

Course Specification

A. Course Information															
Final award title(s)	MSc Maternal and Reproductive Health														
Intermediate exit award title(s)	PG Dip Maternal and Reproductive Health PG Cert Maternal and Reproductive Health														
UCAS Code		Course Code(s)	5218												
	London South Bank University														
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS														
Division	Midwifery														
Course Director	Dr Sarah Church														
Delivery site(s) for course(s)	<input type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify														
Mode(s) of delivery	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time														
Length of course/start and finish dates	<table border="1"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Part time</td> <td>3</td> <td>September</td> <td>August</td> </tr> <tr> <td>Part time</td> <td>6 via CPD</td> <td>September</td> <td>August</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Part time	3	September	August	Part time	6 via CPD	September	August
Mode	Length years	Start - month	Finish - month												
Part time	3	September	August												
Part time	6 via CPD	September	August												
Is this course generally suitable for students on a Tier 4 visa?	No														
Approval dates:	Course(s) validated / Subject to validation	July 2017													
	Course specification last updated and signed off	September 2020													
Professional, Statutory & Regulatory Body accreditation	None														
Reference points:	Internal	LSBU Strategic Plan 2015-2020 LSBU Academic Regulations LSBU Quality Code HSC School Local Delivery Plan													
	External	1. UK Quality Code for Higher Education (2015) Characteristics Statement Master's Degree (QAA 2015). 2. UK Quality Code for Higher Education (2013) Part B: Assuring and Enhancing Academic Quality. Chapter B6: Assessment of Students and the Recognition of Prior Learning (QAA, 2013).													

		<p>3. UK Quality Code for Higher Education (2012) Part B: Assuring and Enhancing Academic Quality. Chapter B3: Learning and Teaching (QAA, 2012).</p> <p>4. NHS. (2014). Five year forward view.</p> <p>5. WHO (2016) Standards for improving quality of maternal and newborn care in health facilities. WHO. Geneva.</p>
B. Course Aims and Features		
Distinctive features of course	<p>This course has been designed to develop healthcare professionals involved in maternal and reproductive health services by enhancing knowledge and skills within the context of women’s health. Modules offer an opportunity to explore different aspects of maternal and reproductive health. Although this course is designed to meet the needs of a multidisciplinary audience, it may appeal to a larger number of midwives, who have a specific interest in maternal and reproductive health. Nevertheless, the scope offered by the range of modules will also appeal to health visitors and nurses working with women and families.</p> <p>This course offers healthcare professionals the unique opportunity to increase their knowledge and skills in relation to maternal and reproductive health. The course aims to develop health professionals to deliver safe, effective, and evidence-based care across a range of maternal and reproductive health care settings.</p> <p>It is anticipated that students enrolling for the Postgraduate Certificate (PG Cert) will consider progression to successfully complete the full award of MSc in Maternal and Reproductive Health. The option to exit with a Postgraduate Certificate following the completion of 60 credits and a Postgraduate Diploma (PG Dip) at completion of a total of 120 credits, will appeal to those healthcare professionals and employers who may experience work force issues and funding restrictions.</p> <p>The course employs a flexible approach to module selection and completion that allows students to tailor their studies to fit with work and personal commitments, and to enhance and support their chosen career pathway.</p>	
Course Aims	<p>The MSc/PGDip/PGCert in Maternal and Reproductive Health aims to:</p> <ol style="list-style-type: none"> 1. Equip students with advanced knowledge and skills to underpin a detailed understanding of a range of maternal and reproductive health perspectives across the reproductive health continuum. 2. Facilitate the development of critical appraisal skills in the application of contemporary knowledge in the care of women and their families during the childbirth continuum. 3. Enable the development of students ability to deal with a range of complex clinical situations in relation to their practice and to enhance clinical decision making. 4. Engage in critical evaluation of evidence informing clinical decision making 5. Provide students with the scope for original enquiry in relation to their area of practice 6. Facilitate the personal and professional development of the student, so that they are able to demonstrate a critical reflective, enquiring and innovative approach to practice. 	

<p>Course Learning Outcomes</p>	<p>MSc Maternal and Reproductive Health</p> <p><u>Students will have knowledge and understanding of:</u></p> <p>A1 - The impact of socio-cultural beliefs and practices on client's individual behaviour and personal engagement with healthcare professionals and services, in relation to maternal and reproductive health</p> <p>A2 - A comprehensive range of strategies to promote and provide safe and effective evidence-based care and management options for providing care for women during the reproductive and childbirth continuum.</p> <p>Students exiting with a PGCert Maternal and Reproductive Health will have achieved A1-A2</p> <p>A3- Critically explore the theory and practice of leading, managing and implementing change for the transformation of health care to meet the needs of multiple stakeholders and the service.</p> <p>A4 - The partnership and integrated working required to deliver high quality care to the clients/service users in relation to maternal and reproductive health challenges.</p> <p>A5 - In depth understanding of legal, ethical and policy issues related to maternal and reproductive health including the importance of engagement in collaborative working within the multidisciplinary teams</p> <p>Students exiting with a PGDip Maternal and Reproductive Health will have achieved A1-A5</p> <p>A6 – Employ effective strategies, knowledge and the confidence necessary to apply and reflect on theory, research and evidence in the workplace setting.</p> <p>A7 – Employ effective strategies, knowledge and skills necessary to manage research projects or original enquiry</p> <p>Students exiting with an MSc Maternal and Reproductive Health will have achieved A1-A7</p> <p><u>Students will develop their intellectual skills such that they are able to:</u></p> <p>B1 - Use clinical reasoning, critical thinking, problem-solving, reflection and analysis to make sound judgements and decisions, and to explore potential solutions in complex and unpredictable clinical situations</p> <p>B2 - Critically appraise information from a wide range of sources in order to support a reasoned understanding of relevant theories and their application to practice across health and social care settings.</p> <p>Students exiting with a PGCert Maternal and Reproductive Health will have achieved B1-B2</p> <p>B3 - Critically analyse the theoretical, research, clinical and professional underpinnings of practice in maternal and reproductive health services as a</p>

	<p>means to advance professional knowledge and develop skills to a higher level</p> <p>Students exiting with a PGDip Maternal and Reproductive Health will have achieved B1-B3</p> <p>B4 – Conceptual understanding that enables critical evaluation of research methodologies and differing perspectives.</p> <p>Students exiting with an MSc Maternal and Reproductive Health will have achieved B1-B4.</p> <p><u>Students will acquire and develop practical skills such that they are able to:</u></p> <p>C1 - Critically plan and deliver appropriate evidence-based care to women within a reproductive health context.</p> <p>C2 - Engage in critical reflective discussions based upon practice experiences, online and/or face to face with other students</p> <p>Students exiting with a PGCert Maternal and Reproductive Health will have achieved C1-C2</p> <p>C3 - Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge within the health and social care context</p> <p>Students exiting with a PGDip Maternal and Reproductive Health will have achieved C1-C3</p> <p>C4 – Demonstrate self-direction and originality in tackling and solving problems</p> <p>C5 - Demonstrates the ability for independent learning required for continuing professional development</p> <p>Students exiting with an MSc Maternal and Reproductive Health will have achieved C1-C5.</p> <p><u>Students will acquire and develop transferrable skills such that they are able to:</u></p> <p>D1 – Acquire, evaluate and interpret current information from different sources and make informed judgments about its quality and appropriateness</p> <p>D2 - Communicate effectively using a variety of means, including ability to provide coherent and logical arguments in support of decision-making</p> <p>Students exiting with a PGCert Maternal and Reproductive Health will have achieved D1-D2</p> <p>D3 - Competently use a range of learning resources e.g IT</p> <p>D4 - Work independently and as part of a group or team</p> <p>Students exiting with a PGDip Maternal and Reproductive Health will have achieved D1-D4</p> <p>D5 – Demonstrate self-awareness, and the ability to critically appraise individual</p>
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learning needs, implement appropriate strategies for continuing professional and personal development and evaluate the impact

Students exiting with an MSc Maternal and Reproductive Health will have achieved D1-D5.

C. Teaching and Learning Strategy

Teaching and Learning strategy:

A range of teaching, learning and development approaches will be used throughout this course to support and enhance the students' achievement and progression; in accordance with The UK Quality Code for Higher Education (the Quality Code) Chapter: Assuring and enhancing academic quality: B3 Learning & teaching (QAA, 2013)

Examples include lectures; guest lectures and workshops from external specialists. Critical enquiry will be nurtured through problem focused and enquiry based learning, using a variety of resources including case studies and film, as examples. Whilst this course has no practice placement component, and all students will be employed in a health or social care environment; through the use of reflection, students will be given opportunities to reflect on relevant clinical situations. The nature and value of critical reflection is postulated by Schon (1991) who suggests that practitioners should be encouraged to approach situations with rigorous enquiry both in and upon action.

Additional strategies will also be used which include interdisciplinary learning, blended learning and simulation.

D. Assessment

A range of assessment strategies will be included throughout the course that captures students' knowledge acquisition such as; clinical case analysis, critique of current evidence, active engagement in online discussion groups, written analysis and seminar discussions and e-Learning activities. Assessment of learning and skill acquisition will be undertaken through conventional academic assignments; in addition, the application of knowledge to underpin the development of practical skills will be tested through an Objective Structured Clinical Examination (OSCE). Assessment activities will be developed to illustrate the complexity of maternal and reproductive health issues in practice and therefore reflect the application of knowledge and skills to real-world situations.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

Health and Social Care professionals

Applicants will be required to meet all the following criteria in accordance with LSBU Academic Regulations 2019/20 (LSBU 2019); which are the minimum qualifications normally required for entry to level 7.

They are the following:

- hold a recognised health-related professional qualification and current professional registration with the Nursing and Midwifery Council (NMC) as a registered nurse or midwife or registered with Health and Care Professions Council (HCPC) as a social worker or relevant professional role
- employed within a health or social care environment
- an Honours degree (2.1) in a relevant subject, with a minimum of one year post registration practice experience; or
- a Higher National Diploma in a relevant subject and a minimum of three years post registration experience in a relevant field, or

- a professional qualification recognised as equivalent to an Honours degree, or a postgraduate diploma, or appropriate equivalent skills and experience.
- English Language: The minimum requirement for this course is IELTS 7.0.

Where applicants are admitted to study a standalone module or a specific pathway, the same qualifications requirements will normally apply as for the award-bearing courses at that level.

Applicants may also apply to have prior learning recognised through AP(E)L or transfer credit if this meets or exceeds the entry criteria for level 7.

Non-Health and Social Care professionals

For applicants who are not registered with a professional body, the minimum qualifications normally required for entry to level 7 postgraduate courses are the following:

- English Language: The minimum requirement for this course is IELTS 6.5
- Hold a honours degree (2:1) in healthcare or related subject; or
- a professional qualification recognised as equivalent to an Honours degree, or
- a postgraduate diploma, or appropriate equivalent skills and experience.
- Experience of working in woman's health and currently engaged with health or social care environment (voluntary or paid).

Student support for studying at Masters level will to be discussed with the pathway advisor. Students who have not previously undertaken study at academic Level 7 (Masters level) are advised to consider the module: Preparation for Masters Level Study (see CPPD online prospectus for more details).

G. Course structure(s)

The structure for this course is based on a part-time, one day a week delivery, on a 40 credits per year model which consists of a prescribed sequence of modules:

- **Postgraduate Certificate in Maternal and Reproductive Health**
(60 credits) Part-time over 1-2 years
- **Postgraduate Diploma in Maternal and Reproductive Health**
(60 credits) Part-time over 2-5 years
- **Masters in Maternal and Reproductive Health**
(60 credit) Part-time over 2-5 years

MSc Maternal and Reproductive Health

Entry with relevant degree or equivalent

Core Module (20 credits: level 7) MWY_7_003 Cultural dimensions of reproduction and childbirth	Core module (20 credits: level 7) MWY_7_005 Promoting Reproductive Health
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Core module (20 credits: level 7) MWY_7_001 Complex maternal health states



Post Graduate Certificate in Maternal and Reproductive Health

Core module: TAR_7_011 Research in Health and Social Care (20 credits: level 7)	Core module: LSI_7_001 Innovation for Excellence- leading service change (20 credits: level 7)
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Optional module: 20 credits: Level 7: from current portfolio or transfer credit including 20 credits at level 6
Optional modules include: Enhancing midwifery clinical decision making (20 credits Level 7); Sexual health challenges (20 credits Level 7); Global perspectives of maternal health (20 credits Level 7).



Post Graduate Diploma in Maternal and Reproductive Health



Core module: MWY_7_006 (40 credits) MWY_7_010 (60 Credits) Dissertation / project / writing for publication at level 7
Core Module Dissertation 60 or 40 credit module. Selection of the 40 credit dissertation module will require the completion of an additional optional module from the CPPD portfolio following discussion with the course director prior to completion of the dissertation module.



MSc Maternal and Reproductive Health

Placements information

None

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
MWY_7_005	Promoting Reproductive Health (New Module)	7	1	20	4000 word essay
MWY_7_003	Cultural dimensions of reproduction and childbirth (New Module)	7	2	20	Poster and Oral Presentation
MWY_7_001	Complex maternal health states (New Module)	7	1	20	OSCE Professional
MWY_7_004	Sexual health challenges (New Module)	7	1	20	4000 word essay
MWY_7_008	Global perspectives of maternal health (New Module)	7	1	20	4000 word essay
MWY_7_002	Enhancing Midwifery Clinical Decision making (New Module)	7	1	20	4000 word essay
LSI_7_001	Innovation for Excellence-leading service change	7	1&2	20	4000 word Essay
TAR_7_011*	Research in Health and Social Care	7	1&2	20	4000 word Essay
MWY_7_010*	Dissertation	7	1&2	60	<ol style="list-style-type: none"> 1. A 12,000 word dissertation on either a research/work-based project such as service evaluation or audit. 2. A 12,000 word dissertation on a mini systematic review – a review that aspires to the rigor of a Cochrane review but recognises the student has time limits. <p>An academic paper suitable for publication in a peer-reviewed Journal (approx. 5,000 words) plus literature review (5,000 words).</p>

I. Timetable information

- Timetables will be on Moodle

J. Costs and financial support

Course related costs

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

List of Appendices

Appendix A: Curriculum Map

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Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Knowledge and Understanding							Intellectual Skills				Practical Skills					Transferable Skills				
			A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
7	Promoting Reproductive Health (New Module)	MWY_7_005	TD A	TDA			TDA									TDA			TDA	TDA			
7	Cultural dimensions of reproduction and childbirth (New Module)	MWY_7_003	TD A	TDA									TDA	TDA					TDA	TDA			
7	Complex maternal health states (New Module)	MWY_7_001		TDA					TDA		TDA			TDA					TDA	TDA	TDA		
7	Sexual health challenges (New Module)	MWY_7_004	TD A	TDA					TDA					TDA					TDA		TDA		
7	Global perspectives of maternal health (New Module)	MWY_7_008	TD A	TDA										TDA	TDA								
7	Enhancing Midwifery Clinical Decision making (New Module)	MWY_7_002		TDA					TDA	TDA	TDA					TDA			TDA		TDA		
7	Innovation for Excellence- leading service change	LSI_7_001			TDA	TDA	TDA								TDA							TDA	TDA
7	Research in Health and Social Care	TAR_7_011*				TDA		TDA	TDA		TDA	TDA	TDA		TDA	TDA	TDA	TDA				TDA	TDA
7	Dissertation	MWY_7_006						TDA	TDA		TDA		TDA		TDA		TDA	TDA				TDA	TDA
7	Dissertation	MWY_7_010*						TDA	TDA		TDA		TDA		TDA		TDA	TDA				TDA	TDA

Appendix B: Personal Development Planning

A variety of terms are used in higher education to describe a process undertaken by individuals to gather evidence on, record and review their own learning and achievement, and identify ways in which they might improve themselves academically and more broadly. The term Personal Development Planning (PDP) is proposed to describe a structured process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal educational and career development. The purpose of this tool is to help HE teaching staff to explain where PDP is being used within a course or portfolio of modules.

Approach to PDP	PG Certificate	PG Diploma	MSc
<p>1. Supporting the development and recognition of skills through the personal tutor system.</p>	<p>Students will be introduced to the concept of Personal Development Planning during the orientation sessions at the start of the programme.</p> <p>Students will be encouraged to make an appointment with the Course Director regarding the process of support offered to them.</p> <p>Students will be allocated to their personal tutor at the induction. The personal tutor documents academic and practical achievement plus personal and pastoral support on an individual basis.</p> <p>The student will also be referred to the Course Guide which will provide information and guidance for students about the support services available via the student centre and mylsbu. The information will detail the level and type of support offered through the personal tutor system.</p>	<p>Students are seen by their personal tutor at the entry to the PG diploma and have a tutorial during each semester.</p> <p>The personal tutor documents academic and practical achievement plus personal and pastoral support on an individual basis</p> <p>The Personal tutor will provide a written student reference on request on completion of the PG Diploma in Maternal and Reproductive Health.</p>	<p>Students will continue to be supported by the Course Director and a personal tutor throughout their Masters studies.</p> <p>Students are seen by their personal tutor at the entry to the MSc. And Subsequent meetings will take place as necessary.</p> <p>The Personal tutor documents academic and practical achievement plus personal and pastoral support on an individual basis.</p> <p>The personal tutor will provide a written student reference on request on completion of the MSc in Maternal and Reproductive Health.</p>

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions