



The
University
Of
Sheffield.

Programme Specification

A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from The University of Sheffield

Programme Details

1. Programme title	Midwifery (with registration as a midwife)
2. Programme code	HEST022
3. QAA FHEQ level	7
4. Faculty	Faculty of Medicine, Dentistry and Health
5. Department	Health Science School / Division of Nursing and Midwifery
6. Other departments providing credit bearing modules for the programme	Not applicable
7. Accrediting Professional or Statutory Body	This programme requires approval of the Nursing and Midwifery Council (NMC). Eligibility to register as a midwife [Other exit awards do not provide eligibility to register with the NMC]
8. Date of production/revision	May 2021, March 2026

Awards	Type of award	Duration
9. Final award	MSc in Midwifery with registration as a midwife	Minimum of 3 years Full time equivalent to 4,600 hours Maximum of 5 years to Register with NMC from course commencement (this is an NMC requirement)
10. Intermediate awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme. Exit Award (60 level 7 credits): PGCert: Health Studies Exit Award (120 level 7 credits): PGDip: Health Studies Exit Award (180 level 7 credits): MSc Health Studies for those	12 months 24 months 36 months

	students who do not fulfil the NMC requirements to register as a Midwife.	

Programme Codes

11. JACS code(s) <i>Select between one and three codes from the HESA website.</i>	B720		
12. HECoS code(s) <i>Select between one and three codes from the HECoS vocabulary.</i>	100288		

Programme Delivery

13. Mode of study	Full-time
14. Mode of delivery	Blended learning, Work-Based Learning

15. Background to the programme and subject area

Midwives are a critical part of the NHS workforce and have been since the inception of the NHS more than 70 years ago. Demand is greater than ever; we are seeing more women with increasingly complex conditions than ever before. The challenge is to deliver consistent and improving high quality care, despite this growing demand. To deliver high quality care for people and communities, we need a supported and fully engaged workforce. The RCM report 'The Gathering Storm (2017) identified that the midwifery profession is ageing rapidly, with a 1:3 midwives over 50 and retention of those remaining in the profession becoming a challenge. The report 'Maternity Workforce Strategy – Transforming the Maternity Workforce' made the general observation that demand for maternity services is likely to remain high and/or increase. Better Births introduced policies of choice of birth, more personalised care and care that is given from a known and trusted midwife.

Current views and policy documents for the NHS all confirm the central role midwives will play in the reform and future management of care services. All emphasise the emergence of midwives as leaders, and coordinators of care, engaged as members of multidisciplinary teams, prepared and empowered to lead change and clinical decision making. Alongside preparation for competent practice, midwives also need to be equipped with a range of intellectual and leadership skills that will deliver the confident and creative practitioner envisaged. The nature of healthcare is rapidly evolving with care delivery increasingly focused on primary care services, supported by a plurality of service providers with the patient as an informed consumer of services.

The training of midwives to be fully prepared for the future midwife role is crucial to the national Midwifery Expansion Project. This midwifery programme has been co-created and produced in partnership with local NHS Trusts, and inclusive of all key stakeholders and the University. Maternity service user input through collaboration with local Maternity Voices in Partnership Groups has been an essential part of the development of this woman-centred midwifery programme and will be integral to ongoing developments, delivery, quality assurance and selection/recruitment of students. In developing the programme, we have endeavoured to underpin and embed those values highlighted in the NHS Constitution (2015); Values such as treating people with respect, dignity and compassion, and getting the basics right every time by putting women and their families first.

Midwifery practice is characterised by a high degree of autonomy and complex decision-making. This practice is underpinned by a master's level award that encompasses the four pillars of clinical practice, leadership and management, education and research, with demonstration of core capabilities and

area specific clinical competence. The MSc in Midwifery (pre-registration) is aimed at graduates with a first degree, which, leads to registration at master's level. A master's degree in midwifery will provide a strong basis for a future career in clinical work, alongside research, education, management, leadership or consultancy.

The midwifery programme has been designed to incorporate the six domains specified in the Nursing and Midwifery Council Standards for Pre-registration Midwifery Education (2019) based on the Lancet Series on Midwifery (2014) evident within the programme aims. Modules within the curriculum have utilised the University Academic Design Principles to provide relevant and coherent learning opportunities to deliver a high-quality student experience and support your progression and success. Modules are designed to become progressively challenging at each level using learning and achievement from earlier levels as a foundation. Continuity of care and carer are linked to improved health outcomes for mother and baby, as well as greater satisfaction with care and these are key elements embedded within the programme. Midwives are the first point of contact for a woman and the lead health professional in maternity services playing a crucial role in coordinating and navigating maternity care, requiring essential leadership skills, another key element featuring throughout the programme. A key theme identified from the MVP surveys is to include breastfeeding advice and support throughout the programme. Where appropriate this has been incorporated into modules in each year of the programme so there is a strong focus on infant feeding, and this has been mapped against the UNICEF Baby Friendly Initiative Standards.

This new innovative and dynamic three-year programme will equip you to become a highly skilled midwife who will deliver and progress evidenced-based research and holistic midwifery care to women and their families. This will lead to potential opportunities in leadership, management, consultancy, research and educational roles.

The programme encourages the development of skills and knowledge that will equip you for graduate employment, lifelong learning, and career planning. You will engage with local employers early on in your programme and your practice learning will be supported by them, in collaboration with the University. Your programme is 50% theory and 50% practice and the module content develops the application of theory to practice enabling you to become confident in understanding how your knowledge will enable you to be a safe and effective midwife, ready to be employed once registered to assume the responsibilities and accountability of a registered midwife.

The programme enhances your employability skills by, for example:

- The development of lifelong, independent learning skills to enhance personal and professional development
- The ability to adapt to the changing nature and context of midwifery practice
- Developing your ability to undertake presentations to groups
- Encouraging professional networking and the development of influencing skills
- Encouraging the skills required for life-long learning
- A strong focus on leadership and research skills
- Recognised qualification as a Professional Midwifery Advocate (which Trusts recognise the benefit of engaging staff who do not need further training in this field)

This course will enable you to become a highly educated midwife with the potential for roles in areas such as midwifery managers, consultant midwives, University lecturers, practice development midwives, researchers, and specialist clinical midwives or continue your education by studying for a PhD.

16. Programme aims

The MSc Midwifery (Pre-Registration) aims to:	
A1	To develop skilled, accountable and autonomous practitioners, able to provide evidence-based, woman-centred care to childbearing women and their families in a range of settings, facilitating a continuity of care model to ensure the provision of excellent care for childbearing women, their families, and the wider community.
A2	Enable students to work in partnership with women, newborn infants, partners and their families use a systematic approach to promoting physical and psychological health and wellbeing; this includes optimising normal physiological processes supporting safe psychological, social, cultural and spiritual situations to promote positive outcomes.
A3	Enable students to acquire the knowledge, skills, and attitudes necessary to become thoughtful and effective professionals who are responsive to the changing context of midwifery practice and who provide high quality care based on best evidence, and to standards agreed at local, national and international levels.
A4	To develop midwives who will act as leaders in their professional practice and who will be adaptable and responsive to complex working environments, as well as advance the profession in the future.
A5	To demonstrate the attributes which are characteristic of master's level study, so that you display a mastery of midwifery knowledge, as well as a level of independence and confidence which will enable you to be both strategic and effective early in your career as a Registered Midwife.
A6	To develop the skills and knowledge which will enable students to meet the Nursing and Midwifery Council (NMC, 2019) standards of competency and requirements for professional registration as a Midwife.

17. Programme learning outcomes

Knowledge and understanding		
On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:		
		Links to Aim(s)
K1	Critically evaluate and synthesise midwifery knowledge, demonstrating an in depth understanding of health beliefs and concepts of wellbeing and the way in which these have developed.	A1 - A4
K2	Critically evaluate and interpret midwifery clinical situations on the basis of sound knowledge of physiological concepts and research informed evidence base of midwifery practice whilst promoting normality; placing the woman and her family at the centre of care.	A1- A4
K3	Synthesise and apply underlying concepts to the context of midwifery practice. Make evidence based judgments in accordance with theories and concepts relevant to midwifery practice.	A1-A4
K4	Demonstrate sound, evidence-based knowledge of the anatomy, physiology, epigenetics and genomics in relation to pregnancy, childbirth and the newborn and be competent in applying this in practice.	A1-A4

K5	Critically evaluate the psychological, social, emotional, and spiritual factors that may positively or adversely influence women's experiences of childbearing.	A1, A3, A4
K6	Demonstrate critical decision-making to support appropriate referral to either the woman or baby to other health professionals or agencies when there is recognition of normal processes being adversely affected and compromised.	A1-A4
K7	Critically evaluate theory and demonstrate skills relating to best practice in infant feeding (BFI).	A1-A4
K8	Critically reflect on midwifery clinical situations demonstrating knowledge of the qualities and transferable skills necessary for employment including accountability, autonomy and responsibility for professional practice.	A1-A5
K9	Critically evaluate the complexities of professional, ethical and legal perspectives relating to sustainable midwifery practice, incorporating an emphasis on well-being, sensitivity to diversity and cultural issues.	A2, A4, A5
K10	Make evidence-based judgments in accordance with theories and concepts relevant to midwifery practice.	A1-A6
K11	Demonstrate a critical knowledge and in-depth understanding of professional, political and ethical principles, with an emphasis on midwifery from a global perspective, promoting well-being and sustainable midwifery practice and multi-disciplinary team working.	A3-A5
K12	Critically reflect upon and evaluate decision making, demonstrating qualities and transferable skills necessary for employment including initiative in solution focused problem solving, critical reflexivity, personal responsibility and accountability in midwifery practice.	A3-A6
K13	Develop the skills and knowledge which will enable students to understand the historical context of racism and inequality in healthcare in the UK and its legacy in modern midwifery.	A4
K14	Critically apply a variety of methods and techniques to ensure personal engagement with continuing professional development and be aware of how to support and supervise students and colleagues within this.	A2, A5, A6
K15	Demonstrate knowledge and understanding of the health and social care system and of different settings for midwifery and maternity care, and the impact of these on women, newborn infants, partners and families.	A1-A4
K16	Demonstrate understanding of epidemiological principles and critically appraise and interpret current evidence and data on public health strategies, health promotion, health protection and safeguarding.	A4, A6
K17	Demonstrate knowledge and understanding of pharmacology and the safe and effective administration and optimisation of medicines.	A1, A2,A4
Skills and other attributes		
On successful completion of the programme, students will be able to:		
S1	Deliver a high standard of midwifery practice, based on evidence and a sound understanding of the physiological, social, and psychological dimensions of childbearing and women's and families' needs during this experience.	A1-A5

S2	Demonstrate autonomous practice, act as lead carers for women experiencing normal childbirth and being able to support women during the pre conception period and throughout pregnancy, labour, birth, and postnatal period, in a variety of settings.	A1-A6
S3	Work in partnership with women and other care providers during the antenatal, labour and postnatal period to provide seamless care and appropriate interventions throughout pregnancy, labour and postnatal periods, to women, the fetus and the newborn baby.	A1-A4
S4	Support the creation and maintenance of environments that promote health, safety and wellbeing of women, babies and others and contribute to enhancing the health and social wellbeing of individuals and their communities.	A1-A4
S5	Being competent to assess fetal well-being, the transition to extra uterine life, undertake the examination of the new born and provide care and advice to parents and families.	A1-A4
S6	Critically evaluate theory and demonstrate skills relating to best practice in infant feeding (BFI).	A1-A4
S7	Practise in ways which respect, promote and support individuals' rights, interests, preferences, beliefs and cultures and maintain confidentiality of information.	A1-A6
S8	Undertake appropriate emergency procedures in managing obstetric and neonatal emergencies, underpinned by appropriate knowledge to meet the health needs of women and babies.	A1-A4
S9	Practice in accordance with The Code: professional standards of practice and behaviour for nurses and midwives, (NMC, 2015), consistent with the legislation relating to midwifery practice and other relevant legislation.	A2, A6
S10	Demonstrate the ability to manage time and prioritise workloads.	A1, A2, A4, A5, A6
S11	Demonstrate skills of numeracy, literacy, digital media and technological literacy needed to ensure safe and effective midwifery practice.	A2, A6
S12	Communicate effectively, empathically and professionally with specialist and non-specialist audiences including women and their families, colleagues and other practitioners in complex and unpredictable situations using a variety of media.	A1, A2, A3, A4, A5
S13	Practise competently without the need for direct supervision safely and effectively whilst contributing to multi-disciplinary team working achieving all NMC (2019) requirements for entry to the register.	A1-A6
S14	Ensure that you can recognise and effectively manage safeguarding issues affecting clients and their families.	A2-A5
S15	Demonstrate the ability to work in and across a range of health and social care settings to advocate for women and work with other health and social care staff to promote continuity of care and carer.	A1-A6

18. Learning and teaching methods

In order to prepare an autonomous midwife who is able to contribute positively to delivering the health needs of their client group, the educational and learning process concerns itself with the integration and application of theory to practice. It supports the notion that evidence based knowledge acquisition is central to competent and safe advanced practice. Consequently, the student is seen to be at the centre of learning and teaching and will develop the ability to reflect critically on practice and respond proactively to change, whilst delivering quality person centred care.

A wide range of learning and teaching strategies provide opportunities for the progressive acquisition of subject-specific knowledge, understanding and skills, as well as wider generic and post-graduate skills. The nature of evidence and the skills of searching, retrieval, appraisal, utilisation, dissemination and implementation of evidence in health and social care, underpins the notion of level seven practice.

Lead lectures from clinical and academic experts will ensure the requisite knowledge and access to positive role models on developing professional advanced practice. Students are also required to master an enhanced skill set that builds on this evidence base. Learning and teaching activities will include skills practice and simulated high fidelity activities in dedicated skills laboratories.

- **Blended learning approaches:** Blended learning is defined as the “effective integration of various learning techniques, technologies, and delivery modalities to meet specific communication, knowledge sharing, and informational needs” (Finn and Bucci, 2004).
- **Directed revision:** Of their existing knowledge e.g. in anatomy and physiology and preparation to understand the higher level of knowledge required for the programme.
- **Lectures:** Guided study which provides a structured opportunity to disseminate information, this is the medium by which students access the main knowledge base through the programme.
- **Skills workshops:** Practical exposure to consultation and assessment skills and simulation of complex psychomotor and communication skills to safely prepare students for advanced clinical practice.
- **Seminars:** which are either staff-led or student-led are used throughout the programme. They are designed to either reinforce information imparted through lectures or to discuss clinical cases by facilitating students to explore, analyse, understand information. They are used to enable students to create new knowledge and make the link between theory, policy and clinical practice.
- **Group tutorials:** are meetings arranged between a lecturer and a small group of students in order to clarify a particular problem experienced by the student(s) in the understanding of material or to support the student(s) in the process of preparation for a seminar or assessment and can be used to gather informal evaluation of the module or programme.
- **Individual tutorials:** are meetings arranged between a lecturer and an individual in order to confirm progress on the programme. They can also clarify a particular problem experienced by the student(s) in the understanding of material or to support the student(s) in the process of preparation for a seminar or assessment.
- **Independent Learning:** is used to assimilate and clarify material explored in lectures, to prepare for seminars and assessments and to generally examine literature pertinent to the module outcomes.
- **Reflection:** Students are encouraged throughout their learning to reflect on their own clinical area and their own practice. This approach encourages critical and analytical thought and changes to practice and will be evidenced in the eportfolio.
- **Supervised Clinical Practice:** This will be negotiated with relevant nominated supervisors in practice to enable the development of practice through supervision and assessment of the required clinical skills. Records of meetings will be part of the eportfolio.
- **Service user involvement:** Service user involvement in learning and teaching is important and will be utilised to enrich the educational experience of the student cohort. This will include not only

inviting expert patients and service users and carers in to speak with students and in some clinical assessments but also to use videos, patient stories and narratives and reports where lessons can be learned for all health care practitioners.

19. Assessment and feedback methods

The programme will deploy a variety of assessment methods, including examinations, essays, task based assignments, presentations, skills and a portfolio. Each method of assessment is supported by clear criteria for marking. This assessment strategy provides a varied range of assessments (detailed below) to ensure the apprentice has the requisite knowledge, skills and behaviours to meet the requirements of the apprenticeship standard and the University for conferment of the award. The educational aim is to scaffold knowledge, skill and behaviour development across the three years.

Formative work is threaded through the programme and session activities feed into summative work e.g. developing reflective writing in class builds towards the first reflection, class presentations of reports develops peer review and provides tutorial support.

Students will receive continuous formative feedback from their practice Supervisors throughout their placement. Academic assessors will give periodic formative feedback throughout the placement. Clinical educators will also conduct tripartite discussions with the students and their practice supervisors during the placement learning period. The Practice Assessor will give formative feedback midpoint through the placement and summative feedback at the end of the placement. This will be done through an electronic practice assessment document. The student will be asked to complete self-assessments and reflections within their Practice Assessment document so they can demonstrate an insight into their own performance and learning need.

The students will undertake the following assessments:

Year 1

1. 2500 word essay. The student will critically review the relevant evidence relating to an aspect of infant feeding that relates to the principles of the Baby Friendly Initiative.
2. Screencast video presentation: 15 minutes Based on a potential dilemma in clinical practice.
3. Unseen Exam (general systems) Paper 1 & 2: Anatomy and physiology exam – multi system. (MCQ).
4. 2500 word written assignment on the values, principles / prejudices and professional behaviours relevant to midwifery practice.
5. Completion of Practice Assessment Documentation.
6. Written assessment and leaflet Each student will evaluate available evidence to produce a leaflet for parents-to-be on the theme of “Positive Transition to Parenthood”. Include a 1000 word evaluation of research and rationale for one topic covered in the leaflet.
7. Unseen Exam This exam will focus on anatomy and physiology (LO 1 & 2); maternal and fetal screening (LO 3); underpinning knowledge for clinical midwifery skills (LO 5 & 8) and the role of midwife (LO 6) learned within this module. It will be a combination of MCQ and short answer questions. Pass mark will be 50%.
8. Presentation 30 minutes Present a creative, innovative and impactful public health information presentation on a chosen public health topic.
9. Written Assignment 3000 words to support the oral assessment: Identify and justify a topic of interest within public health. Review the linked literature critically and systematically in order to gain a better understanding of how you can implement change. Provide a rationale for any methodological approaches chosen which lead to possible recommendations for midwifery practice.
10. Health Numeracy Exam (formative) (01:00) 80% pass mark.

Year 2:

1. Practical OSCE Obstetric Emergencies: You will complete a summative OSCE in the simulation centre; you will complete two scenarios including questions at the end of each.

2. Written Assignment 3000 words Clinical Incident Report: You will identify an appropriate incident relevant to the module content. Then you will provide an in-depth critical analysis of the incident and analyse current evidence and policy to make recommendations for best practice.
3. Health Numeracy Exam (01:00) (formative 100% pass mark).
4. Essay 2500 words A written analysis of the ongoing teamwork required either during or after a clinical incident. This should include an analysis of the roles of the multi-disciplinary team and how they interact and work together (clinically, emotionally and professionally) alongside discussion of how effective leadership plays an integral role in the successful management of the incident and the provision of safe, quality, personalised care to women and infants.
5. Essay 2500 words Critically appraise the roles, responsibilities, and contributions of the Professional Midwifery Advocate in relation to enhancing self-efficacy and personal effectiveness to support safe and effective midwifery practice.
6. Create a resource (e.g. video, podcast, leaflet, poster, webpage etc) to support women and their families who experience one of the following complex psychological or emotional need: bereavement and loss, birth related trauma, complex perinatal mental health issue.
7. 3000 words Written assignment Identify and justify a topic of interest within bereavement and loss, birth trauma or complex perinatal mental health. Review the linked literature critically and systematically in order to gain a better understanding of how you can implement change. Provide a rationale for any methodological approaches chosen which may lead to possible recommendations for midwifery practice.
8. Completion of Practice Assessment Documentation.
9. OSCE: problems with Infant feeding.

Year 3

1. NIPE OSCE: Following on from the formative multiple station OSCE this summative OSCE will be a scenario based OSCE assessment to include history taking, full examination, communication and planning care lasting up to 45 minutes. 30 minutes for the examination and 15 minutes for questions.
2. 4000 word Written Assignment: Following on and incorporating your formative document work on stakeholders. Create a 4000-word assignment/strategic plan on how to improve a service or outcome. Identify an area for change/gap in practice and justify your choice. You must include the following topics, strategy and leadership, SWOT analysis, stakeholder analysis as a minimum in your work.
3. Completion of the online Practice supervisor course. This assessment is designed to prepare you for the role of a Practice Supervisor (NMC 2018). It consists of 8 domains that you work through. At the end of each domain you need to pass the quiz before moving onto the next domain. At the end of the course you will be presented with a completion certificate. You will need to download this and save a copy for your new employers and send a copy to the module lead as evidence of completion.
4. Completion of the online HEE Preparing to prescribe Course This is an online Non-Medical Prescribing (NMP) course. You will be given access at the start of the module for you to complete through the module at your pace. You will get a certificate of completion at the end.
5. Health Numeracy Exam (undertaken as part of the Preparing to Prescribe course) (summative 100% pass mark).
6. OSCE You will choose one option from two scenarios, one hospital based, and one community based. You need to demonstrate your assessment, support and planning skills for that family. Max 30 minutes.
7. Written Assignment 4500 words Identify and justify a topic of interest within public health with a direct link to infant feeding. Review the linked literature critically and systematically in order to gain a better understanding of how you can implement change. You must identify what is currently happening in midwifery practice regarding this topic. Critically apply your leadership skills by providing a rationale for any methodological approaches chosen which lead to possible recommendations and change for midwifery practice.
8. Completion of Practice Assessment Documentation.
9. Research proposal and presentation of research proposal.

20. Programme structure and student development

Students spend 50% of the programme in clinical practice being supervised and assessed by clinical staff. Placement experience provides opportunities for you to experience pregnancy and childbearing over the full continuum and includes shorter bespoke placements offering a variety of experience in areas such as special care baby units, operating theatres and strengthening family's teams. Theory is delivered by expert teaching staff and is based on latest evidence and research, using modern teaching methods and technology.

Successful students are eligible to apply for registration with the Nursing and Midwifery Council (NMC).

The core skills identified in the Core Skills Framework and acknowledged as essential to all health professions are integral to the programme <https://www.e-lfh.org.uk/programmes/statutory-and-mandatory-training/>

The Nursing and Midwifery Council (NMC)

Programmes preparing students to become qualified midwives are subject to statutory regulation provided by the NMC <http://www.nmc-uk.org/About-us/>

The NMC specifies standards of education which must be achieved and maintained by Higher Education Institutions (HEIs), their associated clinical practice environments and the standards for proficiency which students must achieve to be eligible for NMC registration.

Theory and practice time

An NMC requirement is that the programme includes a minimum of 4600 hours. These hours are split so that students spend a minimum of 2300 hours studying the relevant theory and a minimum of 2300 hours in clinical practice. The NMC (2019) Standards for midwifery practice do not allow for any recognition of prior learning to be put towards any pre-registration midwifery programmes.

Good Health and Good Character; The NMC Code (2018) The public has a right to expect the highest possible standards of behaviour and professionalism from all midwives, and that qualifying midwives are fit to practise. This also relates to recruitment of students as well as conduct during the programme. All students are expected to comply with the NMC Code

<https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf>

Students will be expected to read, familiarise themselves, and adhere to the requirements for professional behaviour and attitude at all times in University; clinical practice settings and in their personal/public life.

It is a statutory requirement that midwifery students sign an annual declaration of Good Health and Good Character confirming their continued fitness to practise.

At the end of the programme a statement of Good Health and Good Character is provided by the Lead Midwife for Education which is then forwarded to the NMC. At the point of registration with the NMC on completion of the programme, signing of the NMC declaration of Good Health and Good Character may be withheld if there are any unresolved professional issues.

EU requirements EU requirements must be met and adhered to within the curriculum and include theoretical and practical training.

- Practical and clinical training must include:
- Advising of pregnant women, involving at least 100 pre-natal examinations.
- Supervision and care of at least 40 pregnant women.
- Conduct by the student of at least 40 deliveries; where this number cannot be reached owing to the lack of available women in labour, it may be reduced to a minimum of 30, provided that the student assists with 20 further deliveries.
- Active participation with breech deliveries. Where this is not possible because of lack of breech deliveries, practice may be in a simulated situation.
- Performance of episiotomy and initiation into suturing. Initiation shall include theoretical instruction and clinical practice.

- The practice of suturing includes suturing of the wound following an episiotomy and a simple perineal laceration. This may be in a simulated situation if absolutely necessary.
- Supervision and care of 40 women at risk in pregnancy, or labour or post-natal period.
- Supervision and care (including examination) of at least 100 post-natal women and healthy newborn infants.
- Observation and care of the newborn requiring special care, including those born pre-term, post-term, underweight or ill.
- Care of women with pathological conditions in the fields of gynaecology and obstetrics.
- Initiation into care in the field of medicine and surgery. Initiation shall include theoretical instruction and clinical practice.

The midwifery programme prepares you for the variety of settings in which you may eventually work by ensuring that you develop knowledge, experience and confidence to be able to work with service users as partners and with other healthcare professionals. Midwifery offers you the chance to make a difference, a high degree of flexibility and a career with excellent employment prospects.

The programme has been developed to meet the key themes within the Standards of Proficiency for Midwives (NMC 2019). On completion of the programme you will have developed knowledge of:

- Evidence-based care and the importance of staying up to date with current knowledge.
- The physical, psychological, social, cultural, and spiritual safety of women and newborn infants.
- Communication and relationship building, working in partnership with women.
- Enabling and advocating for the human rights of women and children.
- Enabling and advocating for the views, preferences, and decisions of women, partners and families.
- Working across the whole continuum of care and in all settings, and understanding the woman's and newborn infant's whole maternity journey.
- Providing continuity of care and carer.
- Optimising the normal processes of reproduction and early life.
- Ensuring that women, partners and families have all the information needed to fully inform their decisions.
- The importance of physical, psychological, social, cultural, and spiritual factors.
- Anticipating, preventing, and responding to complications and additional care needs.
- Public health, health promotion, and health protection.
- Understanding and working to mitigate health and social inequalities.
- Interdisciplinary and multiagency working.
- Protecting, promoting and supporting breastfeeding.
- The impact of pregnancy, labour and birth, postpartum, infant feeding, and the early weeks of life on longer-term health and well being.
- Taking personal responsibility for ongoing learning and development.

On completion of the programme you will be eligible to apply to join the NMC Register, allowing you to practice as a midwife. The need for qualified midwives is ever-expanding, so you can be confident that your qualification will open up many opportunities for employment.

Detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules are published in the University Calendar available online at <http://www.sheffield.ac.uk/calendar/>.

21. Criteria for admission to the programme

Detailed information regarding admission to programmes is available from the University's On-Line Prospectus at <http://www.shef.ac.uk/courses/>.

The following additional requirements apply for entry to this programme:

Nursing and Midwifery Council Requirements:

The NMC (2019) stipulate that Approved Education Institutions (AEIs) together with practice learning partners must ensure selection, admission and progression comply with the NMC Standards framework for nursing and midwifery education and confirm on entry to the programme that students:

- Enrolled on pre-registration midwifery programmes are compliant with Article 40(2) of Directive 2005/36/EC regarding general education length or nursing qualification.
- Hold a first degree in a relevant subject.
- Demonstrate an understanding of the role and scope of practice of the midwife.
- Demonstrate values in accordance with the Nursing and Midwifery Council (NMC) Code.
- Have capability to learn behaviours in accordance with the NMC Code.
- Have capability to develop numeracy skills required to meet programme outcomes.
- Can demonstrate proficiency in English language.
- Have capability in literacy to meet programme outcomes.
- Have capability for digital and technological literacy to meet programme outcomes.

In addition to this:

- Applicants with 2:1 or higher in a relevant subject (such as psychology, health studies, biology) will be considered.
- Has 5 GCSEs as detailed in the specifications or equivalent to include English Language, Mathematics, and Biology or Combined Science. Level 2 equivalencies are accepted.
- A satisfactory occupational health and DBS check.

Personal statement

Applicants should demonstrate their motivation for the programme and reflect upon any practical experience they have gained. Experience in a setting that encompasses caring and/or interpersonal skills in either a formal or informal context is essential.

Interviews

Applicants will be interviewed using the NHS values based recruitment (VBR) (see link below for further information).

<http://www.hee.nhs.uk/our-work/attracting-recruiting/values-basedrecruitment>

Places are offered following a successful interview. Practice partner representatives and Service users will also contribute to this process.

Offers are subject to satisfactory entry requirements, satisfactory disclosure and barring service (DBS) check and occupational health medical clearance. This will be facilitated by the University. You will be advised of the process and procedures when a provisional offer of place is made. Prompt completion of online processes and return of forms and ID documents is crucial and compliance is carefully monitored by staff to ensure Fitness to Practise as required by the NMC.

Good Character Reference

As part of the NMC's fitness to practise requirements, information on a candidate's good character is sought in cases where the original employer reference does not satisfy this requirement. This reference must normally be from a current/most recent employer or a programme tutor if an employer is not available.

Transfers in

The NMC (2019) does not allow recognition of prior learning (RPL) on midwifery programmes.

Students may request (in writing) for a transfer from another Higher Education Institution (HEI) via

APL process. These claims are considered by a competitive selection process and the transfers are approved by the programme leader. Successful applicants must be interviewed as per pre-registration recruitment policy and acceptance is subject to satisfactory references, academic and practice hour's transcript, EU requirements, occupational health and enhanced DBS clearance. APL claims will be considered on an individual competitive basis, subject to a satisfactory mapping of module outcomes and NMC progression points; Bridging work may be required.

22. Reference points

The learning outcomes have been developed to reflect the following points of reference:

Subject Benchmark Statements

<https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>

Framework for Higher Education Qualifications (2014)

<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

University Strategic Plan

<http://www.sheffield.ac.uk/strategicplan>

Learning and Teaching Strategy (2016-21)

https://www.sheffield.ac.uk/polopoly_fs/1.661828!/file/FinalStrategy.pdf

QAA Subject benchmark statements: Midwifery benchmarks referred to by the QAA are out of date have not been amended therefore the most relevant subject benchmarks are those provided below.

Part 1: Standards Framework for Nursing and Midwifery Education 2019

<https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/education-framework.pdf>

Part 2: Standards for student supervision and assessment 2019

<https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/student-supervision-assessment.pdf>

Part 3: Standards for Pre-registration Midwifery Programmes 2019

<https://www.nmc.org.uk/globalassets/sitedocuments/standards/standards-for-pre-registration-midwifery-programmes.pdf>

NMC The code: <https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf>

NMC Guidance on Good Health and Good Character <https://www.nmc.org.uk/education/what-we-expect-of-educational-institutions/good-health-and-good-character-for-aeis/>

NMC Advice and supporting information for implementation of the standards

NMC Fitness to Practise European Union Standards for Nursing and Midwifery: Information for Accession Countries: Midwifery Training Articles 40–42 of 2005/36/EC:

http://www.euro.who.int/_data/assets/pdf_file/0005/102200/E92852.pdf

23. Additional information

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at <http://www.shef.ac.uk/ssid>.