-Cultural Perspectives	20c	
MW4011	Maternal Substance Misuse	20c	
MW4052	Normal Birth Evidence & Debate	20c	
NU4026	Advanced Research Skills	20c	
NU4086	Applying Methods in Health Research	20c	
NU4023*	Non-Medical Prescribing	20c	UK/NMC Registered Only
PW4003 *	Examination of New born	20c	UK/NMC Registered Only
NU4096/ NU4097*	Multi-professional Support of Learning and Assessing Practice	20c	UK/NMC Registered Only
MW4033	Psycho-social influences and Impact on Maternal, child and family Health	20c	
MW4036	Organisational Leadership and Management	20c	
MW4034	Contraception and Sexual Health Applied to Midwifery Practice	20c	
MW4062	HIV and Hepatitis	20c	

MW4041	Enhancing Critical Care in Pregnancy and Childbirth	20c	
MB4021	Facilitating Learning in Healthcare Practice	20c	

MODULE DELIVERY

Modules marked with a * can only be taken by NMC Registered Midwives in the UK with a current NMC Intention to Practice and no restrictions on their professional practice

Taught Modules	E-Learn
NU4025 (Core) (20c) Introduction to Postgraduate Research	NU4025 (Core) (20c) Introduction to Postgraduate Research
MW4036 Organisational Leadership and Management	MW4035 (Core) (20c) Maternal and Child Health Culture and Society
NU4026 (Option) (20c) Advanced Research Skills	
	NU 4086 (Option) (20c) Applying Methods in Health Research
NU4096/ NU4097*(Option) (20c) Multi-professional Support of Learning and Assessing Practice	NU4096/ NU4097* (Option) (20c) Multi-professional Support of Learning and Assessing Practice
	HP4006 (Option) (20c) Research, Ethics and Governance
	HP4007 (Option) (20c) Student Initiated Module
NU4023* (Option) (40 Credits) Non- Medical Prescribing (V300)	
PW4003* (20c) Examination of the Newborn*	MW4033 (Option) (20c) Psycho-social Influences and Impact on Maternal, Child and Family Health
MW4011 (Option) (20c) Maternal Substance Misuse	MW4034 (Option) (20c) Contraception and Sexual Health applied To Midwifery Practice
NU4022 Safeguarding	

MW4052 (Option) Normal Birth-Evidence and Debate	MW4052 (Option) (20c) Normal Birth-Evidence and Debate
MW4062 (Option)(20c) HIV and Hepatitis	MW4062 (Option)(20c) HIV and Hepatitis
MW4041 Enhancing Critical Care in Pregnancy and Childbirth 20c	MW4109 (Option) (20c) Maternal and Infant Nutrition- Bio- Cultural Perspectives
	NU4053 (Core) (60c) Dissertation Module

2.3 Course requirements

The course regulations require you to successfully complete 9 modules in total for the award of MSc Midwifery. This includes successfully completing all core module requirements on the pathway.

As a student undertaking parts of this course, you are bound by the Code of Conduct as specified by

Nursing and Midwifery Council and subject to the UCLan procedure for the consideration of Fitness to Practise.

2.3 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

Professional Doctorate in Health

Students may wish to transfer from the MSc Midwifery to enter the Professional Doctorate when they have completed the Post Graduate Diploma. Students are requested to seek advice and support from the Course Leader to ensure their profile is appropriate in meeting the admissions criteria of this programme

2.4 Study Time

2.4.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.4.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan on Campus is applicable or online attendance and also time spent in private study.

The guide study time for each module, in line with recognised standards (one credit requiring 10 hours of study time), is 200 hours. This includes both personal and 'attendance' at timetabled online study sessions.

2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:



Anna Byrom MSc Midwifery Course Leader

Tel 01772 893620 or email abyrom@uclan.ac.uk

International Students

You **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

Student Attendance Monitoring System

For taught modules within the School of Community Health and Midwifery we use SAM for attendance monitoring. It is your personal responsibility to ensure that you use your student identity card to record your attendance. Failure to do so, may mean that your attendance is recorded as absent for that particular session. If SAM is being used for attendance monitoring “each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

2.4.4. Students’ Union

The Students’ Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

<http://www.uclansu.co.uk/>

3. Approaches to teaching and learning

3.1 Learning and teaching methods

The QAA (2008) suggests that holders of a Masters level qualification will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data... demonstrate self-direction and originality in tackling and solving problems.....continue to advance their knowledge and understanding and make decision in complex and unpredictable situations. This means that you will be expected to tackle complex issues and discuss them with your fellow students, to take responsibility for your own learning and develop the independent learning ability required for continuing professional development. The QAA also requires that the student develops a comprehensive understanding of methods used in research and enquiry, and you will be expected to develop the skills needed to critically evaluate current research and advanced scholarship without bias.

The University has an established Learning and Teaching strategy that shapes the delivery of the programme which endeavours to develop your ability to learn and change as a person not just acquire new knowledge. We aim to foster a learning climate in which we will all develop as individuals and as part of a group. You will develop the ability to evaluate both the course material and your own evolving understanding. An essential part of this process is developing the ability to reflect on the meaning and implications of various theories and models proposed to further develop your knowledge with application to midwifery practice. You will learn through interacting

with lecturers and other course members, attending on-line tutorials and interactive sessions, but also through your own personal development. Bringing learning to the forefront of what we, the lecturers and you the students do facilitates a mutually supportive learning relationship.

Contact with other students on the course is valuable and you will be encouraged to share with other students a short resume of yourselves. This will be placed on Blackboard and will help students engage critically with each other. Students accessing Blackboard may also set up chat rooms and discussions boards. If available it would be good to incorporate a photograph on Blackboard but is not essential. Learning will mainly be achieved by way of structured directed study and debate through discussion with other students using online discussion tools within the virtual 'managed on-line learning environment', Blackboard. The idea of an electronic tutorial in this context involves the undertaking of various learning activities, using the internet, over a period of time.

Whilst the programme is predominately delivered via a distance learning approach, as part of the School of Community Health and Midwifery's continuing professional development portfolio (CPD) there are some modules within the programme that are specific to UK NMC registered midwives and will be delivered as a taught modules with a blended delivery approach on the Preston UCLan campus. These are identified clearly within the programme structure and in the annual course timetable as part of the progression process.

The course is designed for midwives who bring a variety of expertise and life experiences and the emphasis of the learning and teaching strategy is to use your own experience to assist the learning process. The diversity of experience enables the use of a variety of approaches to learning and teaching, particularly the use of problem-based learning, experiential learning, web-based learning, seminars, debate and other informal, interactive methods. These approaches are further enhanced by the commitment to shared learning. Seeking information using information technology is a transferable skill and it is useful in many different professional and employment situations. You will develop further skills in searching and accessing databases on your course and this skill is an integral part of the course.

The overall aim is to encourage you to develop self-learning and self-assessment capabilities and take responsibility for your own commitment to ongoing learning.

Quality Assurance Agency for Higher Education (QAA) (2008) *The framework for higher education qualifications in England, Wales and Northern Ireland*. www.qaa.ac.uk

3.2 Study skills

Students will start the course with a range of experience in study skills, in the use of academic sources online and in academic writing. Your academic advisor will evaluate this with you, and we provide extra learning materials using Blackboard on the skills needed to search for academic papers, for academic writing and for referencing.

There are a variety of services to support students and these include

LIS https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=25_1

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>



3.3 Learning resources

3.3.1 Learning Information Services (LIS)

One of the fundamental skills to master is using the library services. Your University library user name and identification number have been sent to you and you have already used them to log into Blackboard. LIS provide access to

a huge range of electronic resources including e-journals, searchable databases, e-books, images and texts. The induction guide gives further information on how to access and search the library online. Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

Some books are available via **TALC** (Teaching Aids at Low Cost). For more information on TALC / e-TALC and to order free resources or products from the TALC Catalogue please contact them in the following ways:

Postal Address: TALC, 3A Beaumont Works, Sutton Road, St Albans, Hertfordshire, AL1 5HH, United Kingdom.

Telephone: +44 (0) 1727 853869

Fax: +44 (0) 1727 846852

Email: info@talcuk.org

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources- e-journals and data bases, images and texts.

You will quickly become familiar with Blackboard which is the brand name for the on-line learning and teaching tool that the University uses.

All University students are allocated a Blackboard module space. Once logged into your Blackboard area you can access all your modules including the module description, timetable, learning materials and messages from your module leader. Each module leader will discuss the use of Blackboard and their module with you during the first session.

You can call LIS Customer Support on +44 (0)1772 895355 for help with any problems you may have with IT or the library. There is also a FAQ section available by linking to <http://www.uclan.ac.uk/students/faq/>

For current opening times please look on the LIS website. http://www.uclan.ac.uk/students/study/library/opening_hours.php

Adobe Connect is used alongside Blackboard as a learning tool for some modules. Live on-line tutorials are run through Adobe Connect where students have discussion sessions with each other in the on-line chat rooms. Students need to have a webcam and headset as part of the course, and will receive instruction in the use of this method at the beginning of the course. We hope that you will support us as we develop use of this technology. Note that the discussions in the live online sessions are recorded

Using the chat rooms

You are welcome to use other "chat rooms" for your own study and interaction. We suggest coordinating times and places via the discussions boards.

3.4 Personal development planning

Personal development planning (PDP) is a structured and supported process which will support your learning by helping you to reflect upon your learning, performance and achievement and to plan for your personal and professional development. The policy of the

QAA (2009) is for universities to integrate PDP into courses to help students to develop the ability to reflect and thus to plan their learning.

Taking responsibility for your own self development and learning needs is fundamental to the course. The modules studied within your course will help you develop skills that form part of your continuing personal and professional development and life-long learning. These key skills include: self-awareness, reflection and reflective practice, communication skills, team working, problem solving skills, information technology, presentation skills, writing skills and numeracy.

Quality Assurance Agency for Higher Education (2009) *Personal development planning: guidance for institutional policy and practice in higher education* [online] last accessed 12 Sept 2010 at URL www.qaa.ac.uk



3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It's your future: take charge of it!

Careers offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

A daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

4. Student Support

Please contact the Course Leader /Academic advisor in the first instance and she will be able to direct you to the relevant services or module leader for further help.



4.1 Academic Advisors

Your academic advisor on the MSc Midwifery Course is Anna Byrom who will be aware through the admissions process that you have started on the Course. You should ensure you communicate with Anna Byrom within the first two weeks of the course to ensure you are familiar with the Course and also to ensure you are aware what is available to you. An academic advisor offers general academic support and advice and you can meet on-line twice a year. Your academic advisor will support you throughout the course and help you develop your study skills as well as monitoring your

progress through the course. The academic advisor is there to support your study but also discuss any other issues which affect your studying.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory.

Assessment arrangements for students with a disability Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk The Disability Advisor within the School of Community Health and Midwifery is Peter Henry and he can be contacted in the following ways: email PHenry1@uclan.ac.uk or telephone 01772 893860.

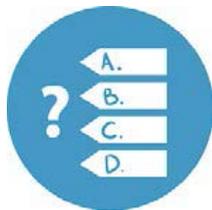
The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

<http://www.uclansu.co.uk/>

5. Assessment



5.1 Assessment Strategy

Please note that all modules will be assessed and a range of different types of assessment strategies are used on the programme. Depending on the module of study and the mode of delivery, these may include for example: written assignments, reflective tasks, case presentations, portfolio's, peer observation, OSCE's, Viva's, clinical assessments, project/grant applications, dissertation. You are expected to attempt all required assessment for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

5.2 Notification of assignments and examination arrangements

The assessments have been carefully selected to give a variety of strategies for learning and to enable students to explore conventional as well as innovative ways of expressing their conceptual, cognitive and practical development.

Within your Module Information Pack, you will be given a submission date for when your summative work should be submitted and the process for submission.

5.2 Notification of assignments and examination arrangements

All University students are allocated a Blackboard module space. Once logged into your Blackboard area you can access all your modules including the module description, timetable, learning materials and messages from your module leader. Each module leader will discuss the use of Blackboard and their module with you during the first session. Marking criteria for your assignments and current referencing guide can be found on Blackboard within the module space.

You can call LIS Customer Support on +44 (0)1772 895355 for help with any problems you may have with IT or the library. There is also a FAQ section available by linking to <http://www.uclan.ac.uk/students/faq/>

You can access the University Assessment Handbook for 2017 /18 and the Academic Regulations here:

http://www.uclan.ac.uk/aqasu/academic_regulations.php

The School operates a standard policy for the marking and moderating of student work and the publication of results. Courses in the School follow these guidelines in all circumstances. All work is marked according to the University Guidelines and Grades for Assessed work. M Level modules use the Level 7 Assessment Marking Grids which can be found in the above link. The minimum pass mark for Level 7 study is 50%. If you fail to achieve a mark of 50% then you will be granted a second attempt but when you are successful at the second attempt, the overall grade for the module can only be 50%. The second attempt which will be due approximately 6 weeks after the date of the Assessment board and you will be notified by your module leader.

Medication errors and unsafe practice

Please note a **Fail Grade** will be awarded to the assessment if unsafe practice is demonstrated which includes inappropriate client management and the incorrect administration and recording of drug therapy.

5.3 Referencing

The Referencing Guide 2017/2018 explains and provides working examples of how to use the APA referencing style required by School of Community Health and Midwifery. Full documentation of your work with references enables the reader to follow up the sources utilised and makes it clear how you are drawing your conclusions from the evidence presented. It is also an acknowledgement of the other writer's work or the work of a group of people, such as a committee or conference report. The University imposes penalties for plagiarism which occurs not only when you directly copy but when you reword text without giving a reference. The 2017 / 2018 edition will be available on Blackboard from September 2015.

5.4 Confidential material

Where you refer to clinical practice in teaching sessions, discussion boards or written assessments you are bound by the Code of Conduct of your professional body. You have a personal responsibility to ensure that you do not breach the confidentiality of patients in any way, and also that you respect the privacy of individuals, including professional colleagues, and of organisations. The School of Community Health and Midwifery Student Handbook 2017/2018 sets out this responsibility in detail.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as

described within the [Academic Regulations](#) and the [Assessment Handbook](#), http://www.uclan.ac.uk/aqasu/academic_regulations.php

Cheating is any deliberate attempt to deceive and covers a range of offences described in the [Assessment Handbook](#), http://www.uclan.ac.uk/aqasu/academic_regulations.php.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

The revised curriculum within the MSc Midwifery programme has been designed and developed based on feedback from academic staff, students, external stakeholders and service users as part of the University's quality process. The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union](#) website or by emailing: coursereps@uclan.ac.uk.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the [Students' Union website](#) or email: coursereps@uclan.ac.uk

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire
3. University School/Centre	School of Community Health and Midwifery
4. External Accreditation	None
5. Title of Final Award	MSc Midwifery
6. Modes of Attendance offered	Part-time Blended / Distance E-Learning
7. UCAS Code	None
8. Relevant Subject Benchmarking Group(s)	NMC (2006) Standards of Proficiency For Nurse and Midwife Prescribers. NMC (2008) Standards to Support Learning and Assessment in Practice QAA (2010) Master's Degree Characteristics
9. Other external influences	DH (2004) NSF for Children, Young People and Maternity Services DH (2010) Midwifery 2020 Department of Health. (2012) Compassion in Practice, Nursing, Midwifery and Care Staff- Our Vision and Strategy. Francis (2013) Report of the Mid-Staffordshire NHS Foundation Trust Public Inquiry Executive Summary. ICM (2013) Global Standards For Midwifery Education. NMC (2011) The MINT Project NHS England (2013) Compassion in practice- One year on. NMC (2014) Midwives Rules and Standards WHO (2000) Millennium Development Goals

10. Date of production/revision of this form	February 2018
11. Aims of the Programme	
The MSc Midwifery provides a programme of study for UK and internationally qualified midwives and provides a forum to encourage the synthesis of experience, knowledge and new learning and to debate contemporary issues within a collaborative online community.	
<ul style="list-style-type: none"> To develop midwives who are able to critically evaluate and develop maternity services in their own environment, ensuring a humanising, safe experience for mothers and their families. 	
<ul style="list-style-type: none"> Provide a cross national/international programme that will promote women's health and contribute to a reduction in maternal and infant mortality and morbidity. 	
<ul style="list-style-type: none"> To develop midwives who can champion and promote innovative leadership and change within midwifery practice. 	
<ul style="list-style-type: none"> Enable midwives to apply and utilise research skills that will support innovations contributing to the development of midwifery practice. 	

12. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
Successful students will be able to:
A1. Critically analyse a range of social, political, cultural and global contexts in the delivery and effectiveness of maternal and infant care.
A2. Promote evidence based care to women and their families.
A3. Critically appraise and evaluate research for current midwifery practice.
A4. Engage in research into a specific area of the care of women during the process of childbirth and care of infants.
Teaching and Learning Methods
Postgraduate study requires an emphasis upon both formal and informal methods of learning and the promotion of independence in the planning and organisation of learning. Students will be able to critically engage with contemporary social issues and their consequences for maternal and child health. Key note lectures will provide subject overview and students will be encouraged to engage within online seminars. Guided independent study will focus upon students working through online teaching units, directed critical reading, literature searching, case studies, group work and reflective exercises.
Assessment methods
Formative and summative feedback via tutorials and one to one communication. Written assignments in the form of essays, reflective accounts, case- based study, research proposal, dissertation- small scale research or systematic review.
B. Subject-specific skills
Successful students will be able to:
B1. Formulate researchable problems and demonstrate application of alternative approaches to research.
B2. Critically appraise the impact of research in the context of management, education, practice or policy of midwifery.
B3. Conduct of research in a manner that is consistent with professional practice and normal principles of research ethics.
B4. Evaluate strategies designed to contribute to a reduction in maternal mortality and morbidity.
Teaching and Learning Methods
Students will focus on the evidence relevant to their own speciality. Lead lectures, group discussions, directed reading and computer use are the major teaching strategies. Students learn by participation in peer group activity designed to illustrate the theoretical principles. E-Learn offer's access to additional resources including online teaching units, chat rooms and discussion boards for critical debate. Scheduled opportunities which provide the student with feedback about their progress and individual dissertation supervision.
Assessment Methods
Formative and summative feedback via tutorials and one to one communication. Written assignments in the form of essays, reflective accounts, case- based study, research proposal, dissertation- small scale research or systematic review.
C. Thinking Skills

Successful students will be able to demonstrate:

- C1. Apply autonomous learning and be able to participate in student centred and student lead activities throughout their period of study.
- C2. Challenge contemporary midwifery knowledge and practice and demonstrate a capacity for independent critical thought and rational inquiry.
- C3. Organise and articulate complex ideas through analysis, synthesis and evaluation in a coherent and creative style appropriate to postgraduate work.

Teaching and Learning Methods

Postgraduate study requires an emphasis upon both formal and informal methods of learning and the promotion of independence in the planning and organisation of learning. This will include key note lectures to provide subject overview, online seminars, working through online teaching units, directed critical reading and literature searching, individual dissertation supervision. E-Learn offer's access to additional resources including chat rooms and discussion boards for critical debate. Scheduled opportunities which provide the student with feedback about their progress towards meeting the module learning outcomes will be provided through online discussion groups, e-mail and tutorials.

Assessment methods

Formative and summative feedback via tutorials and one to one communication. Written assignments in the form of essays, reflective accounts, case- based study, research proposal, dissertation- small scale research or systematic review.

D. Other skills relevant to employability and personal development**Successful students will be able to demonstrate:**

- D1. Personal development skills (time management, self- management, self- motivation, interpersonal skills, problem solving abilities and plans that support lifelong learning).
- D2. Research and information technology skills, including the use of appropriate resources, theories, methods and approaches in a critical and scholarly way.
- D3. Reflection on own personal learning to enhance intellectual and personal independence.

Teaching and Learning Methods

Engaging in developing, undertaking and the writing up of a dissertation addresses all aspects of the UCLan employability and personal development framework. It equips them with the skills to enable them to develop their careers in new roles such as management, research or higher levels of practice.

Assessment Methods

Formative and summative feedback via tutorials and one to one communication. Written assignments in the form of essays, reflective accounts, case- based study, research proposal, dissertation- small scale research or systematic review.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7 Core modules	MW4035	Maternal and Child Health- Culture and Society.	20	Masters' Degree Midwifery Requires 180 credits at Level 7 These must include the following Core modules: MW4035 Maternal and Child Health – Culture and Society (20 credits) NU4025 Introduction to Post Graduate Research (20 credits) NU4053 – Dissertation Module (60 Credits)
	NU4025	Introduction to Postgraduate Research.	20	
	NU4053	Dissertation Module	60	

Level 7	EH4100*	Teaching Tool Kit	20	<p>Exit Award: Post Graduate Diploma Midwifery Requires 120 credits at Level 7 These must include the following Core modules: MW4035 Maternal and Child Health – Culture and Society (20 credits)</p> <p>NU4025 Introduction to Post Graduate Research (20 credits)</p> <p>Exit Award: Post Graduate Certificate Midwifery Requires 60 credits at Level 7. This must include the following Core module: MW4036 Maternal and Child Health – Culture and Society (20 credits)</p> <p>Exit Award: *Postgraduate Certificate in Health and Social care Education Requires modules MW4102/ EH4101/ EH4100 and successful students being eligible for registration with the Nursing and Midwifery Council of the UK as Teachers.</p>
Option Modules	EH4101*	Teaching, Learning and Assessment	20	
	HP4007	Student Initiated Module	20	
	MW4033	Psycho-social Influences and Impact on Maternal, Child and Family Health	20	
	MW4031	Infant and Family Nurture and Health	20	
	MW4034	Contraception and Sexual Health Applied To Midwifery Practice	20	
	MW4036	Organisational Leadership and Management	20	
	MW4011	Maternal Substance Misuse	20	
	MW4015	Educational Approaches Within Health and Social Care	20	
	MW4052	Normal Birth – Evidence and Debate	20	
	MW4102*	Preparation of Teachers: Health and Social Care Professions (NMC Registered Midwives)	20	
	MW4109	Maternal and Infant Nutrition- Bio-cultural Perspectives	20	

	NU4026	Advanced Research Skills	20	
	MW4062	HIV and Hepatitis	20	
	NU4086	Applying Methods in Health Research	20	
	NU4096 / NU4097	Multi-professional Support of Learning and Assessing Practice	20	
	HP4006	Research, Ethics and Governance	20	
	MB4021	Facilitating Learning in Healthcare Practice	20	

Level 7 Option Modules	NU4021	Safeguarding of Children in A Multi-Disciplinary Environment	20	
	SW4035	Safeguarding Children in an International Context	20	
	NU4023*	Non- Medical Prescribing (V300)	40	
	PW4003*	Examination of The New Born	20	
	MW4041	Enhancing Critical Care in Pregnancy and Childbirth	20	
		Plus up to 40 credits from modules offered within the College of Health and Wellbeing level 7 framework, as agreed by Course Leader.		

Modules marked with a * can only be taken by NMC Registered Midwives in the UK with a current NMC Intention to Practice and no restrictions on their professional practice.

15. Personal Development Planning

According to QAA (2004), PDP is:

- A structured process that is integral to higher level learning
- Concerned with learning in an holistic sense (academic and non-academic)
- Something done with guidance and support
- A process that involves reflection, creation of personal records, planning and monitoring progress towards achievement of personal objectives
- Intended to improve the capacity of the individual to communicate their learning to others who are interested in it (academic staff/ employers)

Using the above ideas as a framework to support PDP, students on the MSc Midwifery programme will develop individual PDP's as part of their on-going learning and in order to achieve the learning objectives of this course. This will allow for students to identify individual interests, learning and development needs. Students will chart their personal progress towards course and personal learning outcomes with the support of their personal tutor.

UK students seeking a teaching qualification will be required to include as part of the PDP the production of a portfolio of evidence that reflects the NMC (2008) Standards to Support Learning and Assessment in Practice for the preparation of teachers of nurses, midwives and specialist community public health nurses.

Reference

Quality Assurance Agency for Higher Education (2004) *Recommendations for policy on PDP*.
http://www.qaa.ac.uk/crntwork/progfilehe/summary/pdppolicy_textonly.htm#1

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

- UK applicants must be a qualified midwife, registered with the NMC in the UK and with a current NMC intention to practice. There must also be no restrictions on their professional practice.
- Overseas applicants- must demonstrate evidence of their qualification /registration as a midwife and hold a current midwifery licence to practice in their own country.
- A recognised Honours degree in a health related subject or equivalent qualification from a recognised overseas Higher Education Institution. This must have been achieved within the last 10 years, with a minimum lower second classification or above.
- Demonstrate evidence of successful academic study at a minimum of Level 6 or equivalent and is normally within the last 3 years.
- Be able to provide two satisfactory references (one must be academic and a further personal reference from your employing organisation or equivalent).
- You must demonstrate written English language ability.
- For overseas students you must demonstrate evidence of **International English Language Testing (IELTS). A minimum of 7.0 in all elements of the test must be achieved within the last 2 years.**

17. Key sources of information about the programme

- **Course Leader: Anne Lomax (01772) 893889alomax@uclan.ac.uk**
- **UCLan Website**
- **Fact Sheet**
- **UCLan Postgraduate Prospectus**
- **Flyer**

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding				Subject-specific Skills				Thinking Skills			Other skills relevant to employability and personal development				
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3		D1	D2	D3	
e.g. LEVEL 7	MW4035	Maternal and Child Health, Culture and Society	C	√	√	√		√			√	√	√	√		√	√	√	
	NU4025	Introduction to Postgraduate Research	C	√		√	√	√	√	√	√	√	√	√		√	√	√	
	NU4053	Dissertation	C	√	√	√	√	√	√	√	√	√	√	√		√	√	√	
	NU4026	Advanced Research Skills	O		√	√	√										√		
	HP4007	Student Initiated Module	O	√	√	√			√		√	√	√	√		√	√	√	
	NU4023*	Non-Medical Prescribing	O	√	√				√			√	√			√	√	√	
	NU4021	Safeguarding of Children In a Multi-Disciplinary Environment	O	√	√	√			√			√	√	√		√	√	√	
	PW4003*	Examination of the Newborn	O	√	√	√			√			√	√	√		√	√	√	
	MW4109	Maternal and Infant Nutrition Bio-Cultural Perspectives	O	√	√	√			√			√	√	√		√	√	√	
	MW4052	Normal Birth- Evidence and Debate	O	√	√	√						√	√	√			√		
MW4011	Maternal Substance Misuse	O	√	√	√			√			√	√	√		√	√	√		
MW4015	Educational Approaches Within Health & Social Care	O						√			√		√		√	√	√		
EH4100*	Teaching Tool Kit	O						√			√		√		√	√	√		
EH4101*	Teaching, Learning and Assessment	O						√			√		√		√	√	√		

	MW4102*	Preparation of Teachers: Health and Social Care Professions	O						√		√				√	√	√	
	MW4033	Psycho-social Influences and Impact on Maternal, Child and Family Health	O	√	√	√			√		√	√	√	√		√	√	√
	MW4031	Infant, Family, Nurture and Health	O	√	√	√			√		√	√	√	√		√	√	√
	MW4034	Contraception and Sexual Reproductive Health Applied to Midwifery Practice	O	√	√	√			√		√	√	√	√		√	√	√
	MW4036	Organisational Leadership and Management	O	√					√		√	√	√		√	√	√	
	MW4062	HIV and Hepatitis	O	√	√	√	√		√		√	√	√	√		√	√	√
	NU4086	Applying Methods in Health Research	O	√		√	√	√	√	√	√	√	√	√		√	√	√
	NU4096/ NU4097	Multi-professional Support of Learning and Assessing Practice	O						√		√		√			√	√	√
	HP4006	Research, Ethics and Governance	O	√	√	√	√	√	√	√	√	√	√	√		√	√	√
	SW4035	Safeguarding Children in an International Context	O	√	√	√	√		√		√	√	√	√		√	√	√
	MW4041	Enhancing Critical Care in Pregnancy and Childbirth	O		√	√	√		√	√		√	√		√	√	√	
	MB4021	Facilitating Learning in Healthcare Practice	O						√		√	√	√		√		√	

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

