

Midwifery BSc (Hons) Programme Specification

Academic Entry Year:	2026/2027	
Degree Awarding Body:	The University of Bradford	
Main Location:	City Campus	
Subject Benchmarks:	Health Studies (Quality Assurance Agency 2019)	
Qualifications Framework:	HE Qualifications of UK Degree Awarding Bodies (FHEQ: QAA 2014)	
Target Degree Award:	Bachelor of Science with Honours (BSc Hons) Midwifery	[FHEQ Level 6]
Intermediate/exit awards:	Ordinary Degree of Bachelor (BSc) Health Studies	[FHEQ Level 6]
	Diploma of Higher Education (DipHE) Health Studies	[FHEQ Level 5]
	Certificate of Higher Education (CertHE) Health Studies	[FHEQ Level 4]
Programme Admissions:	UK and home students	
Programme Start Date(s):	September	
Programme Modes of Study:	(UCAS code B720) 3 years extended full-time	

This programme is approved by the [Nursing and Midwifery Council \(NMC\)](#), the statutory body and regulator of nursing and midwifery healthcare professions in the UK, as a pre-registration midwifery course. Graduates with the Honours degree are eligible to apply to join the NMC register as a qualified midwife. Applicants already possessing a first degree in nursing can retrain as a midwife in two years with our NMC approved [MSc Midwifery Shortened Programme](#). Applicants already possessing a first degree in another subject should consider our NMC approved [MSc Midwifery](#) programme for graduate entry midwifery.

Please note: The University has a set of terms and conditions for all students accepting an offer to study on a course here at Bradford. This is called the Student Contract. This document sets out the Terms and Conditions which apply when an offer of a place on a programme of study at the University of Bradford is accepted. [View our Student Contract for further details](#). Information about this programme and its modules 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.

Minor Modifications Schedule

1. September 2025: Updates to external reference points/publications.
2. June 2026 Annual changes for 2026 entry, updated references, formatting and admissions.

Programme Overview

At the University of Bradford our BSc (Hons) Midwifery programme provides an individualised, dynamic, and diverse learning experience, preparing student midwives for contemporary midwifery practice and to be the future leaders of midwifery. 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.

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. The BSc (Hons) Midwifery three-year programme helps our students 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. 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.

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 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 Honours Degree of Bachelor at FHEQ level 6, 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 (2019).
- 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 a range of digital and other technologies.
- 3. Critically appraise the knowledge base 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. Examine 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 appraise 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 skills to anticipate, prevent and respond to complications and additional care needs.
- 6. Critically appraise the physiological, social, and cultural influences on the determinants of health whilst working to mitigate against inequalities.
- 7. Critically appraise the professional, political, and ethical principles of sustainable health care, emphasising public health, health promotion and health protection through interdisciplinary and multi-agency working.
- 8. Demonstrate positive leadership and role modelling, which includes the ability to advocate 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 personal ongoing learning and develop lifelong reflexive practice including the ability to supervise and support others.

10. Critically analyse research evidence in midwifery and related fields to promote evidence-based practice and act as change agent where appropriate.

Assessment Strategy

Our assessment strategy is designed to support students with a diverse range of learning needs and meets the NMC (2023) 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.

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 BSc (Hons) Midwifery programme is enhanced through shared learning with students on the [MSc 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.

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.

On clinical placements, "supernumerary" means a person working in a health team over and above the minimum number of clinicians required for the safe and effective care of people who use services. Students are supernumerary whilst on clinical practice to enable safe and effective care with the level of supervision based on student's individual learning 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. Students will have the opportunity to experience working in an alternative maternity provider to explore different ways of working that they can incorporate into their leadership style and approach to teamwork.

Elective work placement

Our programme provides students with opportunity to undertake an elective work placement or period of study at home or abroad at the end of stage two. Students will be able to deepen their knowledge in an area of particular interest in midwifery by experiencing it in a different clinical or cultural environment. All students have two weeks allocated for this elective period. The placement is for a minimum of 60 hours but may be extended 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 of Bradford or national award schemes or may complete fundraising activities to finance their elective experience. Further information about support for [internships and placements](#) and [study abroad opportunities](#) is published on the University's website.

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.

Curriculum

The BSc (Hons) Midwifery programme is made up of 360 credits intended to be studied over three years (Stages) where a year starts in September. Students will study 120 credits in each Stage in modular units arranged in the University's study periods: Semester 1, Academic Year and Full Year starting in autumn; Semester 2 and Non Standard Year starting in spring; and Semester 3 starting in summer. All modules are core to the Midwifery programme.

Table 1: Midwifery BSc (Hons) Stage 1 Modules (FHEQ Level 4)

Module Code	Module Title	Credit	Study Period
MID4501-B	Beginning Midwifery Knowledge 1: Fundamentals of practice	20	Semester 1
MID4502-B	Beginning Midwifery Knowledge 2: Public health	20	Non Standard Year
MID4503-B	Beginning Midwifery Knowledge 3: Midwife as global citizen	20	Semester 3
MID4504-B	Transition to Professional Self 1	20	Full Year
MID4505-D	Midwifery Practice 1	40	Full Year

Table 2: Midwifery BSc (Hons) Stage 2 Modules (FHEQ Level 5)

Module Code	Module Title	Credit	Study Period
MID5501-B	Developing Midwifery Knowledge 1: Working in Partnership	20	Semester 1
MID5502-B	Developing Midwifery Knowledge 2: Advancing public health	20	Semester 2
MID5503-B	Developing Midwifery Knowledge 3: Midwife as researcher	20	Semester 3
MID5504-B	Transition to Professional Self 2	20	Full Year
MID5506-Z	Health Numeracy	00	Full Year
MID5505-D	Midwifery Practice 2	40	Full Year

Table 3: Midwifery BSc (Hons) Stage 3 Modules (FHEQ Level 6)

Mod. Code	Module Title	Credit	Study Period
MID6501-B	Questioning Midwifery Practice 1: Midwife as skilled practitioner	20	Academic Year
MID6502-D	Questioning Midwifery Practice 2: Midwife as scholar	40	Full Year
MID6503-B	Transition to Professional Self 3	20	Full Year
MID6504-D	Midwifery Practice 3	40	Full Year

Assessment, Continuation and Award Regulations

This programme follows the Assessment, Continuation and Award regulations for undergraduate taught courses published on the University's Website ([Regulation 2](#)) with variation from the regulations as outlined below and documented in the Variance Register:

- Variance from 2.2 - Students are not permitted to transfer if they have failed a midwifery programme at another institution. They are able to transfer if they have been successful elsewhere.
- Variance from 3.3 - Students are not permitted to import credits to contribute to the final award.
- Variance from 4.2 - Students must achieve at least the pass mark stated in the module descriptor for all individual components within each module, to pass all modules on the programme.
- Variance from 4.2, 6.2 and 6.3 - students are not permitted a 3rd attempt or an opportunity to restudy clinical practice assessments. This applies to assessments:
 - MID4505-D Midwifery Practice 1 - 001 Summative Holistic Assessment
 - MID5505-D Midwifery Practice 2 - 001 Summative Holistic Assessment
 - MID6505-D Midwifery Practice 3 - 001 Summative Holistic Assessment
- Variance from 6.1 - students are permitted continuation to the next stage of study where they have passed 80 credits at 40 in the current stage.
- Variance from 7.1.2 - The Award classification for the Honours Degree of Bachelor, will be calculated using marks from 80 credits at stage 2 and the best 100 credits at stage 3. This is because MID5505-D is an ungraded module and marked on a pass/fail basis.

Programme completion and registration

Students will be eligible for the target FHEQ Level 6 award of Honours Degree of Bachelor 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. **BSc (Hons) Midwifery is the only programme award that confers eligibility to register with the Nursing and Midwifery Council (NMC) as a midwife.**

Students will only complete the programme once all NMC proficiencies and programme learning outcomes have been successfully achieved. This may require programme extension beyond the standard duration to ensure all requirements are met. 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).

Intermediate and exit awards in Health Studies

Students who exit the programme with 300, 240 or 120 credits completed may be eligible for an intermediate award titled "Health Studies" in line with the regulations. A student prevented by illness or other good cause from taking all assessments required for the final Stage of a course of study may as prescribed in the Regulations be granted an Aegrotat award. This award is (BSc) Health Studies. **The intermediate and aegrotat awards titled Health Studies DO NOT confer eligibility to register with the Nursing and Midwifery Council (NMC) as a Midwife**

Admission Requirements

We are proud to be [one of the most inclusive universities in the UK](#). All our students have potential, and we believe that as many people as possible should have the chance to benefit from higher education, no matter what their background or circumstances. We take the time to understand the background of our applicants, understand their journey to education, and make decisions based on an applicant's potential to thrive at university and beyond.

The **minimum** entry requirements for the programme are one of the following profiles:

- 128 UCAS points (ABB) from 3 full A-levels with no subject specific requirements or BTEC Extended Diploma (DDM) where a Health or Science subject is required. Applicants on this route need 5 GCSEs at a minimum of grade 4 (national grade C) or to include English Language, Mathematics and Biology or Combined Science. Functional Skills Level 2 in English and Mathematics are acceptable in place of GCSE English and GCSE Maths.
- 128 UCAS tariff points from an Access to Higher Education Diploma in Health Professions or Science - at least 12 credits in Biology must be at minimum grade Distinction. Those applying with an Access course are only required to have GCSE English Language and Mathematics at grade C or grade 4 or above. Functional Skills Level 2 in English and Mathematics are acceptable in place of GCSE English and GCSE Mathematics.

We publish scores from other qualifications on the University website's course page. Applications are welcome from students with non-standard qualifications or mature students (those over 21 years of age on entry) with significant relevant experience. Evidence of recent relevant study in the last 5 years is required along with evidence of completion of at least 12 years of general school education.

Examples of other equivalent international qualifications are provided on the [University of Bradford page for a country or region](#).

- Students who studied internationally or with alternative qualifications must provide evidence of equivalent study of sciences.
- This course does not admit international students, but home status students including refugees are welcome to apply. Strict English Language requirements apply if English is not an applicant's first language: the NMC require that applicants to join their register have proficiency equivalent to International English Language Testing System (IELTS) 7.0 ([NMC website accessed 1 June 2026](#)) and applicants to this programme should have no IELTS section score lower than 7.0.

All applicants should be aware of the following further admission requirements:

- Agreement to undertake an enhanced Disclosure and Barring Service check. A satisfactory check demonstrates that a student midwife can work with children or adults at risk on your clinical placement. Once applicants accept an offer they will be asked to declare any criminal convictions they hold (including spent convictions). Having a criminal record does not mean that students cannot enrol on the course but that they will have to go through a criminal convictions panel process as part of admission.
- Agreement to undertake Occupational Health Assessment and screening compliant with UK Health Security Agency requirements for the protection of the public and students and staff working in health and social care. All offers of places are made subject to satisfactory health clearance and an agreement to undergo appropriate blood tests and immunisations.
- Agreement to provide a second reference if required.
- Candidates who meet the above admission requirements will be offered a place subject to successful face to face interview.

Access and advanced entry

People thinking of studying with the University of Bradford don't need to wait for the start of the year to contact our Disability Service. The University can arrange for anyone to talk to this team about what support is on offer at Bradford including an invitation to our Get Set Day. To contact the Disability Service please complete the [request support form](#). The University is obliged to make reasonable adjustments for students with disabilities to enable them to fulfil the required competencies of the programme and admission to it. Candidates who are concerned about health issues are strongly advised to contact us prior to applying.

The NMC regulatory body states that there will be no recognition of prior learning (RPL) in relation to pre-registration midwifery programmes, and the University RPL procedures do not apply to this course. The NMC regulator prevents entry on programmes by advanced entry onto pre-registration midwifery programmes, this also restricts applicants transferring between Higher Education institutions.

We are committed to raising aspirations and widening access to higher education, regardless of your background. The [University of Bradford Progression Scheme](#) welcomes applicants from a number of groups including adult learners who are 21+ on the first day of term, British armed forces families, carers and care experienced learners, estranged or orphaned learners, refugees and asylum seekers, and Romani or Traveller family members.

Information in this document is for the contemporary recruitment cycle and was accurate at time of publication. Our online course page lists the current fees, entry tariff and accepted qualifications:

<https://www.bradford.ac.uk/courses/ug/midwifery-bsc/>

References cited

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 (2023) Standards for preregistration midwifery education NMC: London

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