

Course Information Document: Undergraduate

For students starting in Academic Year 2020/21

1. Course Summary

Names of programme and award title(s)	BSc (Hons) Midwifery
Award type	BSc (pre-registration)
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	3 years (156 weeks full-time)
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Hospital - Nursing & Midwifery Keele Campus
Accreditation (if applicable)	This subject/programme is accredited by the Nursing & Midwifery Council (NMC). For further details see the section on accreditation.
Regulator	Office for Students (OfS); Nursing and Midwifery Council (NMC)
Tuition Fees	<p>UK/EU students:</p> <p>Fee for 2020/21 is £9,250*</p> <p>International students:</p> <p>Fee for 2020/21 is £20,000**</p>

NB: Please note that these programme details may change during 2020 due to Nursing and Midwifery Programme re-approval relating to new NMC Standards for practice assessment due to take place prior to September 2020.

How this information might change: Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

* These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

** We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus more or less exclusively on Midwifery. In keeping with Keele's commitment to breadth in the curriculum, the programme also gives you the opportunity to take part in additional learning opportunities. Thus, it enables you to gain, and be able to demonstrate, a distinctive range of graduate attributes. Graduates who successfully achieve all the programme requirements are eligible to apply for registration with the Nursing and Midwifery Council (NMC), and must do so within 5 years of programme completion.

3. Overview of the Programme

The programme meets the NMC standards for pre-registration midwifery education, (NMC, 2009). The NMC are reviewing their standards during 2019 and 2020 and this programme will meet the revised standards along with The QAA Academic and Practitioner Standards in Midwifery (2001) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA 2008). Currently the professional body (Nursing and Midwifery Council) is reviewing all the education standards and programme specific standards for midwifery nationally. In light of the review of standards by the NMC in 2018, 2019 and 2020 there will be changes following this review which will affect students studying on the programme beyond 2019. These changes are not known at the time of writing this programme specification but we will communicate them to you as soon as they are confirmed. To ensure each student is fully informed and aware, all changes will be discussed with the student community as the changes are planned and implemented. Timeframes are uncertain at this stage. The programme will be approved by the NMC and the University to ensure it meets the changes that the NMC have published.

Midwifery 2020 Delivering Expectations (Chief Nursing Officer (CNO) England et al, 2010) expresses the vision for the future of midwifery as comprising a highly skills workforce able to deliver "world-class maternity care from the provision of direct care through to Board level contributions" (CNO England et al 2010: 4). This is reflected in the National Maternity Review, (NHS England, 2016) and Saving Babies Lives, NHS England, 2016). In working towards these aspirations, the Keele Midwifery BSc (Hons) programme will prepare midwives to:

- work in a range of settings making full use of interpersonal and technical skills
- promote and enhance care and management of normal pregnancy and birth
- contribute knowledgeably and effectively to the care of women with complex clinical and social needs
- maximize the midwifery contribution to public health outcomes
- develop the potential to assume leadership roles at all levels
- ensure that the interests of childbearing women and their babies are effectively addressed by maternity services.

Midwifery is a professional practice requiring the ability to provide empathetic, responsive care to childbearing women and their families, to contribute to public health outcomes through education and preventive interventions and to undertake confident and well-informed decision making, while working autonomously and in teams. Midwifery practice entails mastery of a range of skills for effective communication and teamwork with women and families, colleagues and members of multidisciplinary teams involved in providing maternity and other health care to women and families. Preparation for this practice encompasses the acquisition and development of knowledge, skills, attitudes and behaviours. This course will provide students with a sound knowledge base related to the anatomy, physiology, psychology, social dimensions of all facets of childbirth and fetal/infant development as well as the full range of clinical skills demanded of the practising midwife. Students will develop their ability to reflect on and learn from their own experience and to evaluate and accommodate the policies and social contexts within which they work. They will be prepared to contribute constructively to the continuing development of maternity services and public health services.

We have created a model (Figure 1) to illustrate interrelationships of the components of the complex, multi-layered education by means of which a midwifery practitioner is prepared for her / his future multifaceted role.

The model illustrates that at the centre are the midwife and the woman, around whom the objectives, content and mode of delivery of the programme are structured. The first ring from the centre represents the four domains of midwifery practice as defined within the Nursing and Midwifery Council Standards for Preregistration Midwifery Education, (2009). These domains: effective practice, professional practice, developing the self and others, evaluation and research, articulate the scope of midwifery practice. The educational experience in preparation for midwifery must, therefore, provide opportunities for learning the skills, knowledge, attitudes and behaviours that enable practice across the domains.

Figure 1: [Midwifery Curriculum 2012 Model \(click for image\)](#)

The content of the educational process is represented by the next ring outward. There are three components represented here. **Knowledge for Midwifery Practice** refers to the acquisition of foundation knowledge from physiology, sociology, psychology, social policy and other academic disciplines that contribute to the midwife's understanding of the physical, psychological and social needs of childbearing women and their families. **Personal and Professional Development** refers to the areas of learning which support students' understanding of their responsibilities as learners and professionals and within which the clinical and communications skills for safe and effective practice are introduced and mastered. This facet of the programme includes the principles and skills of reflection, critical appraisal and professional responsibility as well as essential clinical skills which enable assessment, planning, delivering and evaluating care throughout the childbearing continuum. The third content component is that of **Evidence Based Practice**. This reflects the programme's commitment to develop midwives who understand the nature of evidence and are able to inform their practice, decision making and leadership with the best available evidence.

The ring beyond that illustrates the mechanisms for delivery of programme content. The elements comprising this are **Construction, Collaboration and Consolidation**.

The educational strategies adopted are informed by insights from social constructivist theory, (Giddens & Brady, 2007; Loyens et al., 2009; Kala et al., 2010). The programme philosophy acknowledges that students are adults and bring to this educational experience a diversity of previous learning, experience and skills and, therefore, that the learning will be experienced and processed differently by different students. The approach is learner-centred, acknowledging that learning is a social and active process. The intention is to facilitate the learner in constructing rather than merely acquiring knowledge, developing new ideas using prior knowledge (how to learn); sharing ideas and promoting learner self-management, through learning experiences which engage the whole person.

The development of knowledge, skills, attitudes and behaviours required to demonstrate professional competence in midwifery takes

place most effectively when learners are engaged in educational activities based on real-life situations, (Knowles, Holton & Swanson, 1998); that is, within the social context of midwifery care. This is accomplished by the immersion of students in midwifery practice early on in their programme and for more than half of the time of their programme and the centrality in the programme of students' verbal and written reflection, self- assessment in theory and practice, and participation in practice-focused problem-solving activities and simulated scenarios, (Fraser et al 2010, Brandon, 2010).

The construction of knowledge and skills will be further enhanced through inter-professional collaboration with clients and with students and practitioners from a range of healthcare professions. Such activities provide relevant, contextual learning opportunities and contribute to the promotion of collaborative practice at the same time as viewing students as active, self- directed participants rather than passive recipients of knowledge, (Zachary and Daloz, 2000). The element of the learning entails, therefore, a joint effort by learners and teachers to build upon an existing scaffold the foundations of knowledge, skills and attitudes required of a qualified midwife. The element of learning referred to as **Collaboration** prepares students to make use of a wide range of resources to make sense of the experiences and situations they are learning to manage, seeking to access and take account of the varied perspectives and contributions of clients and other professionals when judging situations and acting on them.

The final element of the teaching strategy, **Consolidation**, entails an approach to students' use of the skills of reflection and learning from experience which seeks to use the contribution of other perspectives: those of other learners, other professionals and those to whom the student gives care. The re-evaluation and enrichment of experience through the process of reflection is a fundamental activity in professional practice and the part it plays within the educational process is well documented, (Schön, 1983; Kolb, 1984; Boud, et al., 1985a; Weir and McGill, 1989). In most accounts reflection is described as a student responding to and analysing their own experience. However, if the reflective process is undertaken 'with others', as, Boud et al., (1985,) advocate, cognitive associations can be made which enable the student to move beyond merely assimilating or accommodating new knowledge into their existing cognitive framework. The sharing of reflections with peers and clients allows for introducing other perspectives and opens reflection to mediation by social interaction. Reflection can be undertaken not solely as one- person activity but rather achieved through social interaction and dialogue with others or oneself. The programme will include opportunities for reflection through mutual dialogue, (Bird, 2007), including peer-to-peer and client-to-student feedback, contributing to dialogues which facilitate the exploration of multiple perspectives and the exchange of experiences and ideas vital to the social construction of knowledge and the development of responsive and self-aware practitioners.

Midwifery at Keele

Keele is the UK's largest campus-based University and was founded on the principle that a different kind of University education was needed, one which produced distinctive graduates, who were able to balance essential specialist and expert knowledge with a broad outlook and independent approach. The School of Nursing & Midwifery remains committed to this approach.

The University campus extends over more than 600 acres and offers students from the School access to a broad selection of academic and social resources including the main Library, the Student Union, sports and other leisure facilities, learning support resources and student housing. Most of the teaching on the Programme is provided in the Clinical Education Centre, based on the site of the University Hospitals of North Midlands NHS Trust, about three miles away from the main campus. Proximity to the hospital site enables easy access to clinical areas for students and staff and also makes the School easily accessible to Trust staff contributing to teaching and programme evaluation events. The purpose built maternity Unit opened in April 2009 and is well equipped and appointed. The Women's Centre at County Hospital, Stafford, has been recently renovated and is integral to the placement circuit for midwifery students.

Midwifery students at Keele are part of a wider Faculty of Medicine and Health Sciences including Schools of Medicine, Pharmacy and Health and Rehabilitation which enables a wide range of meaningful inter- professional working and learning. Midwifery students work alongside students from medicine, physiotherapy, nursing, pharmacy and social work in a planned programme in each year. In addition, a number of innovative learning experiences, for example advanced IPE workshops, are organised between specific professional groups with whom midwives will work closely after qualification. Students are prepared to practice advanced clinical skills relevant to midwifery using simulation within the clinical skills laboratories.

The high quality of midwifery education at Keele is evidenced by the outcomes of the National Student Survey 2018 results with top rankings in course satisfaction and an intellectually stimulating programme. The School of Nursing & Midwifery and Faculty for Medicine and Health Sciences is consistently rated highly featuring in the top 10 institutions. The School and midwifery team have an excellent relationship with our local Trust which provides support for students' to achieve an excellent standard of practice. The School is committed to developing a vibrant and supportive environment for students which facilitates development of confidence and competence in academic studies and clinical performance and a commitment to engage with the wider community.

This Programme reflects the aspirations shared across Keele University to equip students completing our programmes with a set of distinctive graduate attributes. 'Your Keele Journey' explains the Keele approach to education, which covers not only your academic curriculum, but also all the opportunities Keele offers you to develop additional skills and knowledge alongside the subjects you are studying. The Keele approach to education provides you with an opportunity to design your individual student experience, in order to develop your knowledge, skills, attitudes and values and enhance your talents so you can make a difference to your world. As a Keele graduate we want you to leave us clear about who you are and what you want to be, and be equipped to achieve your goals. It's little wonder the Keele educational approach is considered an amazing foundation for life. It's the Keele difference. You can find more information on the Keele Approach to Education here: <http://www.keele.ac.uk/journey/>

4. Aims of the programme

The broad aims of the programme are to:

- Develop skilled and knowledgeable practitioners, able to provide evidence-based, woman-centred care to childbearing women and their families in a range of settings and to ensure the provision of excellent care for childbearing women, their families and the wider community;
- Ensure you achieve the Nursing and Midwifery Council (NMC, 2009) standards of competency for entry to the Professional Register as a Midwife;
- Develop midwives who apply a woman-centred approach to care based on partnership, which respects the individuality of the woman and her family;
- Enable you to acquire the knowledge, skills and attitudes necessary to become thoughtful and effective professionals who provide high quality care based on best evidence, responsive to the changing context of midwifery practice, and delivered to standards agreed at local, national and international levels;
- Provide challenging and broad based education that develops your personal, professional and academic competence and abilities;
- Develop midwives who will act as leaders in their professional practice;
- Develop midwives who promote ethical and non-discriminatory practices;
- Enable you to work in collaboration with service users, carers, professionals and other agencies;
- Ensure that you can recognise and effectively manage safeguarding issues affecting clients and their families;
- Develop the concept of life-long learning in students, encompassing key skills, including communication and teamwork.

5. What you will learn

The learning outcomes correspond to the competencies defined by the NMC, (2009), as the foundation of midwifery practice, underpinned by the skills of critical thinking and analysis acquired in degree level study, (QAA 2001).

At the end of the programme, the student will be able to:

- Deliver a high standard of midwifery practice, based on evidence and a sound understanding of the physiological, social and psychological dimensions of childbearing and women's and families' needs during this experience;
- Communicate effectively with women and their families throughout the pre-conception, antenatal, intrapartum and postnatal periods;
- Work in partnership with women and other care providers during the antenatal, labour and postnatal period to provide seamless care and appropriate interventions throughout pregnancy, labour and postnatal periods, to women, the fetus and the newborn baby;
- Support the creation and maintenance of environments that promote health, safety and wellbeing of women, babies and others and contribute to enhancing the health and social wellbeing of individuals and their communities;
- Practise in ways which respect, promote and support individuals' rights, interests, preferences, beliefs and cultures and maintain confidentiality of information;
- Practice in accordance with The Code: professional standards of practice and behaviour for nurses and midwives, (NMC, 2015), consistent with the legislation relating to midwifery practice and other relevant legislation;
- Undertake activity, such as audit and research, to monitor, evaluate and optimise the care of women, babies and their families;
- Undertake appropriate emergency procedures to meet the health needs of women and babies.

6. How is the programme taught?

Programme content is delivered by means of three year-long modules. A variety of learning and teaching methods will be used throughout this programme in recognition of the range of subject matter and skills needed by students to develop competency for entry to the professional register. Teaching will be undertaken in both the university and clinical placement environments and all modules are constructed on the basis of integration of theoretical and practice-based learning.

The learning and teaching methods that will be used during the programme to enable you to achieve the learning outcomes include:

- **Lead lectures:** the lecturer will impart information, stimulate interest and provide a medium for the considered application of theory to practice and provide you with a framework and context for further reading and independent study, to broaden and deepen their existing professional knowledge and understanding of the core principles of midwifery
- **Tutor led tutorials:** the lecturer will focus on a topic of interest and relevance to the module with in depth discussion in a small group to further develop your confidence, competence and communication skills. Tutorials will be arranged as both individual and small group sessions with an emphasis on individual student development and opportunity given to:
 - Explore specific learning intentions and /or any difficulties;
 - Provide formative feedback and clarification of learning;
 - Create a climate for learning through structured reflection on practice and the inter-relationship with knowledge and research;
 - Provide effective support for students.
- **Student led tutorials, seminars & small group presentations:** you will lead the discussion on a topic of interest and relevance to the module as part of a small group or on a one to one basis. This enables you to explore a topic to considerable depth and to rationalise their opinions and actions within the safe but challenging company of their peers
- **Clinical practice:** you will engage in both clinical and simulated practice. Simulated practice enables you to acquire, in a safe environment, a range of practical and technical skills, some of which must be completed before commencing on practice placements. Practice placement is supervised by a named mentor who will facilitate your acquisition of skills and provide

developmental and summative assessment of achievement. A tripartite meeting will be held at least once each year between your sign off mentor, personal tutor and you (Fraser et al 2010).

◦ You enjoy supernumerary status while in your practice placements and all experience is education-led

- **Caseload holding:** The integration of theory and practice, communication and clinical skill, appreciation of social and physiological influences and awareness of women as autonomous individuals will be facilitated by the opportunity of holding a small caseload of women. In accordance with guidance for Standard 13 (NMC 2009) you will be required to identify two or three women each year of the programme, with whose antenatal care you have been involved. Requirements vary in each year but in principle, with the agreement of the woman and the your sign off mentor, you will arrange ongoing contact with the woman throughout her pregnancy, attending antenatal and other visits when possible and making yourself available in your third year to be called when the woman goes into labour so that she can be involved in her birth, either giving support and/or direct care as appropriate. You will arrange to follow the care of the woman and baby postnatally. The management of this process will be supported by clear guidelines for your sign off mentor and yourself with evidence of the experience reflected in your portfolio.
- **Problem solving scenarios:** case-based scenarios will be used to focus your attention and develop your problem solving skills to facilitate linking of theory and practice. Scenarios encourage critical analysis and evidence based discussion as you are drawn into the rhetoric/reality debate that such scenarios often generate.
- **Case study presentations:** the lecturer and/or yourself will present a specific case and use this as a vehicle for discussion and critical analysis
- **The Midwifery Student Forum/Midwifery Society:** the forum offers the opportunity for midwifery students in all cohorts to meet together formally to share experiences and knowledge and to develop the skills of peer support that are part of the repertoire of midwifery skills. Latterly a Midwifery Society has been established with support from the Students Union, to support student learning. At the beginning of each academic year, established students buddy new students and provide them with one-to-one support in their orientation to student life and to the programme
- **Interprofessional Education (IPE):** you will undertake a series of planned learning activities in each year of their programme within groups composed of students from a variety of other programmes in the Faculty. Learning is facilitated using problem-based scenarios, exercises in root cause analysis, critical appraisal of interprofessional working in the practice environment and workshops on clinical decision making and interprofessional communication
- **Independent study:** you will undertake self-directed activity to meet the various demands of each module and its assessment. This is particularly relevant to portfolio development and the final year project
- **Clinical Supervision workshops:** these workshops are supported by midwifery lecturers to address issues drawn from your own experience and to support a solution focussed approach and greater resilience.
- **Linkage with community-based organizations (user/carer involvement):** you will be required to identify and become involved with at least one community-based advocacy, self-help or support group which addresses the needs or interests of childbearing women. You will be expected to gain knowledge of the aims and objectives of the organisation and to engage, as appropriate, with its activities e.g. attend meetings, participate in events. You will share emergent knowledge and experience in seminar work and at the Midwifery Society, as well as documenting the associated learning in your Portfolio
- **Portfolio:** to introduce you to the Nursing and Midwifery Council, (2015), revalidation requirements and prepare you for employment opportunities, you are advised to maintain a portfolio as a collection of evidence of your development although this will not be assessed.
- **Keele Virtual Learning Environment (KLE)** will be used to support and complement the blended learning approach of the curriculum. Module content will be developed using the KLE where appropriate. Additionally, KLE will be used to host discussion groups. The blended learning approach adopted in this programme meets your needs and anticipates the increasing importance of learning technology in employment and life-long learning

You will work with your practice assessors in the placement context to structure the learning around an adapted Steinaker and Bell framework, (Steinaker and Bell, 1979). In this experiential teaching and learning model, five levels of development are defined: 'exposure' to the practice environment and your role in it, 'participation' under direction and direct supervision of practice supervisors and assessors, 'identification', in which you begin to initiate and evaluate your contribution, 'internalisation', whereby you demonstrate use of past experience and plans behaviour, and 'dissemination', characterised by the ability to transfer learning in new contexts and motivate and influence others. Use of this framework for assessment will rely on self-assessment and your practice assessors will formatively and summatively assess knowledge and skills in a valid and reliable manner. The adapted Steinaker and Bell framework will help both you and your practice assessors to evaluate current levels of achievement and identify areas for further development.

It is expected that you will achieve at least the level of "internalisation" by the end of the programme with some evidence of achievement at Level 5 ("dissemination"). Minimum acceptable levels of development at earlier points will be defined as guidance to assist you and your practice assessors in decisions about progress and at each progression point.

These learning and teaching methods are the means by which the construction, collaboration and consolidation of learning are realised throughout the programme. Preparation of a practitioner able to deliver, most effectively, the health and social support needs of childbearing women and their families and contribute to the public health dimensions of maternity care, requires that educational and learning processes achieve integration of your learning and application of theory to practice and this objective is embedded in our learning and teaching strategies.

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Personal Tutors or module teaching team members on a one-to-one basis.

7. Teaching Staff

The midwifery teaching team is led by the Lead Midwife for Education who is a Senior Lecturer and a member of the School Executive Committee. The midwifery teaching team are registered midwives and have NMC recordable teaching qualifications and University

approved teaching qualifications.

The teaching staff in the School hold active NMC registration as either a nurse or midwife; those from other Schools who contribute to the programme are registered with the appropriate professional body. The majority of staff have recordable teaching qualifications or are working towards achievement of this. Moreover, they have extensive experience of teaching at undergraduate and postgraduate level and many are external examiners. Some staff have dual qualifications. Staff are actively encouraged to hold honorary contracts with health care provider organisations and to utilise this to ensure they remain updated with contemporary issues within their own field. A number of staff have additional roles or memberships with external organisations for example, range of local, regional and national networks, NMC Quality Assurance Visitor, Members of Professional and Clinical National Committees and Local Provider Committees. A growing number of staff within the School have PhD's and there is a robust professional development strategy which includes an annual research and scholarship programme, alongside annual appraisal and personal development planning.

Honorary lecturers, visiting lecturers and leading clinicians are integral to the delivery of modules within the programme and are used where appropriate; in addition the School regularly offers secondment opportunities to clinical staff.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

8. What is the structure of the Programme?

There are three mandatory modules each one year long - see table 8.1 for the programme structure within each module and table 8.2 for the visual overall programme plan.

Optional elements within the programme are concentrated within the provision of five weeks consolidation period in modules 1 & 2 and four weeks in module 3. The consolidation period can be used for theory and practice based activities, depending on your individual requirements and/or preferences and options available. There must be a minimum one week non-assessed practice placement in an area of your choice within the placement circuit to ensure fulfilment of programme hours requirements. The arrangements of the consolidation weeks vary such that in modules 1 and 2 the consolidation weeks are arranged in two one weeks and a set of three weeks model. Year 3 is different with a four week consolidation period towards the end of the module. The difference between the arrangements is based on students' experience in previous cohorts and managing progression through the programme. Priorities for use of the time within the consolidation weeks are:

1. For resubmission any theory or practice assessments not achieved at the first attempt within the year;
2. To make up time lost to the programme due to sickness/absence and ensure programme hours are achieved;
3. Particularly in your third year to complete the EU requirements;
4. In your second and third year to participate and complete the optional Newborn and Infant Physical Examination study component;

If all theory and practice assessments have been successfully passed, there is no need to make-up time lost to the programme, you can choose how you wish to use the consolidation weeks. Some suggestions are:

- Undertake project work in a area/topic of interest which will benefit your development as a midwife
- Prepare an article for publication
- Engage with the work of a voluntary group connected with the maternity services
- Undertake a period of observational experience in another institution. This will require planning ahead and must be discussed well in advance with the personal tutor
- Consolidate an aspect of clinical practice (not assessed)
- Visit different areas of clinical practice

You will be required to submit to your Personal Tutor a detailed personal learning plan well in advance of the consolidation period. The plan will specify intended learning outcomes and the evidence to be used to validate their achievement including programme hours. The learning plan will have to be discussed with and approved by the Personal Tutor prior to arrangements being confirmed.

The programme arrangements are identified in **table 8.1** meeting the requirement of the NMC (2009).

Table 8.1: Arrangement of weeks in years 1, 2, 3

YEAR 1 MODULE 1**INTRODUCTION TO MIDWIFERY**

45 weeks hrs (1,536hrs) in length plus 7 weeks annual leave -

120 credits @ level 4 (certificate)

Theory based learning: 22 weeks (616hrs @28hrs/week)

Practice based learning: 18 weeks (720hrs @ 40hrs/week)

Consolidation weeks: 5 (200hrs @40hrs/week)

YEAR 2 MODULE 2**DEVELOPING AS A MIDWIFE**

45 weeks (1,536hrs) in length plus 7 weeks annual leave

120 credits @ level 5 (intermediate)

Theory based learning: 22 weeks (616hrs @28hrs/week)

Practice based learning: 18 weeks (720hrs @ 40hrs/week)

Consolidation weeks: 5 weeks (200hrs @40hrs/week)

YEAR 3 MODULE 3**BECOMING A MIDWIFE**

45 weeks (1,560hrs) in length plus 7 weeks annual leave

120 credits@ level 6 (Honours)

Theory based learning: 20 weeks (560hrs @ 28hrs/week)

Practice based learning: 21 weeks (840hrs @28hrs/week)

Consolidation: 4 weeks (160hrs @ 40hrs/week)

Table 8.2 Programme Plan - this is subject to change from 2020 onwards due to regulatory changes by the NMC (click link to view)

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
Level 4	120	0	0	0	0
Level 5	120	0	0	0	0
Level 6	120	0	0	0	0

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
Introduction to Midwifery	NUR-10040	120	Trimester 1-3

Level 5

Compulsory modules	Module Code	Credits	Period
Developing as a midwife	NUR-20134	120	Trimester 1-3

Level 6

Compulsory modules	Module Code	Credits	Period
Becoming a Midwife	NUR-30182	120	Trimester 1-3

Table 8.3: Distribution of course time according to allocation of Consolidation Weeks

Possible Consolidation Arrangements (40hrs/week)	Weeks of practice (40hrs/week)	Hours of practice	Weeks of theory (x28hrs/week)	Hours of theory	Total programmed weeks (excluding annual leave)	Total programme hours (minimum 4600hrs)
1 week consolidation in practice with 4 weeks theory in modules 1 & 2 & 3 weeks in module 3	60	2,400hrs (51%)	64	2,232hrs (49%)	135 (100%)	4,632hrs
2 weeks consolidation in practice with 3 weeks theory in modules 1 & 2 & 2 weeks in module 3	63	2,520hrs (54.5%)	72	2,112hrs (45.5%)	135 (100%)	4,632hrs
3 weeks consolidation in practice with 2 week theory in modules 1 & 2 and 1 week in module 3	66	2,640hrs (57%)	69	1,992hrs (43%)	135 (100%)	4,632hrs

Scope of students' practice experience

In accordance with Standard 13 (NMC, 2009) you will experience and be involved in supporting women birthing in a variety of settings including caseloading for a small group of women, to give you a breadth of experience and opportunities for learning. The placements will include:

Module 1: longer placements at the Royal Stoke Hospital with the community midwifery services and the Midwife Birth Centre with shorter placements at the Women's Centre in the County Hospital at Stafford, working with a Health Visitor and a number of hospital

based services at the Royal Stoke Hospital: antenatal/postnatal wards (including transitional care), antenatal clinic (ANC), the early pregnancy assessment unit (EPU), maternity assessment unit (MAU), the infant feeding teams and sexual health services.

Module 2: longer placements at the Royal Stoke Hospital in the delivery suite and the antenatal and postnatal wards (including transitional care) and shorter placements in obstetric theatre, neonatal intensive care unit, maternity assessment unit (MAU). You also have the opportunity to plan an elective placement - locally, nationally or internationally.

Module 3: longer placements at the Royal Stoke Hospital including delivery suite, the antenatal and postnatal wards (including transitional care) and the community midwifery services.

Your caseloading experience will adopt the following:

- Year 1 - during your community placement you will follow 3 low-risk mothers care through her antenatal and postnatal periods.
- Year 2 - during your ward based placement you will follow 2 high risk ladies through their antenatal and postnatal experiences;
- Year 3 - during your community placement you will follow 2 ladies through their antenatal and postnatal experiences and be on call for their intrapartum care.

You will enjoy supernumerary status while on practice placements and all experiences will be planned to maximise learning opportunities.

Module learning outcomes and corresponding assessments

Module learning outcomes have been organised to correspond to the four domains of midwifery practice as defined by the NMC (2009). The tables following define module learning outcomes in each domain and the assessment strategies associated with them.

Assessment in clinical practice accounts for 50% of the Module grade in each of the three years of the programme. Five components make up this part of the assessment, some of which are awarded a numerical grade and some assessed on a pass/fail basis. The five components and their proportional values are:

- Grading of practice - 20%
- Reflection on the Code - 20%
- OSCE - 10%
- Computer software numeracy test assessment - pass/fail
- Clinical competency (Ongoing Record of Achievement (ORA)) - pass/fail

Assessment of the theoretical component of the programme is comprised of different elements and proportions in each of the three year-long modules.

In addition there are the following assessments:

Module 1

- Multiple choice examination - 25%
- Communication reflection - 25%

Module 2

- Multiple choice examination - 25%
- Health Promotion Project - 25%

Module 3

- Written exam - 25%
- Service Improvement Project - 25%

The following table maps all the module learning outcomes against the following standards and benchmarks:

- Programme learning outcomes
- The domains within the Nursing and Midwifery Council (NMC) Midwifery Competencies, (NMC, 2009)
- NMC Essential Skills Clusters (ESC) for Midwifery (within NMC, 2009)
- Quality Assurance Agency (QAA) subject benchmarks for midwifery (QAA, 2001)

and identifies achievement at the two progression points - end of year 1 and entry to the register.

The key to abbreviations used in the table is as follows:

NMC Midwifery Competencies, (NMC, 2009)

EMP - Effective Midwifery Practice

PEP - Professional and Ethical Practice

DIMO - Developing the Individual Midwife and Others

AQC - Achieving Quality Care through Evaluation and Research

Competencies are referred to in the table with reference to the following list:

Domain 1: Effective Midwifery practice

1. Communicate effectively with women and their families throughout the pre-conception, antenatal, intrapartum and postnatal periods
2. Diagnose pregnancy and assess and monitor women holistically throughout the pre-conception, antenatal, intrapartum and postnatal periods using a range of assessment methods and reaching valid, reliable and comprehensive conclusions
3. Determine and provide programmes of care and support for women
4. Provide seamless care and, where appropriate, interventions, in partnership with women and other care providers during the antenatal period
5. Refer women who would benefit from the skills and knowledge of other individuals
6. Care for, monitor and support women during labour and monitor the condition of the fetus, supporting spontaneous births
7. Undertake appropriate emergency procedures to meet the health needs of women and babies
8. Examine and care for babies immediately after birth
9. Work in partnership with women and other care providers during the postnatal period to provide seamless care and interventions
10. Examine and care for babies with specific health or social needs and refer to other professional or agencies as appropriate
11. Care for and monitor women during the puerperium, offering the necessary evidence-based advice and support regarding the baby and self-care
12. Select, acquire and administer safely a range of permitted drugs consistent with legislation, applying knowledge and skills to the situation which pertains at the time
13. Complete, store and retain records of practice which are accurate, legible and continuous; detail the reasoning behind any actions taken, contain information necessary for the record's purpose
14. Monitor and evaluate the effectiveness of programmes of care and modify them to improve the outcomes for women, babies and their families
15. Contribute to enhancing the health and social wellbeing of individuals and their communities

Domain 2: Professional and Ethical Practice (PEP)

1. Practice in accordance with the Code (NMC, 2015) within the limitations of the individuals own competence, knowledge and sphere of professional practice, consistent with legislation relating midwifery practice
2. Practice in a way which respects, promotes and supports individuals' rights, interests, preferences, beliefs and cultures
3. Practice in accordance with relevant legislation
4. Maintain confidentiality of information
5. Work collaboratively with the wider healthcare team and agencies
6. Manage and prioritise competing demands
7. Support the creation and maintenance of environments that promote the health, safety and well-being of women, babies and others
8. Contribute to the development and evaluation of guidelines and policies and make recommendations for change in the interests of women, babies and their families

Domain 3: Developing the Individual Midwife and Others (DIMO)

1. Review, develop and enhance the midwife's own knowledge, skills and fitness to practice
2. Demonstrate effective working across professional boundaries and develop professional networks

Domain 4: Achieving Quality Care through Evaluation and Research (AQC)

1. Apply relevant knowledge to the midwife's own practice in structured ways which are capable of evaluation
2. Inform and develop the midwife's own practice and the practice of others through using the best available evidence and reflecting on practice
3. Manage and develop care utilising the most appropriate IT systems
4. Contribute to the audit of practice in order to optimise the care of women, babies and their families

NMC Essential Skills Clusters

C - communication

IC - initial consultation between the woman and the midwife

NL - normal labour and birth

BF - initiation and continuance of breastfeeding

MM - medical products management

QAA Midwifery Subject Benchmarks

- A. Expectation of the midwife as a professional
 - A1 Professional autonomy and accountability
 - A2 Professional relationships
 - A3 Personal and professional skills
 - A4 Professional and employer context
- B. Application of practice in securing, maintaining or improving health and wellbeing
 - B1 Identification and analytical assessment of health and social care needs
 - B2 Formulation of plans and strategies for meeting health and social care needs
 - B3 Practice
 - B4 Evaluation
- C. Subject knowledge, understanding and skills that underpin education and training of midwives
 - C1 Knowledge and understanding
 - C1.1 Midwifery
 - C1.2 Life Sciences
 - C1.3 Social and behaviour sciences
 - C1.4 Ethics, law and humanities
 - C2 Skills
 - C2.1 Communications and interpersonal
 - C2.2 Information gathering and analysis
 - C2.3 Care delivery
 - C2.4 problem solving, data collection and interpretation

TABLE 8.4: [MAPPING OF LEARNING OUTCOMES AGAINST CORE DOCUMENTS \(click for link to the Mapping tables\)](#)

9. Final and intermediate awards

The programme is designed to educate midwifery practitioners. Consequently the expectation is that students will complete the full programme of study obtaining 360 credits and so be awarded a BSc (Hons) Midwifery. Students usually accumulate 120 credits per academic year. If a student leaves the programme before completing 360 credits they may be eligible for an alternative award, as detailed below - none of these awards will include the word 'Midwifery'. Midwives must complete an approved programme of study (minimum 360 credits) in order to be eligible to apply for professional registration.

Credits required for each level of academic award are as follows:

Honours Degree	360 credits	You will require at least 120 credits at levels 4, 5 and 6
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher

10. How is the Programme Assessed?

The assessment strategy reflects the aims and philosophy of the programme whereby students engage in educational activities that integrate the theory and practice of midwifery practice and enable them to acquire the knowledge, skills, attitudes and behaviours associated with professional midwifery competence (NMC, 2009). A range of assessments are used to test NMC standards of proficiency in all aspects of the curriculum.

The strategy reflects the requirements of professional, regulatory and statutory bodies (NMC, 2009; QAA, 2001; QAA, 2008), University Regulations and is informed by service-users, clinical colleagues, students and the course development team.

All modules include assessment of theory and practice, and students must be successful in all assessment components to pass the module. Equal emphasis is placed on the assessment of theory and the assessment of practice performance within the programme and integration of the two components occurs throughout the assessments and in the Portfolio. All modules are summatively assessed. Formative assessment is also structured to include self- and peer- assessment and to allow staff to support students to develop and improve on an ongoing basis. Although formative work is not graded it is compulsory and the feedback provided will be essential for students' learning and progression.

In recognition of the varied learning styles of adult learners and the complex range of skills required of a registered midwife, a multi-method approach to assessment is used throughout the programme to test the application of midwifery knowledge to practice as well as facilitating students' development and progression. The following list is representative of the variety of assessment methods used within Midwifery:

- Continuous assessment of practice
- Written assignments
- Practical examinations
- Individual and group presentations
- Unseen examinations
- Project

Assessments are specified at the level ascribed to individual modules and reflect the increasing specificity and complexity of the learning outcomes that the students will be required to achieve for the progression points. The project is designed to provide students with an opportunity not only to explore literature relating to an issue in placement from a theoretical perspective but to relate that evidence to practice through work with local healthcare partner providers.

The schedule of assessments has been structured to give you maximum opportunity to link your theoretical learning to their practice development. By staggering the submissions of theoretical assessments, the aim is to enable you to organise this workload and learning effectively.

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You are also assessed formatively in year 1 to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also normally provided on all summative assessments within five working weeks of submissions, and more informally in the course of tutorial and seminar discussions.

Overview of Summative Assessment Strategy

YEAR ONE							
Formative written exercise 1000 words	Computer software - numeracy test of medicines calculation (must achieve 70%)	Examination (Biology/Physiology application) MCQ exam 1 hour	Communication skills: Simulated exercise with peer review and reflection	OSCE Structured assessment on selected clinical tasks	Reflection on the Code (NMC, 2015) Formative and summative assessment	Practice based grading of practice Formative feedback and summative assessment	Practice based assessment Formative feedback and summative assessment of achievement of learning outcomes
Formative	Pass/Fail	25%	25%	10%	20%	20%	Pass/Fail

YEAR TWO						
Computer software - numeracy test of medicines calculation (must achieve 80%)	Exam MCQ 1.5hours	Health promotion tool and presentation	OSCE Structured assessment on selected clinical tasks	Reflection on the Code (NMC, 2015)	Practice based grading of practice Formative feedback and summative assessment	Practice based assessment Formative feedback and summative assessment of achievement of learning outcomes
Pass/Fail	25%	25%	10%	20%	20%	Pass/Fail

YEAR THREE						
Computer software - numeracy test of medicines calculation (must achieve 100%)	Service Improvement Project	Written unseen exam 3 hours	OSCE Structured assessment on selected clinical tasks	Reflection on the Code (NMC, 2015)	Practice based grading of practice Formative feedback and summative assessment	Practice based assessment Formative feedback and summative assessment of achievement of learning outcomes
Pass/Fail	25%	25%	10%	20%	20%	Pass/Fail

Clear guidance on all assessments will be given to students and support will be available for students experiencing difficulties. Detailed, constructive and timely feedback will identify students' areas of strength and areas for further improvement. You will be encouraged to reflect on your theoretical and practical learning using reflection to assess your own development. This will enable you to become a more independent learner as you progress through your programme and will support the development of an autonomous practitioner. There will be specialised support available for any student experiencing learning difficulties from the Student Services within the central university.

Assessments have also been designed to facilitate the development of transferable skills that can be applied for the benefit of service users, families and yourself. Similarly, the preparation of assessments will offer you the opportunity to demonstrate knowledge and application of your developing research skills (i.e. literature searching and reviewing, application and critique of research methods and evaluation of evidence). You must successfully complete all assessments and also demonstrate professional conduct and good health and character in line with NMC Standards (NMC 2009) to achieve your BSc award and apply for entry to the professional register.

Formative assessment

Module assignments include a number of formative elements to provide the foundation on which students can develop their knowledge, skills, attitudes and behaviours. Formative written 'feed forward' on your written work, academic and presentational skills will support you to undertake summative assessment having had an opportunity to develop the techniques necessary for success.

During practice placements, formative feedback will be provided on a continuing basis and a formal formative self- and mentor assessment will be undertaken at the midpoint of each placement. Midpoint assessment will allow you to generate plans for learning in consultation with your mentor and so optimise learning opportunities and achievement during the placement.

Management of the assessment process will be in accordance with University academic regulations.

10.1 Practice Placement

To support you in achieving your learning needs during placements, you will be allocated a clinical registered midwife in each placement who has additional training to guide and support you in the development of your midwifery skills and knowledge by means of supervising the application of skills and knowledge in the real world setting. At the time of writing this role is undertaken by the sign-off mentor, (NMC, 2009). This will change during your programme (due to NMC 2018 changes) to a practice supervisor and assessor. You will work with several midwives during a midwifery placement and as you progress from placement to placement, giving you the opportunity to learn by observation, direct supervision and participation in placement. Your clinical midwife (whether sign off mentor or practice assessor/supervisor) will early in each placement meet with you for an initial interview during which you will be inducted to the placement environment, discuss the learning opportunities available and how these may be facilitated, and to identify and record any areas for development that have been previously identified in your practice assessment documentation. A process of continuous assessment, feedback and achievements will be recorded throughout your placement. To assist with your progression from one placement to the next, you will use evidence from your practice assessment documentation to discuss progress with your allocated midwife assessor, your reflections and achievements from the current and previous placements along with areas of your practice that have been identified as requiring further development.

Clinical performance will be assessed both formatively and summatively in each module. The assessment process aims to ensure validity and reliability of assessment of practice. Support and guidance will be available to assessors and supervisors in update sessions and from link lecturers and personal tutors. You will be encouraged to reflect on and discuss your learning needs with your assessors and supervisors during placements. To support this dialogue, you will formatively self-assess your progress at the mid- and final points of each placement to enable a learning plan to be produced. You will provide assessors with evidence of your achievement of learning in practice and achievement of progression point criteria. Assessors will use a variety of additional sources of evidence to assess your achievement, such as feedback and testimonials from service users and their relatives, other midwifery colleagues and supervisors with whom you have worked, and your self-evaluation and reflection. Should the mid-point assessment demonstrate a failure to reach expected levels of achievement an action plan will be developed collaboratively by the assessors, you and link lecturer, which will clearly identify areas for further development and strategies for achieving success.

For each year-long module you will be provided with an Ongoing Record of Achievement (ORA) containing guidance for you and your assessors along with details of the skills and learning outcomes to be achieved during the placement. To aid you and assessors in judging whether or not an outcome has been achieved, performance criteria are provided. These provide guidance as to what you may reasonably be expected to demonstrate in achieving each outcome. The use of such criteria will help in ensuring that the assessment of practice is fair and equitable. To support this process, you will provide and reflect on the evidence upon which you have based their practice, how you have met the performance criteria and, thereby, achieved the learning outcome. The assessment decision at the end of the placement in determining whether learning outcomes have been achieved will indicate that you have either passed or failed. Assessors will score your performance using the adapted Steinkaker and Bell framework, (1979). This framework assists both the assessor and you to identify reasonable performance that can be expected for the stage of your course and also to identify opportunities in placement to help you progress to the next level. By so doing, the validity and reliability of the assessment process is enhanced.

If you fail to meet required outcomes at first attempt in your practice assessment, a period of time during your consolidation period when reassessment will take place. During this period, you will be guided and supported by your assessor and the link lecturer for the placement. An action plan will be developed by all three parties to assist the student in achieving their outcomes. Failure to achieve a pass grade at reassessment will result in you being referred to the school progress review panel.

10.2 Progression

The end of each year of study represents a progression point through which you will move to enter the next level of academic study. You cannot progress to the next level unless the designated learning outcomes have been met as demonstrated by successful completion of all module assessments. In order to progress the student must:

- Have passed all module assessments;
- Completed the module hours both theory and practice;
- Be able to complete the award within the maximum allowed study period for the award, in line with the Course Regulations.

Progression in clinical performance will be demonstrated within the ORA. All specified learning outcomes within the ORA must be achieved and the assessor prior to progression. At the beginning of the clinical placement in Years 2 and 3 the assessor and yourself will review the ORA as a basis for the learning plan for the year.

If you are unable to progress to the next academic level successfully then in accordance with Standard 15, (NMC, 2009) you will be allowed a 12 week time limit whilst you commence the following module only if you have exceptional circumstances and have been unsuccessful at two attempts in assessments. Should this occur you will have a discussion with the award lead and the Lead Midwife for Education (LME) to agree the best way forward.

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within a reasonable timeframe of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year/stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students but with the professional requirement to fulfil 4600 programme hours (EUA, 2014) and 45 programmed weeks (NMC, 2009).

Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	19%	28%	53%
Year 2 (Level 5)	19%	28%	53%
Year 3 (Level 6)	17%	24%	59%

12. Accreditation

This subject/programme is accredited by the Nursing & Midwifery Council. Please note the following:

- All modules are compulsory and are to be undertaken in sequence. Entry to a subsequent module is dependent on successful completion of the previous module and achievement of the progression point.
- **Regulations:** Your programme has professional accreditation and there are specific regulations, which you have to agree to abide by - see the Programme-Specific Regulations Annex at the end of this document.
- **Study abroad:** Students are unable to study abroad - there is a self-funded elective period within the programme when students can elect to explore women's health locally, nationally or internationally

13. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

14. Other Learning Opportunities

The School of Nursing and Midwifery has excellent facilities and is situated within the interprofessional Clinical Education Centre (CEC) at the University Hospitals of North Midlands NHS Trust (UHNM) and provides a state-of-the-art learning environment which is shared between the Schools of Nursing and Midwifery and Medicine. The teaching accommodation includes a lecture theatre, various size classrooms, seminar rooms, tutorial rooms and a clinical skills suite. The clinical skills suite has recently been extended, refurbished and equipped to a high standard to facilitate a wide range of clinical skills learning and simulation. The suite is jointly managed and resourced between the University Faculty of Health and UHNM postgraduate medicine which enables a greater range of equipment to be provided alongside enhanced Inter Professional Learning activities to be undertaken. The school has purchased a range of electronic packages and licences to aid dynamic, flexible individualised learning including authentic world drug calculation, lab tutor and pebble pad e-portfolio.

In addition to the University Learning Resource Centre and Library facilities on main campus, the School provides excellent facilities with a 75-seated computer suite and multidisciplinary health library. This provides an extensive range of books, journals and electronic resources <http://www.keele.ac.uk/healthlibrary/>. Information skills training and academic writing skills sessions are available from library staff. The Library and IT Suite have extended open hours.

The virtual learning environment will be utilised via Keele Learning Environment (KLE) as a resource to support and complement the learning and teaching approach of the curriculum.

Practice Learning

Practice constitutes a minimum 51% (60 weeks) and a maximum of 57% (66 weeks) of the curriculum. Placements have been planned

to comply with NMC Standards for students to experience delivery of midwifery care in a range of contexts (NMC, 2009).

Quality Monitoring of placements

An audit process is in place to ensure the maintenance of educational standards in practice. Implementation of the NMC standards (NMC, 2008c) to support learning and assessment in practice is overseen in partnership by the Practice Placement Quality Lead Lecturer (PPQL) and Clinical Placement Facilitators (CPFs).

Students will be supported in practice by sign off mentors in line with Standards for Learning and Assessment in Practice standards (NMC, 2010). During the course of your programme this will change to practice supervisors and assessors in line with Standards for Student Supervision and Assessment, (NMC, 2018).

A rolling programme of updates and education with support from link lecturers will support the sign off mentors/practice supervisors and assessors.

Moderation of practice assessment documents is undertaken on a regular basis to ensure compliance with University assessment regulations and course regulations. The External Examiner regularly visits placement areas and sees practice assessment documentation as part of her moderation responsibility.

The Trust Clinical Placement Facilitator manages the process by which practice supervisors and assessors maintain their currency to support, supervise and assess student midwives.

The University is planning inclusion of a placements section within the student electronic information management system, which will ensure full integration of placement allocation and achievement within the student record.

Interprofessional Education in the Pre-Registration Curriculum (IPE)

The NHS Plan (2000) called for partnership and cooperation at all levels to ensure a seamless service to support and deliver person-centred health care. Communication between professionals is a central issue for provision of safe and effective maternity services (CEMACE, 2011; Kirkup, 2015; MBRRACE, 2016; Royal College of Midwives (RCM) et al, 2008) underlining the need for education and training which is genuinely multiprofessional to promote:

- Teamwork
- Partnership and collaboration between professions, agencies and with service-users
- Skill mix and flexible working between professions

The University has a strong interprofessional learning ethos and the School is part of a rich and diverse multi-professional learning community. The IPE programme in health at Keele is integrated into all preregistration programmes within the School of Nursing and Midwifery and other undergraduate programmes in the Faculty of Health. It includes, as well, students from Social Work and Biomedical Sciences.

Inter professional learning is part of a dynamic and ever developing area of education, which is essential to equip all students' for today's health and social care environment in the health service. See website for more details <http://www.keele.ac.uk/health/interprofessionaleducation/>

Internationalisation

There are considerable opportunities and challenges posed by the increasing globalisation and information base of the world economy and political agendas. Keele has developed a framework within which it endeavours to strategically address the international and globalisation requirements through the delivery of key strategic objectives (Keele, 2015).

To help support these objectives, the University International Director provides an internal structure to enable key individuals responsible for internationalisation to have a link person within each School to share best practice, provide information on international opportunities, raise awareness of current and planned activities and ensure that a consistent international approach is adopted across Schools.

The School of Nursing and Midwifery has been proactive in developing the international perspective and has a growing focus with well-established partnerships with a number of institutions as outlined on the school website: <http://www.keele.ac.uk/nursingandmidwifery/international/>. These enable both staff and student opportunities for exchanges and electives. Students on the midwifery programme will explore global health issues, international health targets and international health care policies within the curriculum using a variety of learning and teaching methods. In addition to this students will be given the opportunity to undertake an international placement either in one of the School's link institutions, via a recognised placement organisation or following appropriate approval processes, a placement they have identified. Past midwifery students have undertaken electives in Malawi, Uganda, India, New Zealand, Ireland and Canada.

The School also welcomes a number of students from other countries to spend a period of study here which has evaluated extremely positively and benefit the student group as a whole. An annual event is scheduled where health care students within the Faculty reflect on their international experiences as part of the "Keele International Festival".

This table indicates the School's formally established international links.

COUNTRY	ORGANISATION
Australia	Queensland Health, Gold Coast Hospital
Canada	York University and hospitals in Toronto
Turkey	Ankara University - Agreement for Teaching Mobility & Student Mobility.
Sweden	University of Gothenburg - Agreement Teaching Mobility/Admin Mobility/Student Mobility
Iceland	Agreement Teaching Mobility
Range of countries for example Nepal, Sri Lanka, and Tanzania	Work the World Organisation
Spain	University Nebrija Madrid - Possible new area in EU for 2012

Study abroad

Students are unable to study abroad - there is a self-funded elective period within the programme when students can elect to explore women's health locally, nationally or internationally

15. Additional Costs

Midwifery Programme Costs

Travel for placements

Pre-Registration midwifery students will undertake a minimum of 2,300 hours in clinical practice over the three years.

A student's geographical location, when possible, is taken into account when allocating to clinical placements and, whilst efforts are made to limit student travel, it is not possible to guarantee that placements will be in particular locations and students may be required to travel some distance for their placements. Clinical placements currently in use by the School of Nursing and Midwifery are within a 50 mile radius, most being 30 miles or less, from the university.

Disclosure and Barring Service (DBS)

Clearance for an enhanced DBS check is mandatory. From September 2019 students are required to register with the online DBS update service at their own expense. Currently this is an annual charge of £13.00.

Uniform

Three sets of tunics and trousers may be provided to you by the School of Nursing and Midwifery free of charge in the first instance. You will need to provide your own appropriate footwear for placements as per the School Dress Policy, and it is recommended that you purchase a fob watch. You are advised to review and ensure that you can adhere to the School Dress Policy. A request for additional tunics and trousers will be at your own expense.

UHNM ID Card: Midwifery students will need to apply for a University Hospital of North Midlands (UHNM) ID card at a cost of £5 - £10.

Occupational Health Clearance

The commencement of your course will depend upon a health fitness report being provided by the University's Occupational Health Service. As part of this process you are required to complete a health questionnaire and arrange for your GP to verify this. You will be responsible for any fee that may be required by your GP and for occupational health visit costs including any non-attendance.

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this undergraduate programme.

16. Annex - Programme-specific regulations

Programme Regulations: Midwifery

Final Award and Award Titles	BSc (Hons) Midwifery
Intermediate Award(s)	Diploma in Higher Education Certificate in Higher Education
Last modified	June 2019
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

The University's Academic Regulations which can be found on the Keele University website (<https://www.keele.ac.uk/regulations/>)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

- **No exemptions apply.**

B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

This programme varies from Regulation C3, Section 4.1:

- The relationship between hours of student effort and credits awarded are not as defined in Regulation C3, 4.1 owing to statutory regulations for total hours over the programme.

This programme varies from Regulation C3, Section 14:

- There will be no award of Pass (Unclassified Degree)

The following are instances where Course Regulations deviate from University Academic Regulation C3, Section 11:

- The pass mark for all summative assessments is 40% (pass) except the computer software numeracy test assessments
- Students must be successful in all summative assessments
- All modules must be successfully completed
- Failure to achieve a pass mark at first submission will result in one reassessment opportunity
- No compensation is permitted for modules within the BSc (Hons) Midwifery programme (NMC QA Framework 2013 Annex 1)

In the following instance Course Regulations deviate from University Academic Regulation C3, Section 13:

- A student who has not met the above professional requirements may be eligible for the award of a University Certificate of Higher Education if they have accumulated a minimum of 120 credits at Level 4. Those students who, in addition to 120 credits at Level 4, have also accumulated 120 credits at Level 5 may be eligible for the award of a University Diploma of Higher Education. These awards will not have 'Midwifery' in their title and students **will not** be eligible to apply for entry to the NMC professional register.

Additional Requirements

The programme requirements listed below are in addition to the University's Academic Regulations:

Additional requirement 1: NMC Professional Registration

To be awarded the relevant BSc (Hons) Midwifery award and to be eligible to apply for entry to the NMC Professional Register, the student must have:

- Met the attendance requirements of the curriculum. A student who has not achieved the minimum professional requirement during the Programme will be required to make up time in placement and demonstrate sufficient evidence of engagement with the theoretical content to meet the minimum professional requirements. Students who do not achieve the minimum professional requirements will make up the requisite time at the end of their final year. Bursary payments will not be paid to students making up time at the end of the programme;
- Have experienced a range of placements and met the relevant EU requirements for registration;
- Passed all theory and practice assessments for all modules;
- Have a declaration of good health and good character signed by the Lead Midwife for Education (Standard 3, NMC, 2009).

The Nursing and Midwifery Council (NMC) (2009, p.21), defines a progression point as 'a point (or points) established for the purpose of making summative judgements about safe and effective practice in a programme'. All outcomes within a progression period (for example an academic year) have to be achieved and confirmed within 12 weeks of entering the next academic level' (NMC 2009, p.20). In order to be recommended for award and professional registration, students must successfully complete every module.

Additional requirement 2: [continue list of additional requirements as necessary]

[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here <https://www.keele.ac.uk/regulations/>.

Version History

This document

Date Approved: 20 December 2019

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2019/20	HEATHER INGRAM	20 December 2019	