

Programme Specification

Programme title: MSc Midwifery

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| Academic Year: | 2024/25 |
| Degree Awarding Body: | University of Bradford |
| Partner(s), delivery organisation or support provider (if appropriate): | |
| Final and interim award(s): | <p>MSc Midwifery [Framework for Higher Education Qualifications (FHEQ) level 7]</p> <p>Postgraduate Diploma in Health Studies Framework for Higher Education Qualifications (FHEQ) level 7]</p> <p>Postgraduate Certificate in Health Studies Framework for Higher Education Qualifications (FHEQ) level 7]</p> |
| Programme accredited by (if appropriate): | Nursing and Midwifery Council |
| Programme duration: | <i>3 years F/T (Completion in 3- 5 years)</i> |
| QAA Subject benchmark statement(s): | QAA (2019) Subject Benchmark Statements: Health Studies |
| Date last confirmed and/or minor modification approved by Faculty Board | June 2023 |

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Introduction

At the University of Bradford our MSc Midwifery three-year programme provides the opportunity for students who already hold a first degree to develop the knowledge, skills and behaviours required by Nursing and Midwifery Council (NMC) (2019) Standards of proficiency for midwives to register and practice within the UK. Our individualised, dynamic, and culturally diverse learning environment and experiences will prepare student midwives for contemporary midwifery practice and to be future midwifery leaders. Students will be supported to develop enhanced leadership qualities, advocacy skills and research skills enabling them to be change agents of the future. Our vibrant and inclusive learning community supports students as they journey towards their midwifery career with the ability to make a positive difference in the midwifery world (University of Bradford 2021)

Midwifery is a global profession and all over the world midwives play a vital part in the health and wellbeing of childbearing women, their infants, and their families. Midwifery is a unique professional career supporting women across the childbearing continuum and providing safe, respectful, kind, compassionate, and individualised midwifery care. A role in midwifery includes public health promotion and protection, whilst

making a positive contribution to the health of women and their families. Midwives are skilled and competent practitioners who work in partnership with women to make decisions about their care, working with other team members, and demonstrate positive role modelling and leadership. Students develop skills that enable them to optimise normal physiological processes, promote positive outcomes for women and their families, and manage complications.

Students will spend approximately 50% of the programme in academic learning and 50% in clinical practice. Our curriculum is co-created in partnership with students, service users and practice partners to ensure that learning, teaching, and experiences are situated in the real world. We value diversity which strengthens learning opportunities and value student feedback to enrich student experience. Students will meet people from a diverse population which gives opportunity for a wide range of experiences. The city is home to a unique 20-year longitudinal cohort study, the Born in Bradford project, which is a cohort study of more than 13,000 Bradford babies born over a three-year period. Services are thus constantly evolving to meet the health needs of an increasingly diverse population. Our students can take part in a growing number of specialist services and community projects being developed and implemented and are exposed to changes in service provision as a direct result of the findings of this unique research study. For example, students may get experience with the Better Start initiative (2015-2025) a programme set up by the National Lottery Fund which supports community initiatives to address local health inequalities.

Our programme is academically and clinically demanding, and our students are supported to achieve their potential through the excellent academic and pastoral support of our staff who are passionate about their role as educators. Our timetable is designed to support students to succeed in their studies and plan to meet the demands of academic work, clinical placements, home lives, caring responsibilities and social lives which are all important for well-being. Students receive their timetable for the year ahead and placement allocation in advance as possible to ensure a family friendly and culturally inclusive approach. We have thriving peer support systems such as student buddying where second year students support first year students. Our award-winning student led Midwifery Society encourages students to connect with other midwifery cohorts and become involved in the wider midwifery community whilst learning about global midwifery issues. Every year in week one all cohorts come together for a student conference where third year students present their experiences on their elective placements.

Philosophy

Feminist philosophies underpin our education strategy as students explore values and beliefs relating to women's societal position and the role of the midwife. Co-operation, inclusion, equality, diversity, and reflexivity are embedded within our approach to learning. Our scholastic environment immerses students in learning where all knowledge is valued; education is transformative as learners adjust their thinking as they are exposed to new information. There is a key focus on the development of self and others within a cultural and social context for scholarship. Learning which is situated in the authentic world of midwifery clinical practice is actively supported. Intricate connections between practice, education, leadership, and research are harnessed to develop midwives of the future.

Programme Aims

The programme is intended to:

A1 Develop skills and knowledge which will enable students to develop a solid professional identity and meet the professional and regulatory requirements for registration as a midwife and work effectively in the system where they are employed.

A2 Develop future midwives with enhanced leadership and advocacy skills able to act as change agent and engage in ethical, informed, and skilled contemporary midwifery practice whilst working in a globally sustainable way.

A3 Develop autonomous learners with enhanced criticality skills which will enable students to meet the lifelong learning demands of working as a professional within interdisciplinary and multi-agency teams, and culturally diverse and dynamic environments.

A4 Embrace the University of Bradford's vision by creating an inclusive learning culture and transformative University experience which enables students to achieve their ambitions and make a positive difference to the world.

Programme Learning Outcomes

To be eligible for the award of Degree of Master at FHEQ level 7, students will be able to:

1. Deliver competent, safe, and compassionate care, and demonstrate evidence based best practice in core and domain- specific skills and procedures in the NMC Standards of proficiency for midwives (2019b).
2. Facilitate the acquisition of excellent communication skills, including the ability to communicate effectively and professionally, information, problems or solutions to diverse audiences using a variety of media including creative use of a range of digital and other technologies.
3. Synthesise and apply a critical understanding of the knowledge that underpins clinical decision making, demonstrating qualities and transferable skills necessary for employment including initiative, personal responsibility, and professional accountability, including application of knowledge of midwifery legislation and the NMC Code (2018).
4. Critically evaluate and interpret midwifery clinical situations based on sound knowledge of physical, psychological, social, cultural, and spiritual needs of women and new-born infants with a focus on partnership working and optimising normal physiological processes to support safe practice and promote positive outcomes.
5. Critically evaluate models of care, including continuity of midwifery care and carer for childbearing women and their new-born infants in a diverse range of settings with the skill to anticipate, prevent and respond to complications and additional care needs.
6. Synthesise and examine the evidence of the physiological, social, and cultural influences on the determinants of health whilst working to mitigate against inequalities.
7. Demonstrate critical insight of sustainable midwifery with professional, political, and ethical principles, emphasising public health, health promotion and health protection through interdisciplinary and multi-agency working.
8. Exhibit leadership qualities with the ability to positively influence and impact on care, advocacy for the human rights of women, partners, and families and maintain women's integrity and autonomy, respecting their views, preferences, and decisions.
9. Critically reflect on and evaluate personal and professional ongoing learning, developing lifelong reflexive practice including the ability to assess, supervise and support others.
10. Apply research principles and concepts developing an investigative approach that contributes to the evidence base and change management.

Curriculum

Stage 1

| FHEQ Level | Module Title | Core/ Option/ Elective | Credits | Study Period | Module Code |
|------------|--|------------------------|---------|--------------------|-------------|
| 7 | Beginning Midwifery Knowledge 1: Fundamentals of practice | Core | 20 | Sem 1- Semester 1 | MID7501-B |
| 7 | Beginning Midwifery Knowledge 2: Public health | Core | 20 | Sem 2- Semester 2 | MID7502-B |
| 7 | Beginning Midwifery Knowledge 3: Midwife as global citizen | Core | 20 | Sem 3 - Semester 3 | MID7503-B |
| 4 | Transition to Professional Self 1 | Core | 20 | FLYR - Full Year | MID4504-B |
| 4 | Midwifery Practice 1 | Core | 40 | FLYR - Full Year | MID4505-D |

At the end of stage 1, students will be eligible to step off or exit with the award of Postgraduate Certificate (Health Studies) if they have successfully completed at least 60 credits at FHEQ Level 7, completed the additional hours required towards meeting the final NMC Standard and achieved the award learning outcomes.

This award does not confer eligibility to register with the Nursing & Midwifery Council (NMC) as a Midwife.

Postgraduate Diploma

| FHEQ Level | Module Title | Core/ Option/ Elective | Credits | Study Period | Module Code |
|------------|---|------------------------|---------|-------------------|-------------|
| 7 | Developing Midwifery Knowledge 1: Working in Partnership | Core | 20 | Sem 1- Semester 1 | MID7504-B |
| 7 | Developing Midwifery Knowledge 2: Advancing public health | Core | 20 | Sem 2- Semester 2 | MID7505-B |
| 7 | Developing Midwifery Knowledge 3: Midwife as researcher | Core | 20 | Sem 3- Semester 3 | MID7506-B |
| 5 | Transition to Professional Self 2 | Core | 20 | FLYR - Full Year | MID5504-B |
| 5 | Midwifery Practice 2 | Core | 40 | FLYR - Full Year | MID5505-D |

At the end of stage 2, students will be eligible to step off or exit with the award of Postgraduate Diploma (Health Studies) if they have successfully completed at least 120 credits at FHEQ Level 7, completed the

additional hours required towards meeting the final NMC Standard and achieved the award learning outcomes.

This award does not confer eligibility to register with the Nursing & Midwifery Council (NMC) as a Midwife

Degree of Master

| FHEQ Level | Module Title | Core/ Option/ Elective | Credits | Study Period | Module Code |
|------------|--|------------------------|---------|------------------|-------------|
| 7 | Questioning Midwifery Knowledge 1: Midwife as skilled practitioner | Core | 20 | FLYR - Full Year | MID7514-B |
| 7 | Questioning Midwifery Knowledge 2: Midwife as scholar | Core | 40 | FLYR - Full Year | MID7515-D |
| 6 | Transition to Professional Self 3 | Core | 20 | FLYR - Full Year | MID6503-B |
| 6 | Midwifery Practice 3 | Core | 40 | FLYR - Full Year | MID6504-D |

Students will be eligible to exit with the award of Degree of Master of Science (Health Studies) if they have successfully completed at least 180 credits at FHEQ Level 7 and achieved the award learning outcomes.

This award does not confer eligibility to register with the Nursing & Midwifery Council (NMC) as a Registered Midwife.

Students will be eligible for the target award of Degree of Master of Science in Midwifery if they have successfully completed at least 360 credits, totalling the NMC required 4600 hours and achieved the award learning outcomes. **Only the award of MSc Midwifery confers eligibility to register with the Nursing & Midwifery Council (NMC) as a Registered Midwife.**

Learning and Teaching Strategy

Students will learn via a blended learning approach. We recognise that face-to-face contact on campus is important for students' social experience and that students value flexibility. Some sessions will be taught face-to-face on campus, some will be live, interactive online sessions and some will be online materials that students can access at their own convenience. Our inclusive teaching and learning environment is designed to suit diverse learning needs and includes digital technologies, clinical skills simulation, case studies, workshops, online discussion groups, lectures, and seminars. Our clinical skills workshop space is equipped to assist students to practice their clinical skills in a safe and supportive environment, offering opportunity for peer and academic formative feedback.

Students learn through problem based learning (PBL), an educational approach which is student centred and facilitated by academic staff. Episodes of learning start with an enigma or case study, which is explored by students to identify prior knowledge and generate questions which encourages problem-solving in a stimulating learning environment. Students are immersed in an environment which values everyone's contribution and promotes the development of self and professional identity. Students are supported to challenge their ideas and beliefs, discuss different perspectives, and develop skills in advocacy, leadership,

emotional intelligence, and strategic thinking, all essential for safe and effective midwifery care. Academic staff support students in finding appropriate national and international evidence to answer their questions. Core learning resources specific to the enigma or case study and developed by academic staff are available to students through class and online learning spaces.

The programme design supports the development of skilled, knowledgeable, respectful midwives with the ability to provide compassionate care for women, new-born infants and their families. There are four main themes threaded throughout the programme:

- Developing the midwife as skilled practitioner
- Developing knowledge in public health and health promotion
- Developing the midwife as a global citizen, researcher and scholar
- Transition to professional self

Stage one introduces students to the fundamentals of midwifery knowledge, public health, and the provision of care that all childbearing women and infants need. Stage two builds on the learning in stage one by focusing on the additional care needs of childbearing women and infants with complications. At stage three students will further develop their critical thinking and problem-solving skills through the exploration of complex maternity case studies and care planning. This spiral curriculum enables students to deepen their knowledge at each stage and build on their prior learning (Bruner, 1960). Continuing exposure to a topic enables its reinforcement, helps students develop a basic understanding before progressing to a more complex level, and provides a holistic approach to the development of midwifery knowledge, skills, and behaviours.

The MSc Midwifery programme is enhanced through shared learning with students on the BSc (Hons) Midwifery programme. The richness of experience of the different groups offers a unique learning opportunity to build knowledge and understanding from a range of perspectives.

Students studying on our MSc Midwifery programme will have academic seminar support for critical discussion of topics raised in the theoretical components of the programme in addition to the shared learning with the BSc (Hons) Midwifery programme. Students will be allocated a personal academic tutor (PAT) to facilitate group as well as individual academic and pastoral support.

Our highly skilled, enthusiastic, and experienced midwifery education team support students to achieve their goals. Academic staff are registered midwives with teaching and learning expertise. In addition, staff are research active with skills in a wide range of specialist areas relevant to midwifery. Staff have a positive relationship with our practice placement areas working in partnership to enhance student opportunity and experience.

Clinical placements

Students are allocated to clinical placements throughout each stage of the programme to achieve the Nursing and Midwifery Council (NMC) (2019) proficiencies of a midwife and programme learning outcomes. Over the course of the programme students will be supported to meet the NMC requirement of 2300 hours in practice. Practice placement learning is supported by the NMC (2018) Standards for student supervision and assessment. Students will work alongside clinical practice supervisors to achieve their proficiencies and will be allocated a practice assessor and academic assessor to assess their progression through each stage of the programme.

Students are supernumerary whilst on clinical practice to enable safe and effective care with the level of supervision based on student's individual needs. Students will work a range of shifts including days, nights, and weekends. The length of shifts will vary according to the area allocated. Each stage will consist of one year long clinical module of 750-800 hours and provide a range of placement opportunities including experience in continuity of carer, care of women and babies with universal needs, care of women with additional care needs and care of new-born infants with complications.

Placement experiences will include antenatal care, intrapartum care, postnatal care, and neonatal care with opportunity to gain experience in a variety of health care settings which support women's health across the childbearing continuum. As part of the practice placement experience, students are expected to develop and demonstrate the core professional behaviours and values of commitment, care, competence, communication, courage, and compassion.

Elective work placement

This programme provides the opportunity for students to undertake a two week elective work placement or period of study at home or abroad related to deepen knowledge of subjects that are of particular interest and relevant to midwifery and experience them in different clinical and cultural environments. The placement is for a minimum of 60 hours but can be extended to accommodate a longer period if required.

Students are responsible for arranging and financing all expenses which completing such a placement would incur including travel and accommodation. Students may apply for University or national award schemes or undertake fundraising activities to finance their elective experience.

Students will complete a report to justify their chosen elective placement and present their experience to their peers, practice partners and the midwifery education team on its completion. Planning, undertaking, and evaluating the elective all form part of the students' learning journey and will be evidenced in an e-portfolio.

Assessment Strategy

Our assessment strategy is designed to support students with a diverse range of learning needs and meets the University of Bradford (2019) regulations and NMC (2018) Standards for pre-registration midwifery programmes. Our curriculum ensures that the programme produces midwives who are safe and effective in practice as well as fit for academic award. We employ a variety of assessment methods to suit different student learning styles. These include visual presentations, OSCEs, written assignments, e-portfolio of learning, MCQs, reflective essays and vivas. A series of formative assessments provides students with the opportunity to receive feedback which will help them develop and enhance their work in preparation for summative assessment. Formative assessment will include peer and lecturer review.

Assessment of clinical practice

The NMC (2018) Standards for student supervision and assessment enable students to achieve the NMC (2019) Standards of proficiency for midwives as well as the programme learning outcomes. Students will be allocated a practice assessor and academic assessor for each stage of the programme. Practice supervisors will provide students with constructive feedback throughout the programme to support their development. The practice assessor will be responsible for the assessment of student competency in clinical practice and will liaise with the academic assessor to evaluate and recommend student progression at each stage of the programme. Students will have a single electronic Midwifery Ongoing Record of Achievement (e-MORA) for

the duration of their midwifery programme which will evidence their achievement of the Domain 6 skills within the NMC (2019) Standards of proficiency for midwives.

Assessment Regulations

Due to the vocational nature of the programme and the requirements of the Nursing and Midwifery Council, the MSc Midwifery programme falls outside the scope of the standard University Assessment Regulations and is subject to programme-specific regulations. Detailed regulations for progression and award in the MSc Midwifery Studies programme and its interim awards can be found in appendix 1 of this specification.

Following successful completion of all programme requirements, students have five years to apply to register with the NMC if they wish to rely on this qualification. In the event of a student failing to register their qualification within 5 years they will have to undertake additional education and training or gain such experience as specified in the standards (NMC 2019a).

Admission Requirements

We take into consideration a number of factors when assessing your application. It's not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond.

This programme is for current graduates that meet UK residency criteria, including those who are international students. A typical applicant will have a first degree (Bachelor's with Honours) classified at lower 2nd class (2:2) or higher. For details of equivalent international qualifications, visit:

<https://www.bradford.ac.uk/international/country/>

Successful applicants will also need:

- 5 GCSEs at grade 4/C or above, including GCSE English Language and Maths (NMC requirement) and either Biology or Combined Science. •
- Stricter English Language requirements apply and applicants for whom English is not their first language require International English Language Testing System (IELTS) with an overall score of at least level 7, with at least 6.5 in the writing section and at least 7 in the reading, listening and speaking sections (<https://www.nmc.org.uk/registration/joining-the-register/english-language-requirements/accepted-tests/> (accessed 26/10/21))
- Agreement to undertake DBS and Occupational Health Assessment.
- Evidence of recent relevant study in the last 5 years is required.
- Candidates who meet the admission requirements will be offered a place subject to successful face to face interview.
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Access

Applications are particularly welcomed from returners to study aged 25 or over at the start of the programme, armed forces families, carers and care leavers, refugees and asylum seekers, and Romani or Traveller families.

Disabled students' applications are considered on the same grounds as all students. Applicants may wish to check with our Disability Service before applying by visiting: www.bradford.ac.uk/disability/before/

All students are offered screening from the Disability Service on entry to the programme to aid identification of any specific learning difficulties. Students will gain access to information which will provide specific study support.

Recognition of Prior Learning

The regulatory body states that there will be no recognition of prior learning (RPL) in relation to pre-registration midwifery programmes.

- Transfer between approved educational institutions

If a vacancy exists on the programme, transfers from Midwifery programmes at other Higher Educational Institutions may be considered for entry at the beginning of the second year if their programme is comparable and they would be able to achieve the outstanding part of the programme within the time frame set by the NMC. Candidates would need to submit their previous curriculum details and evidence of their achievement and be interviewed by the Lead Midwife for Education or Programme Lead. Offers would be subject to satisfactory Occupational Health and Enhanced Criminal Records Bureau checks and supportive references. If successful, suitable learning opportunities and support will be provided to enable the student to make the necessary transition to the programme and meet its outcomes.

Minor Modification Schedule

| Version Number | Brief description of Modification | Date of Approval (Faculty Board) |
|-----------------------|--|---|
| 1 | Annual update for 2024/5 academic year | Sept 2024 |

References

Bruner, J. S. (1960) *The Process of Education*, Cambridge MA, Harvard University Press

Halman, M., Baker, L. and Ng, S., 2017. Using critical consciousness to inform health professions education. *Perspectives on medical education*, 6(1), pp.12-20.

Nursing and Midwifery Council (2018a) *Standards for student supervision and assessment* NMC:London

Nursing and Midwifery Council (2018b) *Standards framework for nursing and midwifery education* NMC:London

Nursing and Midwifery Council (2019a) *Standards for preregistration midwifery education* NMC:London

Nursing and Midwifery Council (2019b) *Standards of Proficiency for Midwives* NMC:London

Appendix 1: Programme Regulations

DRAFT PROPOSAL FOR REGULATION GOVERNING THE AWARD OF THE DEGREE OF MASTER OF SCIENCE IN MIDWIFERY STUDIES FROM ACADEMIC YEAR 2022/23

1. ADMISSION

- 1.1. All applicants must submit a formal application before beginning a course of study for a postgraduate award
- 1.2. An applicant for a course of study leading to the Degree of Master must have obtained the following:
 - 1.2.1. A Degree of Bachelor of an approved university or of the Council for National Academic Awards or of any other approved degree-awarding body.

2. STUDY REQUIREMENTS

This programme is made up of 180 credits at level 7 and 60 credits at level 4, 60 credits at level 5, 60 credits at level 6 studied over and will be studied over a three stage period.

2.1. STAGE 1

- 2.1.1. Students must study units amounting to 60 credits at Level 7 and 60 Credits at Level 4 amounting to a total of 120 credits.

2.2. STAGE 2

- 2.2.1. Students must study units amounting to 60 credits at Level 7 and 60 Credits at Level 5 amounting to a total of 120 credits.

2.3. STAGE 3

- 2.3.1. Students must study units amounting to 60 credits at Level 7 and 60 Credits at Level 6 amounting to a total of 120 credits.

3. COURSES OF STUDY

- 3.1. Students will study three 20 credit level 7 theory modules in stage one and stage two. In stage three students will study one 20 credit and one 40 credit level 7 module.
- 3.2 In stage one students will study one 20 credit module and one 40 credit practice module at level 4. In stage two students will study one 20 credit module and one 40 credit practice module at level 5. In stage three students will study one 20 credit module and one 40 credit practice module at level 6.

4. PURSUIT OF COURSE OF STUDY INCLUDING CREDIT IMPORTATION

- 4.1. This programme is exempt from the regulations related to Recognition of Prior Learning.

5. PROGRESSION BETWEEN STAGES

- 5.1. Students may progress from Stage 1 to Stage 2 of the programme if they achieve at least 40% in individual modules amounting to 120 credits, no compensation is permitted. All components of assessment must be passed at 40% or above, where a component has a higher pass mark the requirement will be indicated in the module descriptor.

5.2. Students may progress from Stage 2 to Stage 3 of the programme if they achieve at least 40% in individual modules amounting to 120 credits, no compensation is permitted. All components of assessment must be passed at 40% or above, where a component has a higher pass mark the requirement will be indicated in the module descriptor.

6. SUPPLEMENTARY ASSESSMENT

6.1. Students are permitted to undertake supplementary assessment on one occasion only for Level 7 modules, in line with Regulations Governing Postgraduate Awards

6.2 Students may be permitted to undertake supplementary assessment on one occasion only for Level 4, 5 or 6 modules

6.3. A student who does not meet the 40% pass in all components of assessment detailed in 6.2 will be required to withdraw from clinical practice modules and will be withdrawn from the programme.

7. PERFORMANCE IN SUPPLEMENTARY ASSESSMENT

7.1. Students who, following supplementary assessment, meet the relevant requirements set out above may progress to the next stage of the course of study. Students who have undertaken supplementary assessment with a view to attaining an award as set out below and who now meet those requirements shall be eligible for the award in question.

7.2. Students who have exhausted all the attempts permitted by the Board of Examiners and still do not meet the requirements either for progression or for an award, will be required to withdraw from the course of study.

7.3 Students will be permitted, as of right, to progress to the next stage of the programme and trail up to a maximum of 40 module credits in order to attempt the module(s) again without attendance.

8. CARRY FORWARD OF MARKS

8.1. The maximum carry forward module mark awarded to students following supplementary assessment will be capped at 40 or higher where the required pass mark for that component is above 40.

9. ELIGIBILITY FOR AWARDS

9.1. POSTGRADUATE CERTIFICATE IN HEALTH STUDIES- INTERIM AWARD

9.1.1. Postgraduate Certificate in Health Studies – To be eligible for the award of the Postgraduate Certificate in Health Studies, students must achieve at least 40 in individual modules amounting to 60 credits at Level 7.

9.1.2. Students who, in achieving the requirements set out in 9.1.1, attain an overall average of at least 58 in the assessments for the modules required shall be eligible for the award of the Postgraduate Certificate in Health Studies with Merit.

9.1.3. Students who, in achieving the requirements set out in 9.1.1, attain an overall average of at least 68 in the assessments for the modules required shall be eligible for the award of the Postgraduate Certificate in Health Studies with Distinction.

9.2.POSTGRADUATE DIPLOMA IN HEALTH STUDIES - INTERIM AWARD

9.2.1. To be eligible for the award of the Postgraduate Diploma in Health Studies, students must achieve at least 40% in modules amounting to 120 credits at Level 7

9.2.2. Students who, in achieving the requirements set out in 9.2.1, attain an overall average of 58 in the assessments for the modules required shall be eligible for the award of the Postgraduate Diploma in Health Studies with Merit.

9.2.3. Students who, in achieving the requirements set out in 9.2.1, attain an overall average of 68 in the assessments for the modules required shall be eligible for the award of the Postgraduate Diploma in Health Studies with Distinction.

9.3.DEGREE OF MASTER OF SCIENCE IN HEALTH STUDIES – FINAL AWARD

9.3.1. To be eligible for the award of Degree of Master of Science in Health Studies, students must comply with the requirements as set out in 2.1, 2.2 and 2.3 and attain the following:

9.3.2. at least 40% in individual modules amounting to 180 Credits, all of which must be at Level 7

9.4.DEGREE OF MASTER OF SCIENCE IN MIDWIFERY – FINAL AWARD

9.4.1. To be eligible for the award of the Degree of Master of Science in Midwifery, and be eligible for registration with the NMC students must comply with the requirements set out in 2.1, 2.2, 2.3 above, and must achieve: i) the requirements set out in 5.1, 5.2 ii) at least 40.0% in individual Level 7 modules amounting to 180 Credits, including individual components identified within individual modules that must be passed, and iii) at least 40.0% in individual modules at undergraduate level 4, 5 and 6 amounting to 180 Credits, including individual components identified within individual modules that must be passed

9.4.2. Degree of Master of Science in Midwifery shall, on the basis of a student's performance, be awarded by as follows: i) MSc with Distinction ii) MSc with Merit iii) MSc

9.4.3. Students who attain an overall weighted average in all Level 7 modules of at least 68, shall be eligible for the award of the Degree of Master with Distinction.

9.4.4. Students who attain an overall weighted average in all Level 7 modules of at least 58, shall be eligible for the award of the Degree of Master with Merit.

9.4.5. Students who attain an overall pass in all modules shall be eligible for the award of the Degree of Master.

9.4.6. Students who achieve at least 40 in any number of individual modules at any level but who do not qualify for one of the above awards shall be eligible for the award of a Certificate of Continuing Education.

10. AEGROTAT AWARDS

10.1. An Aegrotat degree of MSc may not normally be awarded.

11. AMENDMENTS TO SYLLABUS

11.1. Amendments to syllabus should not normally be permitted and only after consultation

with the PSRB (Nursing and Midwifery Council)