Programme Specification: MSc Advanced Practice (Midwifery)

Date of Publication to Students

**NOTE:** This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at [http://www.bcu.ac.uk/health](http://www.bcu.ac.uk/health) (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

| Awarding Institution / Body: | Birmingham City University |
| Teaching Institution: | Birmingham City University |
| Interim Awards and Final Award: | Postgraduate Certificate Advanced Practice (Midwifery) 60 level 7 credits |
| | Postgraduate Diploma Advanced Practice (Midwifery) 120 level 7 credits |
| | MSc Advanced Practice (Midwifery) 180 level 7 credits |
| Programme Title: | MSc Advanced Practice (Midwifery) |
| Main fields of Study: | Advanced Practice Midwifery |
| | Advanced Health Assessment |
| | Leadership |
| | Research |
| Modes of Study: | Full time and Part time |
| Language of Study: | English |
| UCAS Code: | N/A |
| JACS Code: | |

**Professional Status of the programme (if applicable):** Not applicable

**Relevant subject benchmark statements and other external reference points used to inform programme outcomes:**

Department of Health (2010c) *Advanced level nursing: a position statement.* London,


QAA level 7 descriptors.

**Programme philosophy and aims**
We aim to provide a student centred, blended learning that fosters critical questioning and reflection on current practice by providing a broad repertoire of interpersonal, technical and clinical skills for practitioners working with individuals and groups, in crisis intervention and caring for people.

**The aims**
The aims of the MSc Advanced Practice Midwifery programme are to improve the quality of evidence-based care through critical reflection and deep theoretical knowledge and skills. The provision of a rigorous educational environment will promote the growth of regional leaders who will be an expert resource predicated on research, advanced clinical scholarship and skills, and leadership.

Utilising a model of partnership and collaborating with practice mentor(s), knowledgeable and experienced professionals will meet the changing needs of patients by critically evaluating current practice and leading developments for new accessible approaches to direct clinical care and service design.
Intended learning outcomes and the means by which they are achieved and demonstrated:

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<th>Learning Outcomes – MSc Advanced Practice (Midwifery)</th>
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<td>The successful student will be able to:</td>
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<tr>
<td>1. Demonstrate strategic understanding of complex data from the physical and social sciences, physiology, medicine, health policy and other sources in the performance and documentation of holistic advanced health assessment skills, in order to plan and evaluate effective care and service delivery for national, regional and/or local populations, individuals and families.</td>
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<td>2. Demonstrate self-direction to develop advanced knowledge, advanced clinical skills and advanced levels of practice in her/his field in relation to reducing risk whilst prioritising, organising, delivering, delegating and supervising care and service delivery.</td>
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<td>3. Using advanced communication skills to develop collaborative, collegiate relationships with professional and lay colleagues demonstrating comprehensive understanding of others and applying the central tenets of mutual respect, trust and interdependency within the changing boundaries of practice.</td>
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<td>4. Act as a change agent to provide leadership for health care practitioners utilising educational enhancement in relation to the delivery of expert, ethical and creative approaches to care.</td>
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<td>5. Facilitate critical analysis of advanced health assessment frameworks and the development of aspects of advanced midwifery level of practice, collaborating with practice based mentors and others to manage and deliver acceptable, quality care within defined legal, role and responsibility boundaries.</td>
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By the end of Postgraduate Diploma the student should be able to:

1. Be fully prepared to appreciate diversity in culture and lifestyle amongst colleagues and service users dealing with complex ethical and legal issues systematically, promoting social inclusion as an intrinsic feature of service developments, personal and professional practice in clinical and professional settings.

2. Develop critical reflective strategies for evaluating sources of evidence and research demonstrating methodological understanding to plan a research project related to the field of practice.

3. Make appropriate adaptation of her/his own expert practice and knowledge, and advance and support the practice of others through teaching, in the light of a changing professional knowledge base and the dynamic health care policy framework.

4. Question existing theories and concepts from the social and natural sciences and international developments in Advanced Practice if they are found to be satisfactory, integrate them into the enactment and management of care.

5. Critically deconstruct the current role of the midwife in response to the emerging public health challenges to enable responsive development of the role.

Learning teaching, and assessment methods used

A variety of teaching and learning methods are used to link theory and practice in developing students’ knowledge, skills and understanding. Methods of learning and teaching include lecture/seminars, interactive lectures, workshops, computer based activities and on line learning; group work and analysis of research papers, case analysis for problem based
learning, student presentations and advanced health assessment skills teaching and practice.

Assessment methods include completing reports, an integrated physiological case study, presentations, essays, a research proposal, practice competency documents and OSCEs. Practice based learning experiences will include opportunities to develop and be assessed in advanced clinical skill with consultant/GP mentor/assessors and senior practitioners in educationally led practice.
Programme structure and requirements, levels, modules, credits and awards

The structure of the course, the modules, levels and credit values, and the awards which can be gained are shown in the diagram below.

Figure 1 Postgraduate Awards and Modules for MSc Advanced Practice (Midwifery)

Leadership for Advanced Practice (level 7 – 15 credits)
Advanced Health Assessments (double module) (level 7 – 30 credits)
Advanced Practicum For Midwifery (level 7 – 15 credits)
Research, Theory and Practice Modules (level 7 – 15 credits)
Advanced Midwifery Care (Level 7 -15 credits)
Influences and Challenges on Midwifery Care (Level 7 -30 credits)
Postgraduate Certificate = 4 modules (one double) and 60 credits at level 7
Postgraduate Diploma = 8 modules (two double) and 120 credits at level 7

Master's Degree

Research Workshops
Research Project
E.g.
- Research Dissertation
- Systematic Review
- Management/leadership project

For the Master's Award a total of 180 credits are required 120 from the Pg Diploma and 60 for the Master's part of the course

Optional modules worth 15 credits at level 7 (Masters) or double modules worth 30 credits at level 7 for the MSc Advanced Practice

15 Credit Optional Modules

- Differential Diagnosis and Clinical Decision Making
- Economic and Policy Influences on Health Care
- Facilitating Learning in Healthcare
- Case Management for Long Term Conditions
- Equality and Inclusiveness in Care
- Developments in Palliative Care
- Contemporary Practice in Continence Care Services
- Learning Disabilities: Person-Centred Assessments, Interventions and Evaluation Strategies
- Infection Prevention and Control
30 Credit Optional Modules

- Principles of Prescribing for Health Care Professionals (30 Credits)
- Social Care Assessment of Vulnerable Women (30 Credits)
- Advanced Practice Teacher preparation

**MSc in Management of Pain**

The MSc Advanced Practice course also collaborates with the MSc Management of Pain course team and some students from the Advanced Practice course have or intend to study some of the following as optional modules available in that programme.

- The Physiology of Pain and its Pharmacological Management
- Clinical Management of Pain a Non-pharmacological Approach
- Symptom Management in Palliative and End of Life Care

**Support for Learning including Personal Development Planning (PDP)**

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<th>Students are encouraged to identify and reflect on their own learning needs and are offered the following support as appropriate assist in meeting their needs:</th>
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<td>- A Student Programme Handbook, module outlines and study guides.</td>
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<td>- The course director and/or a personal tutor.</td>
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<td>- A Practice Profile book which contains guidance on: practice development planning; completing a set of competencies; and on documenting progress.</td>
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<tr>
<td>- Support in practice from a consultant/GP mentor and senior practitioner mentor.</td>
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<td>- Access to IT support staff and dedicated Faculty library staff.</td>
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<td>- Support for academic skills such as referencing, essay writing, critical analysis and compiling presentations from the Faculty’s Personal Development Department, and IT staff respectively.</td>
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<tr>
<td>- Access to the University’s Student Services that include assistance and support for learning skills, careers advice, financial advice, medical and disability services, crèche, counselling and chaplaincy. Students can self refer and confidentiality is protected.</td>
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<tr>
<td>- Support from the Students’ Union for a range of services.</td>
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Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the ‘Entry Requirements’ tab of the web page for this course.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

The University, Faculty Health and the programme team are committed to continuous evaluation, quality monitoring and enhancement of programme of study. There are a number of strategies, policies, procedures and guidance that are in place to ensure evaluation, enhancement of quality and standards including listening and responding to views of students.

In addition where applicable professional regulatory and statutory body requirements are adhered too.

- Students’ views can be expressed in Boards of Studies, module, placement and programme evaluations, online discussion forums and surveys. Students are also invited to meet with External Examiners, attend Programme Quality days and meet with external quality monitoring programme reviewers.

- There are a number of committees where the programme team, practice partners and service-users meet to ensure that the programme is current and responsive to local and national developments and policy. The national Association of Advanced Practice Educators, SHA Advanced Practice Steering Group, Profession Specific-groups e.g. Regional and local neonatal and midwifery networks, other Practice Partner and programme team meetings. Changes to the programme are reviewed and approved by the Faculty Academic Standards and Quality Enhancement Committee and can only be approved following consultation with students, external examiners and practice partners.

- An exception reporting annual programme monitoring report is produced each academic year which includes feedback from students. The annual programme monitoring report is reviewed and approved by students, external examiners and practice partners. Action points are raised to be developed and reviewed for the following academic year. In addition the annual programme monitoring report is peer-reviewed. The annual report is a key document provided to regulatory / professional bodies and external quality monitoring agencies.

- Assessment procedures are updated by the Centre for Academic Quality and Governance to ensure that they are rigorous and fair. Bench marking statements are used to monitor student pass rates. Marking and moderating policies are in place to ensure that the procedures for assessment are transparent and students’ work is reviewed by External Examiners, who also attend Programme Exam Boards, Quality Days and meet with students.

- There are committees in the Faculty of Health that contribute to the evaluation and ongoing quality monitoring. The Faculty Executive Committee, Deans Advisory Group and Faculty Board are the overarching committees in the Faculty of Health. Policies, procedures and guidance is scrutinised by the Faculty Academic Standards and Quality Enhancement Committee.