

Programme Specification

1	Awarding Institution	Queen Margaret University
2	Teaching Institution	Metropolitan College
3	Professional body accreditation	Eligibility to apply to SAEP (Ministry of Education) and then to Hellenic Association of Midwives
4	Final Award	BSc (Hons) Midwifery
	Subsidiary exit awards	Cert in H.E (SCQF 7) Diploma In H.E. (SCQF 8) BSc Midwifery (SCQF 9)
5	Programme Title	BSc (Hons) Midwifery
6	UCAS code (or other coding system if relevant)	N/A
7	SCQF Level	7-10
8	Mode of delivery and duration	FT (4 years) PT, with permission of Programme Team
9	Date of validation/review	28 May 2018

10. Educational Aims of the programme

The programme we offer for validation is designed to prepare students to:

- Work as registered midwives within the Greek context
- Gain skills and competencies in accordance with European standards for midwifery
- Develop the ability to work well within a multi-disciplinary team to promote reproductive health.
- Build up good relationships and liaise with relevant personnel in the hospitals, communities, birth centres, or other health care facilities, to increase the uptake of women's reproductive health care, promote health education strategies and to organise a reliable plan for birth care in the event there is need for transport or referral to other health practitioners or higher levels of facility-based services.
- Make a positive contribution to the reduction of maternal and infant mortality and morbidity by recognising life-threatening conditions early and taking timely and skilled action.
- Take responsibility for their own learning, by promoting access to appropriate clinical and theoretical support and encouraging the skills of reflection, critical analysis and evaluation.
- Reflect on their practice to promote learning from their experience that will enhance the future care

of women and their families.

- Recognise that learning is a life-long process and take every opportunity to keep up-to-date with new knowledge and research findings and to enhance their practice with all available forms of continuing professional education.
- Develop into midwives who value their occupation/profession and contribute to the development of midwifery by advocating change, where necessary, and by conducting research aimed at improving the care given to women and their families.

11. Benchmark statements/professional and statutory body requirements covered by the programme

Subject Benchmarks: In order to design a programme that is both relevant to the Greek context but is also harmonised with European and international standards, we had to consult specific official documents. In particular, first we had to review any directives set out by SEMMA or Greek Presidential Decrees regarding Midwifery education and practice, and then see how these compare to European and/or international directives. The aim was to locate commonalities or differentiations across these directives and make informed decisions about how these would be addressed in the proposed programme. To this end we consulted the following key drivers:

National Drivers

- Presidential Decree 97/31.3.86 Official Government Gazette 35, Issue One, on the free movement of Midwives in countries of the European Union.
- The above was amended by the Presidential Decree 266/16.10.2003 Official Government Gazette 239, Issue One (on the free movement of Midwives in countries of the European Union), concerning the adaptation of Greek Law to the provisions of directives 89/594/EEC and 89/595/EEC.
- Presidential decrees 349/14-6-1989 and 351/1989 regarding professional rights for midwives. Greek Laws 2519/1997, 2889/2001, 3329/2005, 3235/2004, 4238/2014, 4272/2014 regarding midwives role in promoting breastfeeding and their contribution of midwives in health centres and day clinics.

European Drivers

- EU Directive Recognition 2005/36/EC, Articles 40- 42, and Annex V 5.5.1 and 5.5.2 on the Professional Qualifications of Midwives
- EU directive 2013/55/EE, amending Directive 2005/36/EC on the recognition of professional qualifications
- WHO Regional Office for Europe (2009). *European Union Standards for Nursing and Midwifery: Information for Accession Countries (2nd ed)*.

International Drivers

- The definition of the midwife as stated by the International Confederation of Midwives (ICM) 2011 and the World Health Organisation (WHO 2010)
- International Confederation of Midwives (2008). International Code of Ethics for Midwives. Core Document. The Hague: ICM.
- International Confederation of Midwives (2010b). Essential Competencies for Basic Midwifery Practice. Core Document. The Hague: ICM
- International Confederation of Midwives (2010e). Essential competencies for basic midwifery practice. Revised 2013.
- International Confederation of Midwives (2010c). Global Standards for Midwifery Education. Core Document. The Hague: ICM.

The programme is designed following mapping of national, EU and international drivers on the following aspects of programme development:

- Admission criteria and accreditation of prior learning
- Formal Qualifications
- Knowledge and skills
- Theoretical and technical instruction
- Practical and clinical training

Professional body requirements: The Hellenic Midwives Association (SEMMA) was established in 1934 and is one of the oldest professional bodies Greece. Since 1955 is governed by public law (R.L. 28-12-55.) in a manner similar to medical professional bodies.

SEMMA is a member of EMA (European Midwives Association), ICM (International Confederation of Midwives) and WHO (World Health Organization) and acts as a national representative in each of the above. There are 9 departments of SEMMA across the country. The central one is in Athens and is responsible for the whole of Greece and the branches that operate in other regions.

Every midwife that practices within the Greek region must be registered with SEMMA. Their registration needs to be renewed yearly in order to remain in practice.

In order to practice midwifery in Greece, a graduate needs to a) register with SEMMA, and b) apply to their Prefecture for the license to practice in the region.

As is the case with other regulatory bodies, once Metropolitan College graduates get the professional equivalence from the Ministry of Education, which essentially will equate them to those of the public university, SEMMA will need to allow them to register. Once registered with SEMMA graduates will be able to apply to their Prefecture for the license to practice in the region.

12. Learning Outcomes of the Programme

The programme aims to develop graduates who:

- have academic, professional and personal skills for career management and personal development;
- undertake and use research: understanding the nature and boundaries of knowledge creation; applying skills of enquiry, critical analysis, synthesis and creative thinking to investigate problems; systematically collecting and evaluating evidence; and proposing solutions;
- conduct themselves professionally and ethically, respecting the diversity of others;
- have the capacity to help build a socially just and sustainable society, striving for high levels of social, ethical, cultural and environmental conduct;
- are mindful of their role as global citizens, contributing positively to society at local, national or international levels;
- demonstrate high level skills of information literacy and communication to create and share knowledge;
- promote the principles of multi-/inter-disciplinarity;
- are confident, responsible, autonomous and critically reflective lifelong learners.

Level 1 (SCQF Level 7)

In order to successfully complete level 1 studies and be eligible for the Higher Education Certificate (if exiting the programme), students will:

1. Apply an enquiring approach to the nature of evidence and its integration and application to theory and practice
2. Explore professional identity within the health and social care landscapes, recognising midwifery's contribution to interagency working.
3. Discuss health and well-being, the impact of determinants of health and approaches to health improvement at individual, family, group and community levels across a range of contexts.
4. Reflect on and learn from their own and others' experiences to question and test their personal values and assumptions.
5. Develop self-awareness of the impact of values and behaviours on collaborative care delivery.
6. Be competent in a range of fundamental midwifery skills for safe, compassionate, caring, woman/neonatal centred care to the level of their experience
7. Work within legal, professional and ethical frameworks to safeguard and protect people, particularly vulnerable groups.
8. Use scientific knowledge to explain the principles underpinning biological processes and events manifest in health and illness.

Level 2 (SCQF Level 8)

In order to successfully complete level 8 studies and be eligible for the Diploma in Higher Education (if exiting the programme), students will:

1. Develop skills of critical enquiry through analysis and application of relevant theories for practice.
2. Draw on the knowledge base of social sciences in order to explore concepts within midwifery theory and practice.
3. Scrutinise sources of evidence to promote care which is safe and effective.
4. Further develop skills of self-directed learning and practise reflection in learning activities.
5. Further reflect on the application of communication skills in the facilitation of health improvement for a range of clients in inter-professional, social and therapeutic contexts.
6. Debate and apply legal, ethical and statutory frameworks that regulate midwifery.
7. Describe the principles of woman and embryo/neonatal assessment and care delivery in different settings within the context of collaborative care.
8. Demonstrate competence and knowledge of a wide range of midwifery skills required at this level.
9. Integrate knowledge from applied sciences to gain an understanding of the physiology of health and illness and gynaecological issues.

10. Develop awareness of the impact of pharmacology in midwifery and drug administration.

Level 3 (SCQF Level 9)

In order to successfully complete the first three years of study and be eligible for the academic award of BSc in Health Studies, students will:

1. Critically appraise and apply theoretical knowledge and professional skills in interprofessional practice to contribute to a collaborative, practice- ready workforce.
2. In partnership with colleagues families and communities, analyse and apply a range of evidence to assess, plan, implement and evaluate midwifery care that is competent, safe and systematic.
3. Demonstrate the potential to enable and empower individuals and groups to take a shared and active role in decision making.
4. Apply skilful midwifery care in a range of contexts that is safe, compassionate, maintains dignity and promotes health and wellbeing.
5. Analyse and apply ethical, professional and legal knowledge to provide a high standard of safe, person-centred care that is without discrimination or prejudice.
6. Demonstrate the potential to work autonomously in a range of contexts through the exhibition of skills of confidence and critical reflection in order to engage with people and build caring professional relationships, individually and in teams, in hospital, community and at home.
7. Analyse biological, behavioural, cultural, environmental and socioeconomic factors that influence health and health outcomes in order to deliver care.
8. Use clinical governance processes to maintain and improve midwifery care and advance professional practice regarding complexity , infertility and emergencies.
9. Through engaging with enquiry, become autonomous learners who can formulate their own research topics and convert that evidence into deep, learner-centred knowledge.

Achievement of these objectives will provide the student with a sound basis on which to proceed to Honours level studies.

Level 4 (SCQF Level 10)

In order to be awarded the BSc (Hons) Midwifery, and in order to achieve the final progression point, successful students will:

1. Critically appraise and integrate evidence to justify and propose an appropriate area of enquiry in midwifery practice that contributes to the profession of midwifery.
2. Synthesise evidence in order to make judgements and decisions relating to the management of safe woman / embryo/ neonatal care which is delivered professionally and ethically.
3. Develop self- reliance and reflexivity in response to change, client feedback and the developing context of health care.
4. Exercise judgement in self-assessment of transferable skills and continuing professional development

needs, recognising opportunities and limitations for career management, ensuring fitness for purpose and encouraging a positive contribution to society.

5. Accept responsibility for teaching woman, families, colleagues and peers across a range of contexts.
6. Critically appraise theories of learning and integrate skills of facilitation of teaching and learning within the clinical environment.
7. Work autonomously and collaboratively across professional boundaries .
8. Critically evaluate all aspects of their care in order to improve clinical decision making, physical and mental health outcomes and quality.
9. Develop a leadership role in order to coordinate, delegate and supervise compassionate, culturally sensitive care, enhancing the health and well-being of people and shaping future services.
10. Practise within the boundaries of personal and professional accountability in relation to their actions and continuous learning

Achievement of these objectives will provide the students with a sound basis from which to develop their professional knowledge and expertise.

13. Teaching and learning methods and strategies

Learning is more than the acquisition of knowledge. Particularly in midwifery it is about learning with others in mutually beneficial communities and experiences and the subsequent transferability of that learning. Midwifery students have opportunities to learn in a variety of settings, from profession specific topics in class, with other health care professions students in validated IPE modules through to experts or more experienced practitioners in the practice setting. Wenger (1998) advocates communities of learning and practice, acknowledging the multidimensional nature of learning, social theories of learning and participation required by the learners.

Learners enter the BSc (Hons) Midwifery at various stages of their learning careers. Our role as educators and facilitators of their learning is to create opportunities for development of new and meaningful learning skills that are transferable to all situations. Starting from the point of entry at Level 7; learners are exposed to a variety of teaching approaches. Some of this learning is lecturer-directed rather than student directed. For example: lectures, tutorials and laboratory work are used to ensure a solid foundation of the underpinning physiological knowledge required for midwifery. Learners are introduced to group activities and case based scenarios, forming an enquiry focused approach to learning.

Progressing to Level 8 the learners are expected to take greater responsibility, and become active participants in their learning within a framework of enquiry based approaches. Case study materials are developed around actual cases from practice and the lecturers' research and scholarly interests. This enables learners to link ideas of research and evidence based practice and conceptualise staff (practice and educational) as role models for their future practice.

As the learners gain confidence and skill in directing their own learning, they are expected to take greater responsibility for their learning time outwith class. The process of challenging themselves and their colleagues develops, resulting in deeper learning and opportunities for feedback. The underpinning principles of enquiry

based learning are applied to increasingly complex cases which are then aligned with the assessment of the module. Facilitation of groups is learner directed, with lecturers and expert clinicians acting as a resource rather than dictating the learning.

By Level 10, the learners should be almost entirely self-directing and autonomous within the framework of professional requirements. The learning and teaching approaches offered at this level afford learners the opportunity to take a high level of responsibility. Emphasis is placed on strategies that enable analytical, lateral and innovative ways of thinking. These encourage interaction and fostering of a community of learners, build on workplace experience and develop personal transferable skills appropriate to their complex roles in a range of health and social care setting.

Clinical skills are taught using a supportive simulation-based learning approach and are woven throughout the four years of the programme. The students follow the same developmental pattern in the learning of skills as they do in class based learning. This is then transferable to practice based learning settings. The complexity and range of skills is gradually increased across the years to challenge students' independence in critical thinking, decision making, and organisation and prioritisation of care.

At all levels of learning we acknowledge diversity of learning styles, and thus teaching approaches will vary over the four years from lecture, group-focused discussions, challenge and debate and case based learning, to collaborative case study analysis, reflective debriefings, skills rehearsal and simulated role play, and independent study. All modules have a technologically enhanced component mediated through the Metropolitan College Moodle platform. Interactive learning methods, based around each individual's knowledge and experience, contribute to the development of an integrated, interdisciplinary and reflective approach to solving complex problems. The inter-professional education module is a specific example of these approaches.

14. Assessment strategies

The forms of **assessment** may vary depending on what is considered as most appropriate according to the aims and objectives of each module. Assessment may be in the form of a final exam or continuous assessment.

Various types of assessment are used, including:

- Written examinations
- Short answer/MCQ written examinations
- Objective Structured Clinical Assessments (OSCA)
- Continual assessment for clinical practice
- Demonstration of practical competence
- Poster presentations
- Group and individual presentations
- Case study analysis/synthesis
- Reflective writing
- Constructive appraisal of literature
- Online discussions (Moodle)

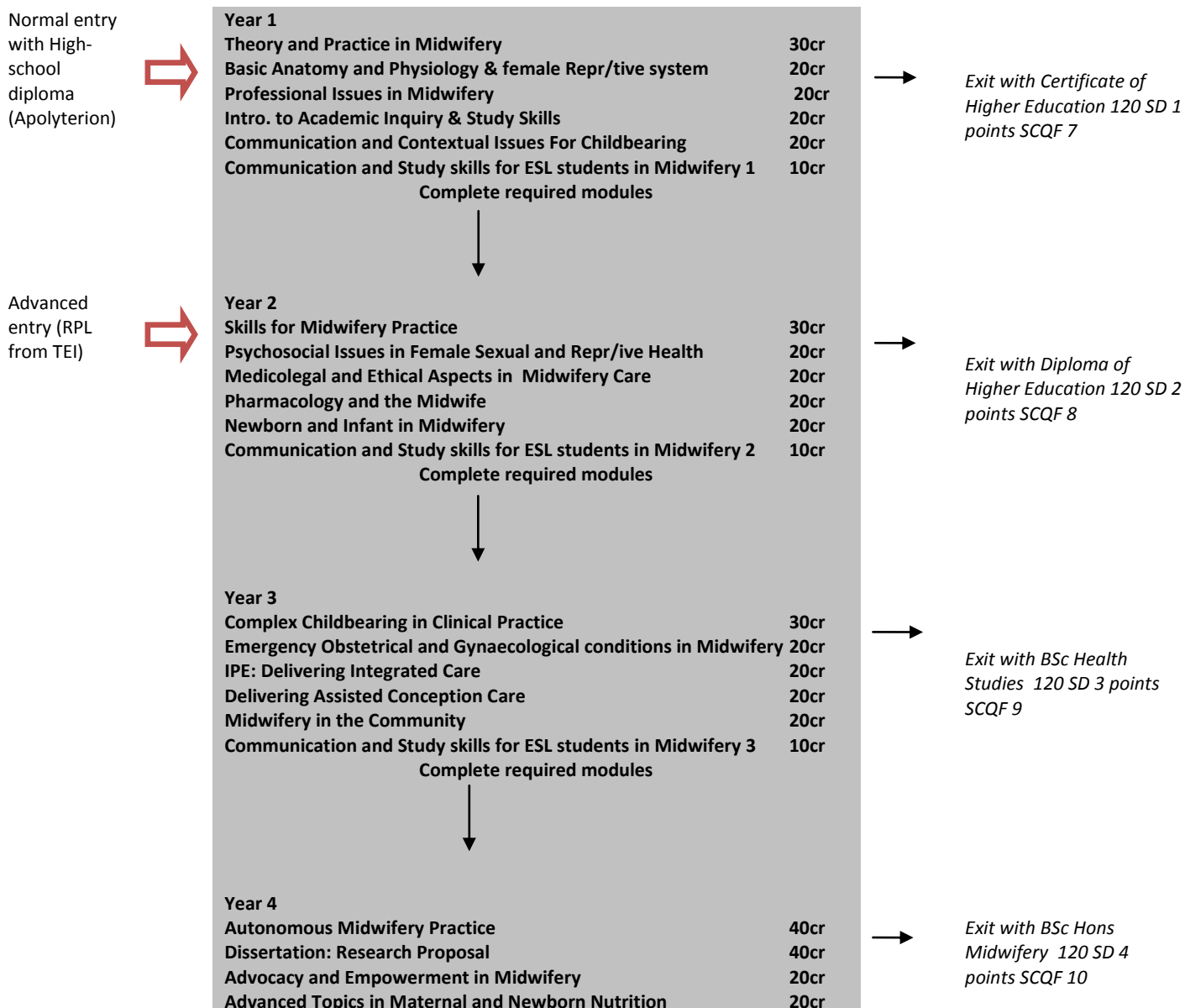
- Production of powerpoint presentations, with notes; designed for conference presentation
- Production of web based material for patient education purposes

Indicative Assessment schedule of the BSc (Hons) Midwifery

Year	Module	Credits	Fall Semester Assessment	Spring Semester Assessment
1	Theory and Practice in Midwifery	30	Simulation Objective Structured Clinical Assessment (OSCA)	Simulation Objective Structured Clinical Assessment (OSCA) Clinical practice portfolio
	Basic Anatomy-Physiology and the female Reproductive system (BAPFR)	20	Short answer exam (1 hour)	Short answer exam (1 hour)
	Professional Issues in Midwifery	20	EBL scenario (30%) Essay exploring the role of the midwife (1,500 words, 70%)	
	Introduction to Academic Enquiry and Study Skills	20		Production of a 2,500 word literature review
	Communication and Contextual Issues For Childbearing	20		1500 reflection essay (70%) Poster (30%)
	Communication and Study skills for ESL students in Midwifery 1	10		Structure and comprehension exercise (500 words)
	2	Skills for Midwifery Practice (SMP)	30	Simulation Objective Structured Clinical Assessment (OSCA)
Psychosocial Issues in Female Sexual and Reproductive Health		20	EBL scenario (2000 word report)	
Medicolegal and Ethical Aspects in Midwifery Care		20		A 2000-word essay referring to a medicolegal/ethical issue in Midwifery
Pharmacology and the Midwife		20	<ul style="list-style-type: none"> • EBL scenario Exercise (40%) • Exam (60%) 	
Newborn and Infant in Midwifery		20		Case study /scenario essay (2000 words)

	Communication and Study skills for ESL students in Midwifery 2	10		Summary & Abstract (600 words)
3	Complex Childbearing in Clinical Practice	30	Objective Structured Clinical Assessment (OSCA)	Objective Structured Clinical Assessment (OSCA) Clinical practice portfolio
	Emergency Obstetrical and Gynaecological conditions in Midwifery	20	3000 word report on case-study/ scenario of an emergency situation.	
	Inter-professional Education (IPE)	20		Assignment -1,500 words (80%) Individual Presentation 20%
	Delivering Assisted Conception Care	20	Research protocol (2,000 words) in an issue related with modern Assisted Reproduction	
	Midwifery in the Community	20		3000 word proposal of a health promotion/education programme
	Communication and Study skills for ESL students in Midwifery 3	10	Short journal article review (1000 words)	Short reflective essay (1000 words)
4	Autonomous Midwifery Practice	40		Reflective snapshots (3000 words) Summative Clinical practice portfolio
	Dissertation: Research Proposal	40		A work-based research proposal of 10,000 words. (100%)
	Advocacy and Empowerment in Midwifery	20		Essay (3000 words) advocating for a particular issue relevant to the module
	Advanced Topics in Maternal and Newborn Nutrition	20	3000 word proposal of a nutrition/lactation intervention program relevant to midwifery	

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)



The programme will be delivered over a period of 4 years. This is a full time programme. Each year is of 30 weeks duration comprising two semesters. Each year contains 206 up to 334 hours theory and 500 / up to 800 hours clinical practice (this equates to 10-17 weeks of theory and 13-20 weeks of practice).

This fulfils minimum required hours for registration with SEMMA and meets European directives associated with midwifery education.

An overview of the programme is given in Figure 4 (Example academic calendar) which shows the main university sessions and the clinical practice sessions.

Hours per year of programme

Theoretical study	Theoretical study	Self study hours	Clinical practice Hours	Total hours	
Year 1	334	426	500	1260	
Year 2	314	346	600	1260	
Year 3	286	374	600	1260	
Year 4	206	254	800	1260	
	1140	1400	2500	5040	

16. Criteria for admission

Admissions criteria are consistent with criteria for other programmes at Metropolitan College such as Nursing, Dietetics, Physiotherapy and Occupational Therapy. The minimum educational qualifications for admission to Year 1 of the BSc (Hons) Midwifery programme are:

a) Academic Requirements

Applicants, in order to be considered for admission should have a High School leaving certificate/Lyceum certificate (“Apolysterion”), or equivalent (e.g., International Baccalaureate, European Baccalaureate, etc.) with a grade 10 or above. This requirement is in line with the Greek government’s minimum standard for access to higher education. High school leaving certificates issued by vocational Lyceums, such as TEE or EPAL and foreign certificates which are equivalent to the Greek Lyceum certificate (e.g. International Baccalaureate, European Baccalaureate, etc.) are also accepted. For non-native Greek speakers, a certificate of attainment in Greek Level D is required (<http://www.greeklanguage.gr/greekLang/certification/index.html>)

b) Accreditation of Prior Learning

The following candidates may also be eligible for entry to the programme. Applications will be considered on an individual basis:

- University graduates
- Polytechnic (or Technological Educational Institutes) graduates
- Transfers from other colleges
- IVT graduates of “Nursing-Midwifery” programmes

IVT graduates from the state approved “Nursing-Midwifery” programme are eligible to apply for direct entry to year two of the BSc (Hons) Midwifery. Detailed mapping of the IVT programme to the 1st year of the BSc programme has been completed and submitted as a separate attachment to the validation document.

Metropolitan College and Queen Margaret University will consider accreditation of prior learning (APL) for applicants who are commencing the programme, transferring from one AEI to another, or are returning to a programme after a lengthy break. The process in QMU is Recognition of Prior Learning <http://archive.qmu.ac.uk/gguide/?org=https://www.qmu.ac.uk/quality/documents/QMU%20wide%20RPL%20Guidance%20Jan%202015.docx>

Selection Criteria

All applicants must meet criteria for good health and good character in line with the QMU selection process. To attest to good health, each applicant must complete a health questionnaire. These are reviewed by the Programme Leader and if required a student is referred to student services. To attest to good character, each applicant must supply character references from reliable referees. All candidates are required to produce a clear police record in order to be accepted onto the programme.

Additionally applicants must:

- Demonstrate through their application and interview that they are motivated to care for

others

- Demonstrate ability to communicate effectively with others
- Undertake and pass an assessment of numeracy and literacy at interview

Occupational Health Assessment

All students will be required to sign a health declaration form signed by their GP in order to complete their registration with the programme.

An interview with the college Nurse is also mandatory before commencing on the programme. The Nurse will discuss any health issues students have disclosed, both past and present and review their vaccination history. If necessary he/she will suggest a vaccination plan according to the recommendations of the Ministry of Health and the Hellenic Center for Disease Control & Prevention.

Students with disability

Metropolitan College is committed to providing equal opportunities in education for all students and will take all reasonable steps to meet both the general need for access and the specific needs of individuals with additional support needs.

All applicants are asked to declare any illness or disability during the application process. If they are offered a place then they are invited to an appointment with the campus Disability Advisor as early as possible to discuss their requirements. This information is shared with the Programme Leader and the student's PAT. They will meet with the student and discuss their individual learning plan (ILP). The content of the ILP is shared with the teaching team to ensure reasonable adjustments can be made.

All applications from people with disabilities will be considered against the same criteria as applied to other applicants in the sense that a decision will be made that is based upon their academic merit and potential. The judgment of an applicant's academic entitlement to a place on a course will be considered separately to the practical considerations relating to accessibility. All applicants need to demonstrate prior attainment and aptitude. Where necessary, the College will make any arrangements for disabled students, including reasonable adjustments to assessment methods and/or placement setting.

Information provided in an application will be retained on the College's records and, with the consent of the applicant, information about their individual needs may be made available to staff involved in the admissions process and those concerned with student welfare in order for the College to carry out its duties.

Metropolitan College will take appropriate steps to ensure that its responsibilities under the Law 3699/2008 on Special Education and the Education of People with Disabilities or Special Educational Needs are enacted in a way that promotes the independence of disabled students and staff and which tackles and eliminates discrimination against such individuals. Metropolitan College will also be guided by the Quality Assurance Agency Code of Practice: Student with Disabilities (1999) to embed inclusivity and equality of provision for all students and staff.

International applicants

Attracting international applicants is within the strategic development plans of AMC. Subject to future approval of programme delivery in English, international applicants will be invited for interview and an opportunity to visit AMC and the podiatry teaching and learning facilities. Academic criteria will be equivalent to those applied to national students (see (1) above). In respect of English language, the requirement for entry is an IELTS score of 5.5 with no element lower than 5.

17. Support for students and their learning

AMC programmes in collaboration with QMU normally provide the following student support:

- Personal Academic Tutors
- Personal Development Portfolios
- Student handbooks
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees
- English Language support

18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <https://www.qmu.ac.uk/about-the-university/quality/quality-a-z-index/>