

# **CURRICULUM: BACHELOR OF MIDWIFERY (B.M)**

**January 2009**

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## **Preamble**

The national curriculum for the degree programme in Midwifery (January 2009) has been written to meet the provisions of Section 12 of Executive Order No. 43 of 26 January 2009 on the degree programme leading to a Bachelor of Midwifery degree, and forms part of the total set of regulations governing the degree programme leading to a Bachelor of Midwifery.

If there should be inconsistencies between this curriculum and the other regulations governing the programme, the provisions of the latter shall apply.

The January 2009 curriculum was approved by the Ministry of Education on 28 January 2009, cf. Ministry of Education ref. 157.554.021.

The degree programme has been designed in accordance with Article 40 and Annex V.5 in Directive 2005/36 EF.

The connection between the contents of the EU directive and this curriculum are clarified in item 2.2 (the professional and academic basis of Midwifery) and in the descriptions of the individual modules.

The objectives of this curriculum are as follows:

- to consider what may be expected and required in terms of the qualifications of future midwives in the light of developments in health care and in the educational field;
- to ensure the quality of the degree programme by establishing a common framework for the requirements and expectations of the executive order governing the degree programme; and,
- to establish a framework for the sharing and development of knowledge across educational institutions concerning the programme leading to a Bachelor of Midwifery degree.

## **Chapter 1: Aims of the degree programme in Midwifery**

The aim of the degree programme in Midwifery is to qualify the student at the completion of her studies to work independently as a midwife and to enter into intraprofessional and interprofessional cooperation.

The degree programme, in accordance with social, scientific and technological developments and the need of the population for Midwifery, shall qualify the student in the fields of theoretical and clinical Midwifery.

The student must be able to:

- 1) offer health promotion and preventative services, care and treatment in connection with pregnancy, childbirth and maternity;
- 2) communicate and teach matters related to the work of the midwife;
- 3) assess, justify and develop her professional practice using an analytic approach;
- 4) cooperate with the woman, relatives, colleagues and other professional workers, showing respect for their ethnic, cultural, religious or linguistic backgrounds;
- 5) develop Midwifery, initiate renewal, apply established knowledge in new contexts, follow, apply and participate in research and development in the health sector; and,
- 6) continue to develop her skills through continuing professional education of a theoretical or clinical nature after the completion of her degree studies.

The degree programme entitles the student to the title of 'Professionsbachelor i jordemoderkundskab'. The English title is Bachelor of Midwifery. After qualification, persons can be authorised subject to the provisions of the Act on the authorisation of health personnel and professional health practice.

## **Chapter 2: A profile of the degree programme in Midwifery**

The degree programme in Midwifery is based on the profession itself and on a commitment to development.

'Based on the profession' means that the degree programme is oriented towards the profession itself and towards practice, mindful of developments within the profession and the health service. The programme passes on and develops knowledge about the values, theories, methods and actual context of the profession.

'A commitment to development' means a focus on research and development work that can elucidate current developments in the profession, and the need for such, in the light of experience gained within the profession and the health services.

The degree programme is founded on knowledge gained from practice and from research and development. The academic content is based on practice and on research and development, reflecting current trends in the profession, including changes in the attitudes of the general public to health and disease and changes in the functions and priorities of the health service. This is ensured by basing the programme on the profession itself and on a commitment to development, in cooperation with end users, research institutions and other agencies.

The results of national and international research in areas relevant to the programme are included in the teaching and contribute to the further qualification of the practice of the profession. The programme develops and passes on an understanding of the theory of knowledge and of research methodology suited to the bachelor level.

The degree programme in Midwifery is so designed that professional, academic and innovation competencies are developed in interaction between theory and practice.

### **2.1 The professional activity of the midwife**

The professional activity of the midwife encompasses health provision in connection with family formation offered within the Danish health service. The midwife works in the primary and secondary health sectors. The work of the midwife is directed towards the woman herself and her family, groups of women, fathers-to-be and the families. The midwife undertakes tasks related to maternal care services, assistance at childbirth and maternity care. In addition, the midwife can undertake tasks related to instruction, communication, guidance and counselling in connection with health, family planning, sexuality and partnerships, parenthood and family dynamics.

The professional activity of the midwife aims to strengthen and support the woman and her family throughout the whole process of family formation, with particular attention to factors of importance for the particular case.

The midwife works independently when caring for the woman and her family, though in cooperation with a doctor when complications are ascertained or arise. The midwife enters into interdisciplinary and cross-sectoral cooperation, for example, interdisciplinary teams working with women or families with special needs. The professional activity of the midwife comprises administrative, organisational and management tasks within midwifery.

### **2.2 The professional and academic foundation of Midwifery**

The professional and academic foundation of Midwifery is based on knowledge and proficiencies specific to Midwifery, linked to knowledge and proficiencies from academic disciplines connected with the health sci-

ences, the natural sciences, the social sciences and the humanities. Theoretical teaching and Clinical Education aim to promote and support the development in the student of knowledge, skills and competencies.

The main areas of the degree programme are Midwifery, comprising women's lives and family formation, including pregnancy, childbirth and maternity. Social conditions as well as research and development work within the field of Midwifery are also included. The theoretical component of the programme consists of a number of subjects and subject areas, while the clinical component covers all the main areas of the professional activity of the midwife. As these areas can be tackled both theoretically and in terms of clinical educational theory, Clinical Education as such must be seen as an educational activity supporting the achievement of the learning outcome goals that apply to the main subject areas.

The degree programme contains topics within the following subjects, which may appear in different connections and under various headings.

The 105 ECTS credits of the theoretical teaching component are distributed as follows:

### **Health science subjects**

**78 ECTS credits**

The main subject here is Midwifery, supplemented by the following subjects:

- 1) Obstetrics
- 2) Pharmacology
- 3) Pathology
- 4) Health Informatics
- 5) Neonatology
- 6) Gynaecology and Sexology
- 7) Nutrition
- 8) Anaesthesiology
- 9) Theory of Knowledge and Research Methodology

The health science subjects shall qualify the student to be able to analyse overall situations and their ramifications with regard to normal and complicated pregnancy, childbirth, maternity and the neonatal period. The student shall be able to apply her knowledge of health promotion and disease prevention and shall be able to observe, examine, assess, diagnose, nurse, assist at births and provide care, including counselling, guidance and treatment within her professional sphere of activity within, in continuous processes and on a basis of equality with the woman and her family.

The student shall be able to understand the steps in a research process, including various quantitative and qualitative research methods. The student shall understand the various approaches to theory of knowledge and ethics and shall be able to use relevant forms of communication in her interaction with the woman and her family.

### **Natural science subjects**

**7.5 ECTS credits**

- 1) Anatomy and Physiology
- 2) Microbiology / Pathology of Infection

### 3) Genetics

The student shall be able to assess the anatomical and physiological condition of the woman, the foetus and the newborn child in connection with reproduction, pregnancy, childbirth and maternity. Furthermore, the student shall be able to give an account of and carry out investigative and preventative work in the fields of microbiology and hygiene.

## **Humanities subjects**

**12 ECTS credits**

- 1) Philosophy and Ethics
- 2) Communication
- 3) Psychology
- 4) Educational Theory
- 5) Study Skills

The student shall be able to analyse the life situation of the woman and her family and be able to offer midwifery care in all phases of pregnancy, childbirth and the maternity period.

Furthermore, the student shall be able to incorporate psychological and educational reflections and modes of action into the development of her midwifery expertise.

The student shall be able to analyse her own life situation and develop personal qualifications and ethical skills directed towards the practice of the profession of Midwifery. The student shall be able to apply various educational theories and methods in order to target her instruction and communication to individual women, or groups of women, and their families.

## **Social science subjects**

**7.5 ECTS credits**

- 1) Legislation
- 2) Organisation, Management and Health Care Economics
- 3) Sociology and Health Anthropology

The student shall be able to analyse the significance of social conditions for fertility, the course of a pregnancy, the growth of the foetus and the welfare of the family, so that she can offer counsel and guidance about the significance of general social factors for health and illness, specifically in relation to pregnancy, childbirth and maternity.

The student shall, within the conceptual frameworks of sociology and anthropology, acquire an understanding of the living conditions for families, their limitations and opportunities. The student shall acquire the prerequisites for doing project work and for working in interdisciplinary and cross-sectoral situations. The student shall acquire relevant knowledge concerning legislation governing the health and social sectors and their organisational structure, including the organisation of services related to maternal care services and assistance at childbirth.

## **Chapter 3: Structure and design of the degree programme in Midwifery**

The degree programme is divided into semesters and modules. One study year consists of two semesters. One semester covers a period of 18-24 weeks and consists of two modules. A module is a self-contained teaching unit. A module comprises theoretical or clinical components or a combination of these.

The degree programme consists of 14 modules, each with an extent corresponding to 15 ECTS credits, except module 13 and module 14, which have an ECTS credit rating of 10 and 20 respectively.

The starting date of each module is coordinated with the other degree programmes in the health professions.

Depending on local conditions at an educational institution, it is permitted:

- to run module 8 before module 7
- to run module 12 before module 11
- to run module 14 before module 13

The academic content of the modules helps to maintain a constant focus on Midwifery and on the learning outcomes laid down in the description of the module. The content of the subjects reflects those aspects of Midwifery practice focused on in the module. The content of the subjects also reflects developments and changes taking place within the profession and in the health sector.

Teaching is designed to show a progression from the simple to the more complex, both at the level of the module and for the programme as a whole. Skills are dropped from the module descriptions when they have been achieved at the highest stipulated level. However, topics such as noncomplicated cases and healthy newborns are dealt with in theory and practice throughout the whole programme.

### **3.1 Table of ECTS credits**

The European Credit Transfer and Accumulation System (ECTS) is a standard for comparing the study attainment and performance of students of higher education. For successfully completed studies, ECTS credits are awarded. One full-time study unit (60 ECTS credits) represents the work done by a full-time student in one year. A full-time study unit comprises all the work done by the student in the theoretical and clinical components: preparation, private study, teaching, reflection, tasks, projects, examinations, etc.

**Table of ECTS credits per subject and their place in the degree programme**

<b>Module:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>Total</b>
<b>Health Sciences</b>															<b>61</b>
<b>Midwifery, Obstetrics:</b>															
Midwifery, including Obstetrics	7.5	2		9	2	6.5			6	3				20	56
Elective module												5			5
<b>Other Health Sciences:</b>															<b>22</b>
Pharmacology						1			1.5						2.5
Pathology									1						1
Health Informatics					1										1
Neonatology						3									3
Gynaecology / Sexology		0.5							1						1,5
Nutrition	1														1
Anaesthesiology										2					2
Theory of Knowledge and Research Methodology	0,5	0.5			2.5	0.5			1						5
<b>Natural Sciences</b>															<b>7.5</b>
Anatomy, Physiology	4					1.5									5.5
Microbiology / Pathology of Infection					1.5										1.5
Genetics	1														1
<b>Humanities:</b>															<b>12</b>
Philosophy, Ethics					1.5										1.5
Communication					1										1
Psychology		2				1			2						5
Educational Theory		2.5							1						3.5
Study Skills	1														1
<b>Social Sciences:</b>															<b>7.5</b>
Legislation					1										1
Organisation, Management and Health Care Economics						2									2

Sociology / Health Anthropology	0.5	1.5			1				1.5						4.5
<b>Theoretical teaching total</b>	<b>15</b>	<b>9</b>	<b>0</b>	<b>9</b>	<b>12</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>20</b>	<b>105</b>
<b>Clinical Education</b>															
Maternal Care Services		2	4.5	2				5		3	3.5	6			26.0
Assistance at Childbirth		4	6	4				10		7	6	9			46
Maternity Care			4.5					9							13.5
Neonatal Care								6							6
Gynaecology															3
Intensive Care															2.5
Interprofessional Study Unit					3										3
Elective Module													5		5
<b>Clinical Education total</b>	<b>0</b>	<b>6</b>	<b>15</b>	<b>6</b>	<b>3</b>	<b>0</b>	<b>15</b>	<b>15</b>	<b>0</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>5</b>	<b>0</b>	<b>105</b>
<b>ECTS total</b>	<b>15</b>	<b>10</b>	<b>20</b>	<b>210</b>											

**3.2 Table showing the distribution of theoretical and clinical components of the programme – in units of weeks**

Theoretical ECTS

Clinical ECTS

Clinical ECTS, modules 5 and 13

<b>Module</b>	1	2		3	4		5		6	7	8	9	10		11	12	13		14
<b>Weeks</b>	10	6	4	10	4	6	8	2	10	10	10	10	3.5	6.5	10	10	3.5	3.5	13
<b>ECTS</b>	15	9	6	15	6	9	12	3	15	15	15	15	5	10	15	15	5	5	20

## 4. Modules

### 4.1 Module 1: Basic knowledge concerning noncomplicated pregnancy, childbirth and maternity

#### Theme

This module is an introduction to the degree course, the profession and practice of Midwifery and to the conditions governing this practice. The module offers basic knowledge about human anatomy and physiology relevant to an understanding of noncomplicated pregnancy, childbirth and maternity. Finally, the module focuses on the development of study skills and different ways of studying.

#### Learning outcomes

**At the conclusion of this module the student shall be able:**

- to use different ways of studying;
- to give an account of anatomical facts and understand physiological processes of particular relevance to reproduction, including physiological changes as a result of pregnancy, childbirth and maternity;
- to give an account of nutritional needs in connection with pregnancy, childbirth and maternity;
- to give an account of a noncomplicated pregnancy, spontaneous labour and childbirth and a noncomplicated maternity period, including the use of pharmaceuticals;
- to give an account of the concepts, 'health promotion' and 'disease prevention';
- to recognise basic concepts concerning the theory of knowledge; and,
- to give an account of the planning of pregnancy care and of the legal framework for the practice of Midwifery.

#### Distribution of ECTS credits – central subject areas:

Midwifery, including Obstetrics	7.5 ECTS
Nutrition	1 ECTS
Theory of Knowledge	0.5 ECTS
Anatomy / Physiology	4 ECTS
Genetics	0.5 ECTS
Study Skills	1 ECTS
Legislation	0.5 ECTS

**Theoretical teaching, total ECTS** **15 ECTS**

#### Assessment

The module concludes with an external theoretical examination.

The student's learning outcomes are assessed on the Danish 7-point grading scale.

## 4.2 Module 2: The health professional role of the midwife

### Theme

This module deals with the health professional role of the midwife; the concepts of 'health promotion' and 'disease prevention' are in focus both in the theoretical and clinical components. Psychological aspects of noncomplicated family formation are included. Teaching in Educational Theory focuses on methods of instruction, communication and guidance in connection with the practice of Midwifery. The concept of 'reflection' is introduced with a view to future learning processes and is used explicitly in connection with learning processes throughout the programme. Clinical Education introduces the tasks of the midwife in connection with noncomplicated pregnancy and childbirth.

### Learning outcomes

**At the conclusion of this module the student shall be able:**

- to give an account of health promotion and preventative measures, as well as care and treatment connected with noncomplicated pregnancy, childbirth and maternity;
- to give an account of sociological and anthropological approaches to health, health promotion and disease prevention;
- to give an account of psychological aspects of the family formation process, including the psychology of pregnancy and childbirth and infant psychology;
- to understand basic concepts in the theory of knowledge;
- to give an account of theories concerning professional communication and methods of instruction;
- to give an account of and use reflection as a learning tool;
- to give an account of and offer guidance concerning life-style factors of significance for reproductive health and illness; and,
- to take part in caring for women who are pregnant or giving birth and newborn infants.

### Distribution of ECTS credits – central subject areas:

Midwifery, including Obstetrics	2.0 ECTS
Sexology	0.5 ECTS
Theory of Knowledge	0.5 ECTS
Psychology	2 ECTS
Educational Theory	2.5 ECTS
Sociology / Health Anthropology	1.5 ECTS

**Theoretical teaching, total ECTS** **9 ECTS**

Maternal Care Services	2 ECTS
Assistance at birth	4 ECTS

**Clinical Education, total ECTS** **6 ECTS**

### Assessment

The module concludes with an internal theoretical examination.

The student's learning outcomes are assessed on the Danish 7-point grading scale.

### 4.3 Module 3: Noncomplicated pregnancy, childbirth and maternity – healthy newborns

#### Theme

This module deals with the tasks of the midwife as regards health promotion and disease prevention in relation to a noncomplicated pregnancy, childbirth or maternity period, including cooperation and communication with women who are pregnant, giving birth or in the maternity period, and with their families. Clinical Education focuses on the first steps towards the development of clinical skills, including acquaintance with and the use of relevant examination techniques.

#### Learning outcomes

**At the conclusion of this module the student shall be able:**

- to apply knowledge about health promotion and disease prevention when offering maternal care services in connection with a noncomplicated pregnancy, childbirth or maternity period;
- to apply knowledge of nutritional needs in connection with offering dietary advice to women who are pregnant, giving birth or in the maternity period;
- to give preparatory instruction to families in connection with a noncomplicated pregnancy, childbirth or maternity period;
- to identify the needs of the woman, the foetus and the newborn child in connection with a noncomplicated pregnancy, childbirth or maternity period;
- to offer midwifery care to women with a noncomplicated pregnancy, childbirth or maternity period, and to healthy newborns;
- to assist in the use of selected technological aids and examination techniques in connection with a noncomplicated pregnancy, childbirth or maternity period;
- to enter into cooperative interaction with the woman and her family;
- to acknowledge her own learning needs and use the tuition given; and,
- to master basic clinical skills, including the application of the principles of hygiene.

#### Distribution of ECTS credits – central subject areas:

Maternal Care Services	4.5 ECTS
Assistance at childbirth	6 ECTS
Maternity care	4.5 ECTS
<b>Clinical Education, total ECTS</b>	<b>15 ECTS</b>

#### Assessment

The module concludes with an internal clinical examination.

The student's learning outcomes are assessed as pass/fail.

## 4.4 Module 4: Noncomplicated pregnancy, childbirth and maternity

### Theme

The clinical component of this module concerns the further development of knowledge and clinical skills relating to the care of women experiencing a noncomplicated pregnancy and childbirth, and their families. In connection with the theoretical component of the module, students do a project focusing on the identification and analysis of real-life problems relating to a noncomplicated pregnancy, childbirth or maternity period.

### Learning outcomes

**At the conclusion of this module the student shall be able:**

- to apply and analyse Midwifery knowledge in connection with noncomplicated pregnancy, childbirth and maternity;
- to analyse and assess health promotion and disease prevention measures in connection with noncomplicated pregnancy, childbirth and maternity;
- to apply and assess technological aids, examination methods and techniques used in connection with noncomplicated pregnancy and childbirth;
- to apply knowledge of psychological aspects of the care of women experiencing a noncomplicated pregnancy and childbirth;
- to communicate and display professional behaviour when dealing with the woman and her family;
- to give an account of the legislative basis of Midwifery practice;
- to analyse maternal care services and the planning of such; and,
- to use information technology as a tool when searching for literature on a topic.

### Distribution of ECTS credits – central subject areas:

Midwifery, including obstetric practice	9 ECTS
<b>Theoretical teaching, total ECTS</b>	<b>9 ECTS</b>
Maternal Care Services	2 ECTS
Assistance at Childbirth	4 ECTS
<b>Clinical Education, total ECTS</b>	<b>6 ECTS</b>

### Assessment

The module concludes with an internal theoretical examination.

The student's learning outcomes are assessed on the Danish 7-point grading scale.

Students cannot enter for the examination until they have handed in their project work.

## 4.5 Module 5: The Midwife as an interprofessional cooperative partner

### Theme

This module is interprofessional, focusing on the development of the skills needed to enter into interprofessional cooperation in the solving of tasks within the health service. In this module, students acquire knowledge about: ethics, concepts of human nature and communication, the structure and function of the health service, health policies and health economics, research methods and quality development. Study activities are related to the following main areas: differences between the central tenets of the professions; communication in interprofessional settings; the organisation and function of the health service; and applications of the theory of knowledge.

### Learning outcomes

**At the conclusion of this module the student shall be able:**

- to apply a knowledge of ethics and views of human nature in practical situations;
- to recognise and give an account of ethical dilemmas facing Midwifery;
- to communicate professionally with cooperative partners, with women who are pregnant, giving birth or in the maternity period, and with their families;
- to identify her own professional skills and competencies and those of her cooperative partners in the health professions;
- to apply knowledge about her own professional skills and those of her cooperative partners in the health professions when tackling interprofessional tasks;
- to describe the structure and function of the health professions, including the areas of activity of Midwifery;
- to give an account of the principles of health policies and simple methods for the analysis of health economics;
- to describe classic positions in the theory of knowledge as well as qualitative and quantitative research methods; and,
- to understand the importance of quality development in practice.

### Distribution of ECTS credits – central subject areas:

Midwifery, including obstetrics	2 ECTS
Health Informatics	1 ECTS
Theory of Knowledge	2.5 ECTS
Philosophy and Ethics	1.5 ECTS
Communication	1 ECTS
Legislation	1 ECTS
Organisation, Management and Health Care Economics	2 ECTS
Sociology and Health Anthropology	1 ECTS

**Theoretical teaching, total ECTS** **12 ECTS**

Interprofessional Study Unit **3 ECTS**

**Clinical Education, total ECTS** **3 ECTS**

### Assessment

The module concludes with an internal theoretical examination.

The student's learning outcomes are assessed on the Danish 7-point grading scale.

## 4.6 Module 6: Complicated pregnancy, childbirth and maternity – sick newborns

### Theme

This module deals with selected aspects of a complicated pregnancy, childbirth or maternity period. Teaching in Neonatology focuses on the development of knowledge about the tasks of the midwife in connection with acute situations involving sick newborns. The module also includes teaching in aspects of Anatomy and Physiology, Microbiology, Psychology and Pharmacology of particular relevance to the module's theme.

### Learning outcomes

**At the conclusion of this module the student shall be able:**

- to give an account of the care of a sick newborn;
- to give an account of preventative measures and the treatment of illnesses affecting newborns;
- to give an account of commonly occurring types of foetal damage and malformation in newborns and of their possible prevention;
- to give an account of the significance of anatomical and physiological factors for a complicated pregnancy, childbirth or maternity period;
- to give an account of microorganisms that cause disease, of the pathology of infection, and of infectious diseases that affect women who are pregnant, giving birth or in the maternity period, and their newborns;
- to give an account of knowledge and proficiencies specific to Midwifery and of obstetric practice relating to a complicated pregnancy, childbirth or maternity period, making use of the newest relevant research findings;
- to give an account of health promotion and disease prevention measures, care and treatment in connection with a complicated pregnancy, childbirth and maternity;
- to give an account of the administration of selected pharmaceuticals to women experiencing a complicated pregnancy, childbirth or maternity period, and to newborns with a need for specialised care;
- to describe and explain the use of technological aids and methods of examination in connection with the care and treatment of sick newborns;
- to give an account of the psychological aspects of complicated cases, including theories of grief and crisis theories; and,
- to read, understand and analyse scientific literature.

### Distribution of ECTS credits – central subject areas:

Midwifery, including obstetrics	6.5 ECTS
Pharmacology	1 ECTS
Neonatology, including congenital malformations	3 ECTS
Theory of Knowledge and Research Methodology	0.5 ECTS
Anatomy and Physiology	1.5 ECTS
Microbiology and the Pathology of Infection	1.5 ECTS
Psychology	1 ECTS

**Theoretical teaching, total ECTS** **15 ECTS**

### Assessment

The module concludes with an internal theoretical examination.

The student's learning outcomes are assessed on the Danish 7-point grading scale.

## 4.7 Module 7: Complicated maternity period – sick newborns

### Theme

This module deals with the development of skills related to providing Midwifery care and treatment to women experiencing a complicated maternity period. The module also focuses on the tasks of the midwife connected with the care and nursing of newborns needing specialised care and attention.

### Learning outcomes

**At the conclusion of this module the student shall be able:**

- to provide and assess the professional Midwifery care of women experiencing a complicated maternity period;
- to provide care and participate in the nursing of newborns needing specialised measures;
- to offer acute support to newborns;
- to participate in interprofessional cooperation concerning newborns needing specialised treatment;
- to use technological aids and assess the need for further examination of women in the maternity period who have complications and sick newborns;
- to carry out the instruction and guidance of women experiencing a complicated maternity period;
- to administer and assess the use of medicines in relation to a complicated maternity period and sick newborns;
- to apply and assess principles of hygiene with a view to preventing infectious diseases in newborns and women in the maternity period;
- to write and assess records, reports and notifications relating to sick newborns; and,
- to organise her own work in connection with complicated maternity periods.

### Distribution of ECTS credits – central subject areas:

Maternity Care	9 ECTS
Neonatal Care	6 ECTS
<b>Clinical Education, total ECTS</b>	<b>15 ECTS</b>

### Assessment

The module concludes with an internal clinical examination.  
The student's learning outcomes are assessed as pass/fail.

## **4.8 Module 8: Complicated pregnancy and childbirth – identification and cooperation**

### **Theme**

This module trains students to work independently as regards the examination of pregnant women and assistance at childbirth in noncomplicated cases. The module also focuses on the use of technological aids in both complicated and noncomplicated cases, on the identification of complications and on interprofessional cooperation concerning women who are pregnant or giving birth and who have special needs.

### **Learning outcomes**

**At the conclusion of this module the student shall be able:**

- independently to provide, justify and assess Midwifery care for women in noncomplicated cases of pregnancy and childbirth;
- to apply their knowledge of complications when providing Midwifery care for women in complicated cases of pregnancy and childbirth;
- to identify complications connected with pregnancy and refer to relevant cooperative partners;
- to identify complications connected with childbirth, to assess whether it is necessary to call a doctor and to further cooperate with the doctor on the case;
- to use relevant technological aids as required;
- to assess the need for and administer selected pharmaceuticals to women in childbirth in both non-complicated and complicated cases;
- to write and assess records, reports and notifications relating to pregnancy and childbirth cases; and,
- to plan her own work and cooperate interprofessionally in connection with women who are pregnant or in childbirth.

### **Distribution of ECTS credits – central subject areas:**

Maternal Care Services	5 ECTS
Assistance at Childbirth	10 ECTS
<b>Clinical Education, total ECTS</b>	<b>15 ECTS</b>

### **Assessment**

The module concludes with an internal clinical examination.  
The student's learning outcomes are assessed as pass/fail.

## 4.9 Module 9: Complications of significance for pregnancy, childbirth and maternity

### Theme

This module deals with gynaecological, medical and other factors that may cause complications during pregnancy, childbirth and maternity. The module includes educational and psychological considerations that can cast light on, and further an understanding of, complications arising during pregnancy, childbirth and maternity. Educational and psychological theories are also used to help students understand their own reactions and master complicated cases.

### Learning outcomes

**At the conclusion of this module the student shall be able:**

- to give an account of and assess the use of pharmaceuticals in connection with both a noncomplicated and complicated pregnancy, childbirth or maternity period;
- to give an account of gynaecological, medical and other factors of significance for the processes of pregnancy, childbirth and the maternity period;
- to give an account of and assess knowledge and proficiencies particular to Midwifery as well as obstetric practice in connection with a complicated pregnancy, childbirth or maternity period, drawing on relevant research findings;
- to give an account of educational and psychological aspects of a complicated pregnancy, childbirth or maternity period;
- to understand and assess her own reactions in the face of suffering, illness, grief and loss;
- to give an account of sociological and anthropological ideas of illness and the concept of disease; and,
- to describe and justify the use of technological aids and methods of examination in connection with a pregnancy, childbirth or maternity period complicated by illness of a medical or gynaecological nature.

### Distribution of ECTS credits – central subject areas:

Midwifery, complicated Obstetrics	6 ECTS
Pharmacology	1.5 ECTS
Pathology	1 ECTS
Gynaecology	1 ECTS
Theory of Knowledge and Research Methodology	1 ECTS
Psychology	2 ECTS
Educational Theory	1 ECTS
Sociology / Health Anthropology	1.5 ECTS
<b>Theoretical teaching, total ECTS</b>	<b>15 ECTS</b>

### Assessment

The module concludes with an external theoretical examination.

The student's learning outcomes are assessed on the Danish 7-point grading scale.

## 4.10 Module 10: Complicated pregnancy, childbirth and maternity – analysis and reflection in practice and about practice

### Theme

The theoretical component of this module deals with Midwifery care and treatment in cases involving obstetric complications. The module also includes teaching in Anaesthesiology, Analgesics and Intensive Care. The clinical component deals with the further development of skills connected with Midwifery care for women in both noncomplicated and complicated cases and also focuses on the development of skills related to the administering of pain relief.

### Learning outcomes

**At the conclusion of this module the student shall be able:**

- to give an account of, analyse and assess knowledge and proficiencies particular to Midwifery, as well as obstetric practice, in connection with a complicated pregnancy, childbirth or maternity period, drawing on relevant research findings in this area;
- to give an account of and participate in the intensive care and treatment of women experiencing a complicated pregnancy, childbirth or maternity period, including administering anaesthetics and analgesics;
- to assess the need for and administer pain relief to women who are pregnant or giving birth;
- to give an account of and participate in the treatment of side effects and complications connected with pain relief;
- to demonstrate independence when providing Midwifery care for women experiencing a complicated pregnancy or childbirth;
- to assess the criteria and need for visitation in connection with a noncomplicated and a complicated pregnancy, childbirth and maternity period;
- to integrate knowledge about grief and crises into her Midwifery care of women who are pregnant or giving birth; and,
- to understand and express her own learning needs as a basis for tutoring and the ongoing learning process.

### Distribution of ECTS credits – central subject areas:

Midwifery, including Obstetrics	3 ECTS
Anaesthesiology	2 ECTS
<b>Theoretical teaching, total ECTS</b>	<b>5 ECTS</b>
Maternal Care Services	3 ECTS
Assistance at Childbirth	7 ECTS
<b>Clinical Education, total ECTS</b>	<b>10 ECTS</b>

### Assessment

The module concludes with an internal clinical examination.  
The student's learning outcomes are assessed as pass/fail.

## 4.11 Module 11: Complicated pregnancy and childbirth – women's illnesses and intensive care

### Theme

This module deals with the further development of skills related to providing Midwifery care and treatment of women experiencing a complicated pregnancy or childbirth. The module includes a Clinical Education component concerning the care and treatment of women with gynaecological complaints and women needing intensive care. The module also focuses on the development of skills related to organising one's own work and that of others and participating in interprofessional cooperation concerning, and involving, the woman and her family.

### Learning outcomes

**At the conclusion of this module the student shall be able:**

- to provide Midwifery care and treatment of women experiencing a noncomplicated or a complicated pregnancy or childbirth;
- to assess the need for and administer pharmaceuticals to women in both noncomplicated and complicated cases;
- to apply her knowledge of analgesics when administering local or joint (*topical?*) analgesia and when treating complications that may arise;
- to draw on her knowledge of gynaecological illnesses when providing Midwifery care of women experiencing a complicated pregnancy;
- to participate actively in the care and treatment of women experiencing gynaecological problems affecting fertility, pregnancy, childbirth or maternity;
- to participate actively in the intensive care of women who have had a caesarean or some other operation;
- to justify, assess and pass on observations and the results of examination or treatment;
- to assess her own tasks and those of others in an interprofessional context with a view to creating a unified course of treatment based on the needs of the woman and her family; and,
- to plan her own work and delegate tasks to other professional workers based on a knowledge of their areas of competence.

### Distribution of ECTS credits – central subject areas:

Maternal Care Services	3.5 ECTS
Assistance at Childbirth	6 ECTS
Gynaecology	3 ECTS
Intensive Care	2.5 ECTS
<b>Clinical Education, total ECTS</b>	<b>15 ECTS</b>

### Assessment

The module concludes with an internal clinical examination.

The student's learning outcomes are assessed as pass/fail.

## **4.12 Module 12: Complicated pregnancy and childbirth – responsibility, competencies and independence in the work of the midwife**

### **Theme**

This module deals with the development in students of independence in terms of offering maternal care services, assistance at childbirth and maternity care within the areas of responsibility and competence of the midwife as defined by current legislation.

### **Learning outcomes**

**At the conclusion of this module the student shall be able:**

- to show independence when providing Midwifery care and treatment to women experiencing either a noncomplicated or complicated pregnancy, childbirth or maternity period;
- to show independence when providing Midwifery care for the unborn and newborn child, including the treatment of sick newborns;
- to show independence when providing Midwifery care for the families of women who are pregnant, giving birth or in the maternity period;
- to assess her own tasks and those of others in an interprofessional context with a view to creating a unified course of treatment based on the needs of the woman and her family; and,
- to understand and appreciate the importance of taking care of herself in her work as a midwife.

### **Distribution of ECTS credits – central subject areas:**

Maternal Care Services	6 ECTS
Assistance at Childbirth	9 ECTS
<b>Clinical Education, total ECTS</b>	<b>15 ECTS</b>

### **Assessment**

The module concludes with an external clinical examination.

The student's learning outcomes are assessed on the Danish 7-point grading scale.

#### **4.13 Module 13: Elective module**

##### **Theme**

This module offers the student the opportunity to personalise her studies or do an in-depth study of a particular area or topic relevant to the independent area of activity of the midwife.

The module may contain theoretical, clinical, intraprofessional and/or interprofessional components studied at the students' own educational institution or at another Danish or foreign institution.

The module may contain the further elaboration of themes already included in the Midwifery degree programme, or themes that supplement these. The module offers the student the opportunity to do an in-depth study or personalise her studies.

The module may be studied either at the educational institution where the student is registered, or at another Danish or foreign institution.

The student may design the elective module herself as a theoretical and/or clinical course of study, approved by the educational institution where the student is registered in accordance with the guidelines laid down by this institution.

Elective modules are described by the institution that offers them. This institution is responsible for all agreements, the academic standard, assessment, etc. Each institution announces the starting date of the module on its website.

The educational institution where the student is registered shall approve the elective module.

The deadline for applications and the dates for the running of the module are common to all health studies programmes at bachelor level in Denmark. The description of the module and the procedure for enrolment will be published on the website dedicated to such programmes:  
[www.sundhedsuddannelse.dk](http://www.sundhedsuddannelse.dk)

##### **Learning outcomes**

**At the conclusion of this module the student shall be able:**

- to assess practical and theoretical knowledge and proficiencies through the independent investigation of a selected problem area within Midwifery;
- to reflect on practice; and,
- to communicate the knowledge and skills acquired.

##### **Distribution of ECTS credits – theoretical teaching and Clinical Education:**

**Theoretical teaching** **5 ECTS**

**Clinical Education** **5 ECTS**

##### **Assessment**

The module concludes with an internal theoretical examination.

The student's learning outcomes are assessed on the Danish 7-point grading scale.

#### **4.14 Module 14: Bachelor Project – profession, knowledge, proficiencies and methods**

##### **Theme**

The Bachelor Project (thesis) is a comprehensive, individual project on a topic concerning a clearly-defined clinical problem in Midwifery. The topic is chosen by the student and approved by the educational institution. In the Bachelor Project, the student combines knowledge from Clinical Education with a broad spectrum of the knowledge covered by the degree programme and found in the profession. Working on the Bachelor Project helps the student develop the skills needed for continuing professional education.

##### **Learning outcomes**

**At the conclusion of this module the student shall be able:**

- to reflect on and assess the use of theories and methods in the Midwifery profession;
- to assess practical and theoretical knowledge and proficiencies through the independent investigation of a selected problem area within Midwifery;
- to reflect on practice;
- to search for and apply relevant knowledge;
- to assess and communicate problems of a theoretical or practical nature and justify the solutions she may propose; and,
- to communicate to cooperative partners problems related to practice or the profession.

##### **Distribution of ECTS credits – central subject areas:**

Midwifery, including Obstetrics 20 ECTS

**Theoretical teaching, total ECTS 20 ECTS**

##### **Assessment**

The module concludes with an external theoretical examination. The examination consists of the bachelor project, composed of a written thesis and a subsequent oral exam, which are equally weighted in the final assessment. The finished bachelor project shall correspond in length to at least 15 standard pages (defined as 2,400 keystrokes).

The students' learning outcomes are assessed on the Danish 7-point grading scale.

## **5. Styles of teaching and learning**

The degree programme shall create learning conditions that enable the student to develop the professional skills required to work independently as a midwife at the completion of her studies and to follow continuing professional education. The learning processes shall be so designed that the student may acquire and develop qualities of independence and cooperation, as well as the capacity to reflect and to promote professional renewal.

Teaching shall be designed to offer a progression, academically and in terms of teaching and learning styles, giving the student the opportunity to combine her theoretical knowledge with clinical experience.

Styles of teaching and learning reflect the particular academic content, thereby supporting the development of knowledge, skills and competencies. Variation in teaching and learning styles and the use of relevant media help the student to see the overall connection between the individual subjects and subject areas in the programme and between its theoretical and clinical components. Styles of teaching and learning that attempt to promote innovative skills are to be employed. A broad spectrum of approaches to teaching and learning allows for the accommodation of individual student learning styles.

### **5.1 Theoretical teaching**

The theoretical component introduces students to the theories and concepts of all areas of knowledge covered by the programme. Learning is a product of teaching in intraprofessional and interprofessional contexts and in groups of various sizes, of individual study and of mentoring by other students. As the degree programme progresses, students will be increasingly active in their own learning processes, especially in connection with project work under the guidance of tutors. One of the basic principles is progression in learning: moving from less complicated to more complicated issues and from the simple to the complex.

### **5.2 Clinical Education**

Clinical Education is organised by places of Clinical Education. Teaching is planned as a cooperative effort between the educational institution and the place of Clinical Education to ensure a strong link between theoretical and practical learning. Teaching and assessment in Clinical Education are the responsibility of clinical tutors, in cooperation with the educational institution and its staff.

Students acquire clinical skills through observation; their situation can be compared to an apprenticeship, in which they progress through various stages of active participation to the independent exercise of all the functions of the midwife. Here, too, one of the basic principles is progression in learning: moving from less complicated to more complicated issues and from the simple to the complex. Reflective processes and portfolios are used as learning tools.

Clinical Education takes place at Midwifery centres, maternity wards, gynaecological wards, neonatal wards, operation theatres and intensive care units. Consideration for the women who are pregnant, in childbirth or in the maternity period, for their unborn and newborn children and for their families will always take precedence over the students' study and learning activities. Students are co-responsible for showing such consideration.

### **5.3 Information Technology (IT)**

IT is included in the whole degree programme, both as a learning tool and as a subject in its own right.

As a learning tool, the integration of IT into the programme helps to consolidate relevant study skills that can expand students' opportunities for active participation, communication, knowledge sharing and cooperation in a variety of educational contexts. IT is drawn into teaching and learning processes on an equal footing with other media that can generally support and develop various forms of interaction.

A variety of IT tools are used to acquire information skills that can support the students' present and future opportunities for academic and professional development. With the help of IT, students develop skills related to searching for information, and critically selecting, assessing, organising and using information gleaned from a variety of relevant sources.

IT as a subject is related to its use in clinical practice to optimise administrative processes and health provision, including record keeping, documentation and cooperation between professions, sectors and authorities. IT helps to consolidate the provision of unified and coordinated services for citizens in their contacts with the Health Service.

The use of various IT tools in study and teaching helps the students to become more familiar with a range of IT functions. Teaching and study styles supporting the development of relevant IT skills contribute to the quality development of relevant professional skills, including awareness of how IT can optimise administrative processes and health provision, as well as an understanding what it means to use IT in a critical, reflective manner.

IT is used in the degree programme to plan, carry out and evaluate teaching; IT shall contribute to innovation, variation, flexibility and variety in styles of teaching and learning.

#### **5.4 Academic tutoring**

The aim of academic tutoring is to meet the student's individual academic abilities and needs, enabling the programme to be designed with a variety of teaching approaches that can match the student's learning style and motivation and support completion of the programme. Academic tutoring can support the individual student and differentiated groups of students, for example by structured tutor sessions concerning modules, subjects, methods, Clinical Education and theoretical teaching, individual study plans, contact teacher arrangements and so on.

#### **5.5 Student guidance and careers service**

The student guidance and career service shall support students throughout the programme, from the choice of a degree programme to the completion of studies, and presupposes that careers advisors, academic and clinical tutors and the students themselves actively use the service. The service is primarily staffed by the careers advisors attached to the degree programme, but may also involve the rest of the academic and clinical staff. The purpose of the student guidance and career service is to help students steer a clear path through the programme and offer them better opportunities to make informed choices concerning their own learning and wellbeing.

The service is also focused on helping students with regard to:

- study start and the first modules in the programme;
- the link between clinical and theoretical teaching and learning in varying contexts; and,
- study and working habits, time management, keeping an overall view and making the best use of their time.

The aim of the student guidance and career service is to offer sound information and guidance, so that the student may make informed choices about academic and other study-related matters, and also to inform and guide students about enrolment, study start, completing their studies and career planning.

The student guidance and career service is organised by the educational institution as both individual and collective guidance, which support and complement each other.

Guidance focuses on study technique, study aids, study and working habits and the study environment in both the theoretical and clinical components, with a view to increasing the student's awareness of learning, study requirements and the completion of their studies, including the planning of their own time and the choice of learning and teaching styles. Guidance is also offered regarding the setting up of study groups and the work processes in such groups.

Careers advisors and students should actively and systematically make use of their experiences and of evaluation/self-evaluation to improve opportunities for learning and quality development as regards both theoretical teaching and Clinical Education. Career planning focuses on the selection of learning processes and courses of education, on information and guidance concerning seeking employment, opportunities for continuing and further education, changing courses of study and periods of study abroad.

## **6. Cooperation between the educational institution and places of Clinical Education**

The educational institution and places of Clinical Education shall cooperate concerning the framework and conditions for the student's learning and the coordination of the theoretical and clinical components of the programme, in accordance with the knowledge, skills and competencies the student shall acquire in the course of her studies. At each place of Clinical Education one or more clinical tutors are appointed, who establish and maintain the liaison between the educational institution and the place of Clinical Education in question.

Agreements have been reached between the educational institution and the place of Clinical Education concerning:

- the procedure for the approval of places of Clinical Education;
- the planning of Clinical Education;
- cooperation between students, clinical tutors and lecturers;
- the involvement of students and lecturers in research and development projects at the place of Clinical Education and the involvement of Clinical Education staff in theoretical teaching;
- the framework and conditions for staff exchanges between the educational institution and the place of Clinical Education; and,
- procedures for the evaluation and quality assurance of Clinical Education.

This cooperation has been formally established at three levels:

- between the management of the educational institution and the managements of places of Clinical Education, with a view to discussing, evaluating and further developing cooperation and the agreements reached;
- between lecturers and clinical tutors, with a view to incorporating the latest knowledge about major trends in Midwifery (the job, the profession, research) into teaching and development projects, and the discussion in of educational and other matters relating to the degree programme; and,
- between the students, clinical tutors and lecturers with regard to the general progress and assessment of individual students following the Clinical Education course.

Cooperative agreements are described in a local appendix to the curriculum.

## **7. Criteria for the approval of places of Clinical Education.**

A place of Clinical Education is a place with its own defined management within the area of the Health Service, offering services to women who are pregnant and in childbirth, and their families.

The educational institution approves the place of Clinical Education as suited to the teaching of Midwifery students.

The place of Clinical Education is responsible for ensuring the framework and conditions which an approved place of Clinical Education shall live up to.

The place of Clinical Education is responsible for providing an account of how the students' evaluations of Clinical Education are to be used in ongoing quality development.

Before a place of Clinical Education can be approved, a procedure must be established for approval of the actual state of affairs, that is, that the place of Clinical Education in question is able to offer Clinical Education within specified modules.

Preconditions for the approval of a place of Clinical Education are:

- that teaching is organised in a manner that complies with the requirements of the curriculum and the laws and executive orders on which it is based;
- that there are attached to the place clinical tutors who are midwives and who possess educational qualifications corresponding to a minimum of 1/6 of a Diploma Course, or 9 ECTS credits; and,
- that the place of Clinical Education has allocated resources to Clinical Education and student guidance.

### **The basis for the approval of places of Clinical Education**

The basis for the approval of places of Clinical Education comprises a description of the organisational and management structure, matters related to the profession of Midwifery and matters related to the provision of education, as follows:

#### **Matters related to organisation and management:**

The basic structure, framework and circumstances of the place of Clinical Education in terms of Midwifery, educational provision and organisation, including an account of the Midwifery and educational qualifications and skills of the clinical tutors.

#### **Matters related to the profession of Midwifery:**

Intraprofessional, interprofessional and cross-sectoral tasks, including the situations and characteristics of patients and typical cases, as well as the tasks and methods of midwifery, which together constitute the basis for students to acquire the learning outcomes described in the relevant modules.

#### **Matters related to the provision of education**

The organisation and planning of teaching, including study methods and conditions for the participation of the student in Clinical Education.

The function of the clinical tutors, including the use of resources and how tutors are to liaise with students. The learning and study environment, including teaching facilities that can support the students' academic/professional and personal learning processes with regard to the development of skills in the module in question.

Places of Clinical Education are approved in a document of approval, valid for three years. In exceptional cases, approval may be made conditional on the place of Clinical Education meeting the requirements for approval within a specified period of time.

If during the period of approval changes occur which have serious consequences for the Clinical Education of students and for the reception of new students, the place of Clinical Education must inform the educational institution about these as soon as possible.

## **8. Study Plans**

Clinical Education and assessment within a module are to be planned on the basis of a description of the module and a general study plan which describes the course of education at the actual place of Clinical Education.

Based on the general study plan, an individual study plan is drawn up for each student. The individual study plan is drawn up by the educational institution in cooperation with the student and the place of Clinical Education.

An individual study plan comprises agreements concerning the student's attendance, a timetable for teaching and guidance sessions, the content and form of teaching, study activities (including handing in and feedback on term papers and the like), as well as a timetable for evaluation and assessments.

The educational institution prepares students for the Clinical Education course, and students' experiences in the Clinical Education course are subsequently included in theoretical teaching.

## **9. Opportunities for study abroad**

The aim of offering opportunities for study abroad within the Midwifery degree programme is to train the student to operate professionally within the field of activity of Midwifery in a globalised world.

The aim of internationalisation in the Midwifery degree programme is that students develop intercultural and international skills, including the acquisition of knowledge about and respect for other cultures, the ability to reflect on one's own cultural values, and an understanding of the how values rooted in culture can affect the practice of Midwifery. In addition, internationalisation aims to increase students' knowledge of conceptions of health and disease in other cultures, as well as a knowledge of health problems which in Denmark are mostly experienced by people with another cultural background.

Internationalisation is found as an integrated element in the degree programme, across professional health degree programmes in Denmark or via an educational institution abroad that is approved by the home institution.

The international dimension of the degree programme is a question of integrating international aspects into the day-to-day teaching. 'Internationalisation at Home' is ensured by such integration of international aspects into teaching – through the use of international literature, information about situations and developments in other countries, international guest lecturers and other international activities organised by the educational institution.

Internationalisation of the degree programme in the form of work or study abroad is supported by mobility programmes with a view to student or staff exchanges.

It is possible for a student to complete parts of the theoretical component and Clinical Education abroad. Under the right conditions, the educational institution may agree in advance to the giving of study merit for such activities.

Individual educational institutions have entered into cooperative agreements with foreign educational institutions regarding the exchange of Midwifery students to study theoretical or clinical modules.

Such agreements, as well as application and approval procedures and the possibilities of financial support are described in a local appendix to this curriculum.

## **10. Examinations and types of assessment**

The student's learning outcomes are assessed after each module. Assessment may take the form of an internal or external examination.

External examinations are adjudicated by internal examiners and external examiners, the latter assigned by the Ministry of Education.

Internal examinations are adjudicated by at least one examiner from the educational institution.

Individual institutions may lay down regulations about the requirements for taking examinations after each module which solely apply at the institution in question. 'Regulations about the requirements for taking examinations' means the handing in of project reports and portfolios, etc., as well as compliance with the obligatory attendance at theoretical teaching. (Note: a portfolio is the student's own choice of representative work done in a given area – collected, annotated and reflected on over a period of time, and to be used for assessment purposes.)

Any regulations about the requirements for taking examinations will be described in a local appendix to this curriculum.

As regards clinical examinations, it is a further requirement that the student has actively participated in those study activities described in the individual clinical study plan.

### **10.1 Types of assessment within the degree programme**

There are external examinations after modules 1, 4, 9, 12 and 14.

The other modules in the programme are assessed by internal examinations.

The internal clinical examinations are assessed as pass/fail.

The remaining examinations are assessed on the Danish 7-point grading scale.

### **10.2 Guidelines concerning examinations**

A student may enter for the same examination three times. Examinations passed cannot be entered for again. Registering for a module means that the student is automatically entered for the examination in that particular module.

An examination is regarded as begun in terms of the number of attempts allowed, unless the student has deregistered within the appointed deadline. Deregistration may take place up to the beginning of the actual examination, unless the educational institution has laid down another deadline for deregistration.

Lack of compliance with any requirements for taking examinations laid down by the institution in the local appendix to the curriculum is regarded as automatic deregistration for the module examination.

The rules for re-examination due to illness are the same as for the standard examination.

Examinations are conducted in Danish. If circumstances permit, the institution may permit an examinee to take the examination in a foreign language.

The student shall before the end of the second semester after the commencement of studies be registered for the examination(s) which she will sit before the end of the second semester. The student shall have passed these examination(s) before the end of the fourth semester in order to continue with her studies in the fifth semester.

In the assessment of the bachelor project, apart from the academic content, emphasis shall be laid on the examinee's ability to express herself and her spelling (if the examination has been taken in Danish), though greater weight shall be given to the academic content.

The external and internal examinations laid down for the first three years of study shall have been passed before the student may complete the bachelor project.

Rules concerning examinations that solely apply in the particular institution are to be found in the local appendix to this curriculum.

### **10.3 Special provisions concerning examinations**

Students who meet the required conditions may be offered examination under the special provisions contained in the Act on special educational support in courses of higher education.

## **11. Obligatory attendance**

In the periods of theoretical teaching, the student attends the fixed and targeted units of teaching and tutoring aimed at the theme of the module and central subject areas with a view to developing the knowledge, skills and competencies described for the module in question.

In the periods of Clinical Education, the student attends the fixed and targeted units of teaching and tutoring containing practice activities aimed at developing the learning outcomes described for the module.

Obligatory attendance for students at periods of Clinical Teaching covers an average of 30 hours per week. The clinical tutor attests that the student has fulfilled her/his obligations in this respect. This attestation by the clinical tutor is a necessary condition for the student entering for the internal clinical examination in the module in question.

The individual institution's local appendix to the curriculum indicates in which modules obligatory attendance applies and what kind of documentation is required to register student attendance. The educational institution may lay down local rules for attendance and procedures for the registration of attendance.

## **12. Exemption (merit)**

It is possible to be granted exemption from parts of the degree programme on the basis of previously acquired qualifications. Exemption is granted on the basis of documentation for the completion of a course of

education or period of employment that match that part of the degree programme the student is seeking exemption from.

Exemption is granted on the basis of the institution's assessment of the extent to which previously completed courses of education correspond to the theoretical components of the degree programme and the extent to which qualifications gained through employment correspond to the aims laid down for the practice placement periods that form part of the degree programme.

The assessment is made on the basis of documentation for the completion of a course of education or period of employment. Documentation for the completion of a course of education will consist of formal examination diplomas, or certificates for completed courses or periods of formal education. As regards employment, documentation will normally consist of contracts of employment, references and the like.

Exemption takes the form either of a reduction in the period of study as such, or as exemption from parts of the programme. The decision concerning exemption is made by the educational institution.

### **13. Dispensation**

The educational institution can dispense from the local appendix to the curriculum in exceptional cases.

# Executive Order on the Degree Programme leading to a Bachelor of Midwifery

## Contents

Part 1 Aims, structure and extent, etc.

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Appendix 1

Pursuant to section 22 (1) and section 30 of Act No. 207 of 31 March 2008 on degree programmes at business academies and on professional bachelor degrees, and sections 55-57 of the Act on the authorisation of health care personnel and the practice of the health care professions, cf. Consolidation Act No. 1350 of 17 December 2008, and after consultation with the Minister of Health and Preventative Measures, we hereby lay down the following:

### **Part 1**

*Aims, structure and extent, etc.*

**S. 1.** The aim of the Midwifery degree programme is to qualify the student at the completion of her studies to work independently as a midwife and to enter into intraprofessional and interprofessional cooperation. The degree programme, in accordance with social, scientific and technological developments and the need of the population for Midwifery, shall qualify the student in the fields of theoretical and clinical Midwifery, see Appendix 1.

(2) The student must be able to:

- 1) offer health promotion and preventative services, care and treatment in connection with pregnancy, childbirth and maternity;
- 2) communicate and teach matters related to the work of the midwife;
- 3) evaluate, justify and develop her professional practice using an analytic approach;
- 4) cooperate with the woman and her relatives, with colleagues and other professional workers, showing respect for their ethnic, cultural, religious or linguistic backgrounds;
- 5) develop Midwifery, initiate renewal, apply established knowledge in new contexts, follow, apply and participate in research and development in the health sector; and,
- 6) continue to develop her skills through further professional education of a theoretical or clinical nature after the completion of her degree studies.

**S. 2.** The degree programme is defined as 3½ full-time study units, equivalent to 210 ECTS credits (European Credit Transfer System). One full-time study unit represents the work done by a full-time student in one year.

(2) The programme is divided into semesters and modules. A semester lasts 18-24 weeks and is divided into two modules. A module is a self-contained teaching unit, comprising theoretical or clinical elements, or a combination of these. The student's level of achievement with regard to the learning outcomes prescribed for each module is assessed for each module.

**S. 3.** The degree programme entitles the student to the title of 'Professionsbachelor i jordermoderkundskab'. The English title is Bachelor of Midwifery.

(2) After qualification, persons can be authorised subject to the provisions of the Act on the authorisation of health personnel and professional health practice.

**S. 4.** The institution offering the degree programme is responsible for the conduct of the whole programme. Places of Clinical Education are responsible to the educational institution in question in accordance with the guidelines laid down by the latter.

## **Part 2**

### *The Design and Content of the Programme*

**S. 5.** The knowledge base of the degree programme is both professional and developmental. The programme is based on knowledge and proficiencies specific to Midwifery, linked to knowledge and proficiencies from academic disciplines connected with the health sciences, the natural sciences, the humanities and the social sciences. Theoretical and Clinical Education are to be interactively combined throughout the programme with increasing degrees of difficulty and complexity, in order to ensure a close relationship to practice and the development of professional skills.

(2) The professional knowledge base of the programme is ensured by constant interplay between the values, knowledge and proficiencies enshrined in the programme and in the profession, and by incorporating developments in the profession into the knowledge base of the programme.

(3) The developmental knowledge base of the programme is ensured by incorporating relevant findings from national and international research, so that the programme is constantly based on the latest knowledge.

(4) The design of the degree programme is based on a theory of knowledge approach that enables the study of theories, concepts and methods from the academic discipline of Midwifery, as well as from other disciplines, which contribute to the description, explanation and understanding of the specific problems, phenomena and contexts with and within which midwives work.

(5) The student shall, through participation in, the practice of, and reflection on Midwifery, acquire practical and personal skills related to practising, managing, communicating and developing Midwifery.

(6) A variety of study skills shall be used to support the development in the student of skills related to learning, independence and cooperative abilities, as well as the ability to support professional renewal.

**S. 6.** The degree programme comprises theoretical teaching components corresponding to a total of 105 ECTS credits and Clinical Education components corresponding to a total of 105 ECTS credits. An interprofessional module corresponding to 15 ECTS credits and an optional module corresponding to 10 ECTS credits are included in the programme. The programme concludes with a bachelor project corresponding to 20 ECTS credits.

(2) The theoretical component of the programme comprises health science subjects (78 ECTS credits), natural science subjects (7.5 ECTS credits), the humanities (12 ECTS credits) and social science subjects (7.5 ECTS credits).

**S. 7.** Teaching in environmental problems and the interaction between different cultures shall be included to the extent this is relevant to any particular subject.

## **Part 3**

### *Clinical Education*

**S. 8.** Clinical Education, while providing training in basic skills, shall be designed as a progression from observation through reflection to the independent exercise of the profession, thus ensuring the mastery of general professional competencies and developing the responsibility necessary to judge situations and make qualified choices.

(2) Clinical Education focuses on human experiences, conditions and actions in relation to: the need for the services and results offered by Midwifery; the interaction between the woman, her relatives and the midwife; the professional and personal development of each student; and cooperation between different professions and sectors.

(3) The educational institution approves places of Clinical Education based on the opportunities offered locally within the health sector.

(4) The place of Clinical Education writes a description of the Clinical Education course in accordance with the guidelines laid down for this in the curriculum. This description is approved by the educational institution.

**S. 9.** The educational institution prepares the student for the Clinical Education course. The institution draws up an individual study plan in cooperation with the student and the place of Clinical Education. The experience gained from the Clinical Education course is subsequently integrated into the theoretical teaching.

#### **Part 4**

##### *Cooperation between the Educational Institution and the Place of Clinical Education*

**S. 10.** The educational institution and the place of Clinical Education shall cooperate to ensure cohesion between the theoretical teaching and Clinical Education and to make sure that the student acquires the skills aimed at in Clinical Education. The educational institution shall ensure that this cooperation is established and maintained.

#### **Part 5**

##### *Examinations and Related Matters*

**S. 11.** At least one third of the degree programme (measured in ECTS credits) shall be assessed by external examinations. The programme contains five external examinations. One examination is scheduled for the second semester, the bachelor project for the seventh. The examinations related to the first three years of the programme have to be passed before the student may complete the bachelor project. The position in the programme of these examinations is detailed in the curriculum.

(2) The Clinical Education course shall be assessed by either internal or external examinations, the purpose of which is to assess the student's clinical skills. An examiner from the educational institution participates in internal clinical examinations. The type of assessment used shall be pass/fail. The final clinical examination shall be adjudicated with the involvement of an external examiner.

(3) A Clinical Education course shall be assessed by separate examinations if its extent is 7 ECTS credits or more. If theoretical teaching components form part of a module which is to be assessed by a clinical examination, see (1), assessment of these theoretical teaching components shall form part of the clinical examination. In the case of Clinical Education courses with an extent of less than 7 ECTS credits, assessment of such courses shall form part of the theoretical examination.

(4) Concerning tests and examinations in general, the rules apply that are laid down in the executive order concerning examinations in vocational education programmes (the Executive Order on Examinations) and the executive order concerning marking and other types of assessment (the Executive Order on Marking and Grades).

#### **Part 6**

##### *The Curriculum*

**S. 12.** Educational institutions shall offer the degree programme in accordance with a curriculum which is to be used for all degree programmes offered, see however S. 13.

(2) The curriculum lays down detailed regulations for examinations, cf. the Executive Order on examinations and more detailed descriptions of:

- 1) The content and ECTS rating of each subject and module in the course of study.
- 2) The content, ECTS rating, place within the programme and planning of Clinical Education.
- 3) The framework for and structure of the elective module.
- 4) The interprofessional module.
- 5) Preparation of the bachelor project.
- 6) Styles of teaching and learning within the programme, including the use of ICT in teaching.
- 7) Cooperation between the educational institution and places of Clinical Education.
- 8) Criteria for the approval of places of Clinical Education.
- 9) Study plans.
- 10) Opportunities for studying abroad.
- 11) Tests and the types of assessment used.
- 12) The obligatory attendance at Clinical Education.

- 13) Exemption (merit).
- 14) Situations in which dispensations may be sought.

**S. 13.** The curriculum states which rules apply to all institutions offering the degree programme and which are applicable solely to the programme offered at the institution in question. In connection with the areas noted in the curriculum under S. 12. (2), items 4), 7), 10) and 11), individual institutions may lay down rules which apply solely to the programme offered at the institution in question.

(2) Individual institutions may lay down rules concerning conditions for admission to tests in particular modules which apply solely to the institution in question. 'Conditions for admission to tests' means the handing in of term papers and projects, etc., as well as compliance with the obligatory attendance at theoretical teaching.

(3) Before a curriculum is finalised, and in connection with subsequent alterations to those regulations therein which apply to all degree programmes offered, the curriculum must be approved by the Ministry of Education after an opinion has been requested from the National Board of Health.

(4) In cases where extraordinary circumstances justify it, an institution may dispense from rules in the curriculum which apply solely to the programme offered at the institution in question, cf. (1).

(5) When preparing or altering any part of the curriculum which applies solely to programme offered by the institution in question, cf. (1), a representative of the students and a representative of the places of Clinical Education shall be involved. The institution lays down transitional measures.

(6) The current curriculum shall be accessible on the institution's website.

## **Part 7** *Further Regulations*

**S. 14.** A student must complete the degree programme within six years after starting it, not counting absence from studies due to maternity, adoption, military service, service under the UN, etc. In exceptional cases, the educational institution may dispense from the six-year rule.

**S. 15.** Decisions reached by the educational institution under this Executive Order may be appealed by a student to the Ministry of Education when the complaint concerns questions of a legal nature. The complaint must be delivered to the institution within fourteen days after receipt of the decision. If the institution upholds its previously announced decision, the complaint is to be referred to the Ministry of Education accompanied by a declarative statement and a reappraisal from the institution.

## **Part 8** *The Coming into Force of this Executive Order, etc.*

**S. 16.** This Executive Order comes into force on 30 January 2009.

(2) Executive Order No. 234 of 30 March 2001 on the training of midwives is hereby repealed.

(3) However, the Executive Order mentioned in (2) still applies to students who began the programme before 30 January 2008.

(4) In the case of students who have begun their studies under the earlier provisions, see (2), and who have not completed their studies by 1 August 2013, the institution may make transitional arrangements, so that these students may conclude their studies under the provisions of this present Executive Order.

*Given at the Ministry of Education on 26 January 2009*

On behalf of her Majesty the Queen

TORBEN KORNBECH RASMUSSEN  
CHIEF EXECUTIVE

/ Cathrine Christensen

## Appendix 1

### of January 2009 to the Executive Order on the degree programme leading to a professional bachelor degree in Midwifery.

#### Learning outcomes for a professional bachelor degree in Midwifery

Learning outcomes cover the knowledge, skills and competencies acquired by a Bachelor of Midwifery through the degree programme.

#### **KNOWLEDGE:**

A newly-qualified Bachelor of Midwifery has acquired knowledge of:

- 1) the theory, method and practice of Midwifery relating to childbirth, maternity and the newborn infant;
- 2) the theory, method and practice of Midwifery relating to childbirth, maternity and the newborn infant requiring specialized care in connection with a complicated pregnancy;
- 3) obstetrics and obstetric practice;
- 4) technological aids and apparatus, as well as the methods and techniques associated with Midwifery;
- 5) psychological aspects of noncomplicated and complicated family formation;
- 6) social aspects of pregnancy, childbirth and maternity;
- 7) gynaecological and medical factors of significance for fertility, pregnancy, childbirth and maternity;
- 8) genetic factors relevant to genetic counselling in connection with family formation;
- 9) birth control, preconceptional and prenatal counselling, fertility treatment and pregnancy diagnostication;
- 10) neonatology – a branch of knowledge concerning healthy newborn infants and newborns requiring specialised care;
- 11) general pharmacology and medications, including specific pharmaceuticals and the medication of pregnant women, women in labour, women who have just given birth and newborns;
- 12) intensive nursing and care, anaesthesia and analgesia, and anaesthesiological practice in the profession of Midwifery;
- 13) general anatomy and physiology, as well as anatomical matters and physiological processes of special relevance to reproduction, including changes occurring during pregnancy, birth and maternity;
- 14) dangers of deterioration in the foetal condition as well as ways of preventing foetal malformation and foetal damage;
- 15) microbiology, including hygiene, microorganisms that cause disease, the pathology of infection and infectious diseases relevant to the profession of Midwifery;
- 16) dietetics, with special focus on pregnant women, women in labour, women who have just given birth and newborns;
- 17) concepts, positions and approaches within the theory of knowledge of relevance to the science and profession of Midwifery;
- 18) research methods relevant to Midwifery;
- 19) information and communication technology (ICT), including information seeking;
- 20) methods related to quality development and documentation, including the development of the profession;
- 21) communication theories and methods relevant to communication with the woman and her relatives and cooperative partners;
- 22) ethics, including the values and ethical dilemmas peculiar to the profession of Midwifery;
- 23) different conceptions of health, illness and disease;
- 24) the legal foundation of the practice of Midwifery;
- 25) the planning of pregnancy care;
- 26) the structure, organisation and role in society of the health service, including health economics and health policy and the decision-making processes that lie behind them,
- 27) educational theory and practice, health education and providing health information;
- 28) health promotion and preventative measures, care and treatment, including the concept of risk and the identification of resources and potential vulnerability;
- 29) the significance of the conditions and style of life for the health of women and families;

- 30) the physical and mental work environment of the midwife;
- 31) interprofessional activity and interdisciplinary cooperation, including knowledge of the areas of responsibility and competence of other health professionals;
- 32) the knowledge basis and methods related to the profession of Midwifery and the practice of the health professions; and,
- 33) different value systems within the profession of Midwifery and the practice of the health professions.

### **SKILLS:**

A newly-qualified Bachelor of Midwifery is able to:

- 1) plan, direct and practise midwifery care relating to pregnancy, birth and maternity to women, foetuses and newborns in connection with noncomplicated and complicated cases;
- 2) instruct, guide and advise the woman and her family and cooperative partners in connection with family formation;
- 3) use information technology to select, evaluate and organise relevant information;
- 4) use the profession's technological aids and apparatus and to assess the results obtained;
- 5) keep records concerning observation, guidance, informed agreement, examination and treatment and writes reports and notifications to public authorities;
- 6) use data collection methods associated with the profession of Midwifery;
- 7) analyse empirical data using various scientific and research approaches;
- 8) collect and pass on information concerning observations and the results of examinations and treatment and justify her position when passing on information to other health professionals;
- 9) carry out risk tracking and evaluate resources and potential vulnerability;
- 10) transmit knowledge, based on the situation and capabilities of the woman and her family, which can form the basis for decisions and choices in connection with pregnancy, birth and maternity leave; and,
- 11) plan and direct observation, examination, assessment, visitation, treatment and care of the woman, her family and the newborn infant.

### **COMPETENCIES:**

**A newly-qualified Bachelor of Midwifery is able to:**

- 1) follow, apply and participate in research and development in the health sector;
- 2) organise her own work, manage tasks and pass them on to other health professionals based on a knowledge of their areas of competence;
- 3) form part of an interdisciplinary team with other health professionals to ensure a unified approach to the services offered based on the needs of the woman and her family;
- 4) adopt a viewpoint on ethical aspects of the profession of Midwifery and its development in the face of societal values and norms and changing health policies;
- 5) practise midwifery care with respect for the integrity, resources and interests of the woman and her family;
- 6) demonstrate professional responsibility in keeping abreast of her subject by acquiring new knowledge and skills in her field of work;
- 7) participate in the development of new ideas and work processes based on an understanding of her own learning processes and capabilities for development;
- 8) use relevant methods of study and work to seek out the latest theories and research results within the study of Midwifery;
- 9) demonstrate basic techniques of academic enquiry, including investigation, assessment and the transmission of practical and research and development knowledge relating to the profession of Midwifery in particular and professional health activities in general; and,
- 10) read, understand and evaluate scientific articles and investigations, including material in English, which are relevant to the profession of Midwifery.