

Course Information Document: Undergraduate

For Academic Year 2025/26

1. Course Summary

Names of programme and award title(s)	BSc (Hons) Midwifery (NB: the programme is full-time except for the apprenticeship version, which is a part-time programme)
Award type	BSc (pre-registration)
Mode of study	Full-time Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	3 years. NB: the Nursing and Midwifery Council (NMC, 2019) stipulates that the programme can be no less than three years or 4,600 hours in length
Maximum period of registration	The normal length as specified above plus 2 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), Institute for Apprenticeships and Technical Education, (IfATE)
Tuition Fees	<p>UK students:</p> <p>Fee for 2025/26 is £9,535*</p> <p>International students:</p> <p>Fee for 2025/26 is £16,600**</p> <p>This programme may also be undertaken as an apprenticeship with fees paid by the apprenticeship levy of the sponsoring organisation.</p>

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/>

** These fees are for new students. 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/>

Apprenticeship Specific Requirements: it is important to note that whilst the BSc Midwifery programme course plan is the same for all students, there are some specific requirements that apprenticeship students need to meet to comply with the apprenticeship standard. These are highlighted throughout this document - regardless of your funding arrangements you will be studying this programme as a full time midwifery student for three years and will

be supernumerary for the entirety of the programme (NMC, 2023a).

2. What is a Single Honours programme?

The Single Honours programme described in this document allows the student to focus on midwifery. In keeping with Keele's commitment to breadth in the curriculum, the programme also gives the student the opportunity to take part in additional learning. Thus it enables students to gain and be able to demonstrate a distinctive range of graduate attributes. Graduates who successfully achieve all of 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 midwifery programme provides an academic degree honours award and eligibility to register as a midwife with the Nursing and Midwifery Council. The programme has been informed by the professional requirements stated in the NMC Standards for pre-registration midwifery programmes, (NMC, 2023a), Standards of proficiency for midwifery programmes, (NMC, 2019), The Code: professional standards, practice and behaviour for nurses and midwives, (NMC, 2018) and Standards for Student Supervision and Assessment, (NMC, 2023b). The Framework for Quality Maternal and Newborn Health from the Lancet Series on Midwifery 2014, (NMC, 2019b) is the foundation of this programme together with the academic requirements stated within the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, (Quality Assurance Agency (QAA 2014). The programme will educate graduate midwives to provide...

'skilled, knowledgeable, and compassionate care for childbearing women, newborn infants, and families across the continuum throughout pre-pregnancy, pregnancy, birth, postpartum, and the early weeks of life. Core characteristics include optimising normal biological, psychological, social, and cultural processes of reproduction and early life; timely prevention and management of complications; consultation with and referral to other services; respect for women's individual circumstances and views; and working in partnership with women to strengthen women's own capabilities to care for themselves and their families' (NMC, 2019b).

Students are prepared with blocks of theory and clinical practice learning. To practice advanced clinical skills relevant to midwifery, students will be using simulation within the clinical skills laboratories to support learning in a series of planned clinical practice learning placements in NHS Trusts guided and assessed by midwives who are practice supervisors and practice assessors. Students are supernumerary during clinical practice placement learning periods and are required to work the variety of shifts and hours expected of practising midwives, i.e. this covers the 24-hour/seven-day care service provision including weekend and night duty.

This programme also meets the requirements of the Higher Degree Apprenticeship Midwifery Standard approved by the Institute for Apprenticeships (IFATE, 2021) for those students undertaking an apprenticeship route via their employer. The apprenticeship standard ST0948 has more information [Midwife \(2019 NMC standards\) \(Integrated degree\) / Institute for Apprenticeships and Technical Education](#).

Apprenticeship Specific Requirements: It is important to note that whilst the BSc midwifery course plan is the same for all students, there are some specific requirements that apprenticeship students need to meet to comply with the apprenticeship standard. These are highlighted throughout this document.

Regardless of your funding arrangements, you will be studying this programme as a full-time nursing student for three years and will be supernumerary for the duration of the programme (NMC, 2018). The key differences to your educational experiences will be as follows:

Difference to the programme	Self-Funding	Apprenticeship
Admission	Through UCAS application	Through application to an employing organisation and joint interview with provider and employer. Written contractual agreements between you and the employer. Please see link below for further information Apprenticeships - Keele University
Funding	Course fees paid by you	Course fees paid by the employing organisation
Contracts	You are not contracted by an employer	As an employee, you will have a contract in place for the duration of the programme which will determine the terms and conditions of employment e.g. Paid annual leave entitlement and any additional hours as required by the terms and conditions of employment, occupational Health, DBS and uniform provision.
Practice experience	Placements organised by the School of Nursing and Midwifery in conjunction with practice partners	Placements organised by the employing organisation in partnership with the School of Nursing and Midwifery. Regular tripartite meetings between your employing organisation, the School and you to monitor progress and quality of experience, as an employee and student
Elective Practice Experiences	Your choice of elective placement including an opportunity for international elective	Partnership decision of elective placement by the employing organisation, the School and yourself. International electives are at the discretion of the employer.
Exit Award (in the event of failure to complete the programme)	As per table in the section on Final and Intermediate Awards	As per table in the section on Final and Intermediate Awards and in agreement with the employing organisation
End of Programme	On successful completion of the programme you receive a BSc (Hons) Midwifery and are eligible to apply to the NMC for Midwifery Registration	On successful completion of the programme you receive a BSc (Hons) Midwifery and are eligible to apply to the NMC for Midwifery Registration. To complete the apprenticeship element of the programme you will also need to complete the midwifery apprenticeship integrated End-Point Assessment. This requires successful completion of your programme through the award board and registration with the Nursing and Midwifery council. This process is overseen by an Independent End Point Assessor. Please click on the following link for more details: https://www.instituteforapprenticeships.org/media/5908/st0948_v12_midwife_l6_fully-integrated_adjustment_ap_for-publication_15022022.pdf (instituteforapprenticeships.org)

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 Students' Union, sports and other leisure facilities, learning support resources and student housing. The teaching on the Programme is provided on the main campus and 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. 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, which enables a wide range of meaningful inter-professional working and learning. Midwifery students work alongside students from medicine, paramedic science, physiotherapy, nursing, pharmacy and social work in a planned programme in each year.

In addition, a number of innovative learning experiences, for example advanced Inter-Professional Education (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 2023 results with top rankings in course satisfaction and an intellectually stimulating programme. The School of Nursing & Midwifery and Faculty of Medicine and Health Sciences is consistently rated highly featuring in the top 10 institutions. Additionally the university has been awarded the following accolades:

- 1st in the UK for Crowd University Awards, Britain's Best University 2022
- Good - Ofsted Apprenticeship & Skills Provision 2023
- 10th in UK for Student Satisfaction: National Student Survey 2021
- Gold in the Teaching and Excellence Framework
- Silver Athena Swan (School of Nursing and Midwifery)

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.

Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical responsibility**. You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

4. Aims of the programme

The broad aims of the programme are to:

- Ensure students achieves the requirements as framed by the Standards for Pre-registration Midwifery programmes, (Nursing and Midwifery Council, 2023a), Standards of Proficiency for Midwives, (NMC, 2019) and by the Code, (NMC, 2018), for entry to the Professional Register as a Midwife, and other related legislation and guidance including the Midwife Integrated Degree.
- Develop students to become skilled and knowledgeable midwives who: focus on the needs, views, preferences and decisions of women and the needs of newborn infants; can support safe physical, psychological, social, cultural and spiritual care situations; enable and advocate for the human rights of women and children; can work across the whole continuum of care and in all settings, understand the woman's and newborn infant's whole maternity journey; will promote continuity of care and carer; work to mitigate health and social inequalities and share evidence-based information on public health, health promotion and protection with women enabling them to make informed decisions; understand the impact of pregnancy, labour and birth, postpartum, infant feeding, and the early weeks of life on longer-term health and well-being; can work in partnership with the woman that optimises normal processes and manage common symptoms and problems; can anticipate, prevent and respond to additional care needs; can anticipate, prevent and respond to complications; can escalate and follow up in the management of additional care needs and complications whilst continuing to provide midwifery care needed by women and newborn infants; will support, refer, work collaboratively with the interdisciplinary and multiagency team members as a colleague and leader;
- Ensure students develop as scholars with the knowledge, skills, and ability to identify, critically analyse, and

- interpret research evidence and local, national, and international data and reports;
- Ensure students takes responsibility for continuous self-reflection, seeking and responding to all support and feedback to develop their professional knowledge, understanding and skills;
- Improve students' understanding of the principles of sustainable healthcare;
- Ensure students develop an understanding of sustainable health and well-being;
- Ensure students develop the skills in numeracy, literacy, digital, media and technological literacy needed to provide safe and effective midwifery practice.

5. What you will learn

The learning outcomes correspond to the competencies defined by the NMC (2019), as the foundation of midwifery practice, underpinned by the skills of critical thinking and analysis acquired in degree level study (QAA 2014). Apprenticeship Specific: the duties and knowledge, skills and behaviours defined within the apprenticeship standard have been mapped to the NMC competencies (2019).

At the end of the programme you will be able to:

1. Practice safely and in accordance with the Standards for Pre-registration Midwifery programmes, (Nursing and Midwifery Council, 2023a), Standards of Proficiency for Midwives, (NMC, 2019) and by the Code, (NMC, 2018), and other related legislation and guidance;
2. Communicate effectively to work in partnership and collaboratively with women and service user carers and with interdisciplinary and multiagency team members to provide and support safe maternity care based on individual women's needs;
3. Critically analyse the organisation of maternity care across the whole continuum and in all settings, with emphasis on the quality and impact on the woman's and newborn infant's whole maternity journey;
4. Identify, critically analyse and interpret research evidence and local, national, and international data and reports to support and enhance care delivery;
5. Be responsible for continuous self-reflection, seeking and responding to all support and feedback to develop professional knowledge, understanding and skills;
6. Assimilate sustainable health and well-being practices for self and colleagues;
7. Assimilate skills in numeracy, literacy, digital, media and technological literacy needed to provide safe and effective midwifery practice.

6. How is the programme taught?

Our learning and teaching approaches are based upon the characteristics of andragogy (Knowles 1984), and adult social learning theory. Here, students construct learning through social interaction and exposure to a range of different situations, individuals, experiences, and reflective activities. Supported by academic and practice-based staff, independent learning is facilitated in a way which supports your on-going learning within the programme, and beyond the point of professional registration (Chuang, 2021).

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.

Methods such as lead lectures, case based scenarios, Directed study, Case Loading, Workshops, Independent study, Keele Learning Environment, Interprofessional Education (IPE), Simulation, Tutor led tutorials and Clinical Practice learning. Teaching will be undertaken both theoretically at the university, through asynchronous, in situ and synchronous online sessions and within clinical placement environments.

The School of Nursing and Midwifery embraces the Keele Learning Principles ([Learning Principles - Keele University](#)) and further addresses specific learning needs of students undertaking a programme of study leading to professional registration. The Keele Learning Principles are central to the way in which our curriculum is delivered, offering blended approaches which encourage social collaboration, and helping to create meaningful experiences for our students. It is key for our students to be actively engaged and take personal responsibility in translating their learning into the clinical practice environment.

In addition to these formal activities listed below, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Academic Mentors or module teaching team members on a one-to-one basis.

Apprenticeship Specific Information: The LME has oversight of apprenticeships within the BSc programme and is a point of contact for any specific information. The school Director of Apprenticeships has oversight of all apprenticeship programmes to ensure compliance with apprenticeship requirements. Apprenticeship students will have an employing organisation representative available for further support related to learning and teaching or other aspects of the programme, and apprentices will participate in regular progress reviews with the employer and academic mentor, typically four per year.

Service User and Carer (SUC) involvement:

The Faculty of Medical and Health Sciences User and Carer Liaison group provides links to information that provides a backdrop from which we work with service users and carers. The SUC group representatives link to the Faculty

SUCs are representatives of the local community, who have lived experiences of past and current engagement with a broad range of healthcare services either as a service user and/or carer. We use the term 'service users' as people who are experts by experience, and the term 'carer' to refer to someone who provides, or has provided, support to a family member, partner, or friend.

The group members participate in many stages of the student journey including the design and delivery of courses, contribution to lectures and seminars, the production of re-useable learning materials such as patient stories, and research.

SUCs generously share their time, knowledge, and expertise from diverse lived experiences. They engage in open, authentic, and informed discussion with students and staff, ensuring that their voices are heard, and their experiences inform and improve the quality of the training programmes for all our students.

Some SUCs, particularly those with protected characteristics, such as ethnicity, are harder to reach. We actively seek to invite them to join us to ensure a diverse and inclusive approach to all SUC activity.

In line with policy expectations, we have a vision of embedding service user and carer (SUCs) involvement in all aspects of our business. We recognise that knowledge by experience, theory or indeed practice wisdom is of equal value and dynamic and supports a valuable learning opportunity for midwifery students. SUCs shared experiences of healthcare are integral to programme delivery and key to the development of an empathic future midwifery workforce.

The School of Nursing and Midwifery is committed to supporting a SUC strategy that values and involves service users at all levels of programme development, clinical development, and research activities, to create a realistic and meaningful dimension to the facilitation of learning. The School is recognised for service user innovations providing a range of dynamic, clinically based, educational programmes to the highest standard to prepare students to meet the Nursing and Midwifery Council (NMC) Standards of proficiency for pre-registration nurse education

1. Lead lectures: the lecturer will impart information, stimulate interest and provide a medium for the considered application of theory to practice and provide students with a framework and context for further reading and independent study, to broaden and deepen existing professional knowledge and understanding of the core principles of midwifery. This may be in situ or online.
2. 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 student 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 interrelationship with knowledge and research; Provide effective support for students.
3. Student led tutorials, seminars & small group presentations: students 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 students to explore a topic to considerable depth and to rationalise their opinions and actions within the safe but challenging company of their peers, e.g. spinning seminars. This promotes independent study and the development of presentation skills.
4. Case based scenarios: case-based scenarios will be used to focus student attention and develop problem-solving skills to facilitate linking of theory and practice. Scenarios encourage critical analysis and evidence-based discussion as students are drawn into the rhetoric/reality debate that such scenarios often generate.
5. Case study presentations: the lecturer and/or student will present a specific case and use this as a vehicle for discussion and critical analysis.
6. Interprofessional Education (IPE): students 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. This will facilitate understanding of each other's roles and how students might communicate and work together as practitioners.
7. Directed study: students will be allocated time and be directed to access material to contribute to their learning, development and preparation for assessments. For example this may be learning that should be undertaken prior to a lead lecture.
8. Simulation: students will engage in simulated practice learning. Simulation is defined by the NMC, (2023a) as 'used for learning and/or assessment (as) an artificial representation of a real world practice scenario that supports midwifery student development through experiential learning with the opportunity for repetition, feedback, evaluation and reflection. Effective simulation facilitates safety by enhancing knowledge, behaviours and skills. Simulated practice learning takes place in the clinical skills laboratories within the Clinical Education Centre on the Royal Stoke Hospital site and in the simulation buildings available on campus. In your programme you will

sometimes be expected to role play and engage in simulated clinical scenarios with other students, such as the practice and observation of practical skills in physical contact with other students. For some specific practices this may necessitate modification of dress - eg shorts and T-shirt. These activities will be conducted in a professional, safe, respectful and culturally sensitive way under the supervision of academic staff according to a defined protocol.

9. Clinical practice learning and teaching: takes place in the clinical practice environments under supervision co-ordinated between the clinical teams whilst on clinical placement and per placement. Clinical practice will also involve interprofessional and interdisciplinary working and support the IPE component and professional role requirements.

10. Case loading: 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. This strand within the curriculum supports the student to develop the understanding necessary to provide continuity of carer/care as required by Better Births, (NHS, 2016) and support better outcomes for women and babies. Standard 3.4 (NMC, 2019a) of the programme requirements explains how students are expected to follow through, support and provide care to women and their families with their consent. Case loading provides an excellent opportunity to develop an understanding of the impact of pregnancy and childbirth and how the midwife can support a woman and her family through the development of a professional relationship by providing continuity of care and carer. Students will have an opportunity to case load in each year of the programme.

The format differs in each year as follows:

Year 1 - during the community placement students will follow 3 low-risk women care through her antenatal and postnatal periods.

Year 2 - during the ward-based placement students will follow 2/3 high risk women through their antenatal and postnatal experiences;

Year 3 - during the community placement students will follow 2/3 women through their antenatal and postnatal experiences .

The management of this process will be supported by clear guidelines for practice supervisors, practice assessors and students with evidence of the experience reflected in their coursework and personal reflections. The midwifery academic team and Academic Mentor will discuss this in detail with students at the beginning of each year.

11. Independent study: students will undertake self-directed activity to meet the various demands of each module and its assessment.

12. MORA reflections: to introduce students to the Nursing and Midwifery Council, (2018) revalidation requirements and prepare for employment opportunities, each student is required to reflect using feedback from peers, teams in the clinical and academic settings and include how they would develop as a result of this reflection.

13. Keele Virtual Learning Environment (KLE) will be used to support and complement the blended learning approach of the curriculum and facilitate online a range of activities including discussions, blogs, completion of learning activities and assessments. The blended learning approach adopted in this programme meets student needs and anticipates the increasing importance of learning technology in employment and life-long learning.

7. Teaching Staff

The midwifery teaching team is led by the Lead Midwife for Education (LME) who is a lecturer and a member of the Executive School Committee. The LME is supported by the university role of Programme Lead which is undertaken by a member of the midwifery team. The midwifery teaching team comprises of lecturers and senior lecturers and all are highly qualified registered midwives who have, or are working towards University approved teaching qualifications. Several members of current staff are Fellows of the Higher Education Academy or Senior Fellows and some are working towards Doctorates.

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 midwifery. A number of staff have additional roles or memberships with external organisations for example, range of local, regional and national networks, External Examiners at other HEIs, Members of Professional and Clinical National Committees and Local Provider Committees. 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?

The NMC set standards for the content and arrangement of the pre-registration midwifery programmes, (NMC, 2023a) and the required outcomes to be achieved to become a registered midwife and therefore the programme content. The total programme hours required are 4600hrs (NMC, 2023a, standard 2.9.1) over 3 years which must be divided between 50% theory and 50% practice in order to meet the required proficiencies and outcomes (NMC, 2019, standard 2.8).

The course is organised into three years and each year is divided into theory and clinical practice learning weeks. Each module is usually a self contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. All modules are compulsory: each module must be studied and passed on this programme. An outline of the structure of the programme is provided in the table below.

Table 1: Arrangement of modules and learning hours in years 1, 2, 3

YEAR 1 120 credits @ level 4 (Certificate)				Progression point 1
45 weeks (1,560hrs) in length				
Same pathway for all students				
60 credits: Theory based learning: 21 weeks (840hrs @40hrs/week) with 3 theory modules: <ul style="list-style-type: none">• Biological processes in midwifery -15 credits;• Introduction to maternal, fetal and neonatal care and wellbeing -15 credits;• The role of the midwife in the 21st century - 30 credits;	60 credits: Practice based learning: 18 weeks (720hrs @ 40hrs/week) <ul style="list-style-type: none">• Clinical practice 1 - 60 credits	<ul style="list-style-type: none">• Retrieval weeks for resubmission of theory and/or practice, or time for Personal study• Mixture of all above		
YEAR 2 120 credits @ level 5 (Intermediate/Diploma)				Progression point 2
45 weeks (1,560hrs) in length				
Same pathway for all students				
60 credits: Theory based learning: 20 weeks (800hrs @40hrs/week) with 3 modules: <ul style="list-style-type: none">• Developing Leadership in Health Promotion - 30 credits• Maternal Complexities in pregnancy - 15 credits• Fetal Complexities in pregnancy - 15 credits	60 credits: Practice based learning: 19 weeks (760hrs @ 40hrs/week): <table><tr><td>Clinical practice 2 - 60 credits</td><td>Elective: minimum 1-week elective with option to choose timing & length</td></tr></table>	Clinical practice 2 - 60 credits	Elective: minimum 1-week elective with option to choose timing & length	
Clinical practice 2 - 60 credits	Elective: minimum 1-week elective with option to choose timing & length			
YEAR 3 120 credits@ level 6 (Honours)				Qualification
45 weeks (1,520hrs) in length				
Same pathway for all students				
60 credits: Theory based learning: 17 weeks (680hrs @ 40 hrs/week) with 2 modules: <ul style="list-style-type: none">• Developing effective practice - 45 credits• Professional leadership - 15 credits	60 credits: Practice based learning: 21 weeks (840hrs 40hrs/week): <ul style="list-style-type: none">• Clinical practice 3 - 60 credits	<ul style="list-style-type: none">• Retrieval weeks for resubmission of theory and/or practice, or time for Personal study• Mixture of all above		

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

Module Lists

Level 4

There are 4 modules within this year:

Biological Processes in Midwifery focuses on the anatomical and physiological adaptations occurring throughout pregnancy of each body system influenced by physical, mechanical, genetic and hormonal factors.

The Introduction to Maternal, Fetal and Neonatal Care and Wellbeing module focuses on the current models of care and principles of care provision in the perinatal period and explores the role of the midwife in identifying the woman's physical, psychological, spiritual and social needs and the provision of woman centred care.

The Role of the Midwife in the 21st Century focuses on the evolving role of the midwife within the current context of society including an overview of specific vulnerable groups in society and discusses the increased medicalisation of childbirth. There is a focus upon the art and science of midwifery practice as depicted in the 21st century.

Clinical Midwifery Practice 1 module will introduce you to normal midwifery care:

6 weeks: focus on antenatal care including mother and baby groups in the community setting and 2 weeks antenatal/postnatal wards.

6 weeks: intrapartum care on a low risk birth setting and 2 week allocated to a Maternity Assessment Unit (MAU).

6 weeks: postnatal focus in the community setting with Community Midwifery teams

Case loading : during your community placement you will follow 3 women and support care through her antenatal and postnatal periods.

Compulsory modules	Module Code	Credits	Period
Introduction to maternal, fetal and neonatal care and wellbeing	NUR-10059	15	Trimester 1-2
Biological Processes in Midwifery	NUR-10058	15	Trimester 1-3
The Role of the Midwife in the 21st century	NUR-10060	30	Trimester 1-3
Clinical Midwifery Practice 1	NUR-10061	60	Trimester 1-3

Level 4 Module Rules

All modules and each assessment must be passed

Level 5

This year consists of 4 modules:

Fetal Complexities in Pregnancy - This module aims to develop your knowledge and evidence base regarding conditions affecting fetal development and the newborn infant. This knowledge will enable you to recognise complications, respond promptly with best practice and provide holistic care for the sick and vulnerable neonate.

Maternal Complexities in Pregnancy - This module aims to build upon knowledge and skills of pregnancy and childbirth ground within normality and introduces associated pathophysiology of maternal conditions affecting the

childbirth continuum.

Leadership in health promotion module aims to enhance students' appreciation of the contribution of midwifery practice and maternity care to the foundations of public health; ensure familiarity with the practices and policies that contribute to optimising the health and well-being of babies during the neonatal and infant period. This module integrates knowledge about the public health dimensions of midwifery and neonatal care with insight into the pathophysiology of conditions complicating pregnancy and the evidence base for providing best care.

Clinical Midwifery Practice 2 module will involve participation in care for women and newborn with additional care needs and complications:

6 weeks: ward based antenatal and postnatal care

6 weeks: intrapartum care of a high risk setting

6 weeks of 1 week short placements to experience specialist aspects of care such as: Antenatal clinic (ANC) + Early Pregnancy Unit (EPU) + Obstetric Theatre + Neonatal Intensive Care Unit (NICU) + Transitional Neonatal Care + Specialist nurses in Gynaecology (May vary slightly between different trusts)

1 week minimum elective - maximum 4 weeks - this is a local or national placement organised by you with support from the academic team elective lead to experience women's health care beyond the normal clinical placement circuit. Placement must utilise clinicians with SSSA training. International electives may be undertaken in the retrieval weeks based upon individual students standing.

Case loading: during your ward based placement you will follow 2/3 women with additional care needs through their antenatal and postnatal experiences.

Compulsory modules	Module Code	Credits	Period
Maternal Complexities in pregnancy	NUR-20153	15	Trimester 1-2
Developing Leadership in health promotion	NUR-20154	30	Trimester 1-3
Clinical Midwifery Practice 2	NUR-20155	60	Trimester 1-3
Fetal Complexities in pregnancy	NUR-20152	15	Trimester 2-3

Level 5 Module Rules

All modules and each assessment must be passed

Level 6

There are 3 modules in year 3:

The Developing Effective Practice module will support you to critically evaluate the organisation of the maternity service. Drawing on your experiences of working within the maternity service, you will explore different ways of organising care using quality improvement and change management processes, evaluating the impact on women, new born infants, partners and families. You will develop an innovative proposal for maternity service enhancement which reflects the local, national and international evidence base and recognises the importance of sustainable health care.

The Professional Leadership module will encourage you to explore your personal professional practice and growth as you prepare for qualification and practice. It will facilitate you to critically reflect on your ability to work in partnership with others as a leader, team member and as an accountable and autonomous practitioner. The module will also foster an exploration of how you personally manage and sustain health during the challenging periods of professional practice and how you support the health and wellbeing of others.

The Clinical Midwifery Practice 3 module will enable you to provide holistic care and meet all the proficiencies required and fulfil the examinations for the Neonatal and Infant Physical Examination (NIPE):

7 weeks: 6 weeks based on wards include antenatal and postnatal care + 1 week Maternity Assessment Unit

7 weeks: 6 weeks Delivery Suite (DS) + 1 week on the Midwife Birth Centre (MBC) (may include bereavement suite)

7 weeks: 7 weeks Community

Case loading: during your community placement you will follow 2/3 women with midwifery care and additional care needs through their antenatal and postnatal experiences.

Compulsory modules	Module Code	Credits	Period
Developing Effective Practice	NUR-30228	45	Trimester 1-3
Professional Leadership	NUR-30229	15	Trimester 1-3
Clinical Midwifery Practice 3	NUR-30230	60	Trimester 1-3

Level 6 Module Rules

All modules and each assessment must be passed

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:

BSc Honours Degree in Midwifery	360 credits	<p>You will require at least 120 credits at levels 4, 5 and 6</p> <p>On successful completion of all assignments and all modules students will exit with BSc (Hons) Midwifery and be able to apply to the NMC for registration as a registered Midwife.</p>
Diploma in Higher Education in Healthcare Studies	240 credits	<p>You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher</p> <p>NB: this award will not contain 'Midwifery' within its title due to the integrative nature of the module learning outcomes and professional requirements, and it will not entitle you to practise as a Midwife or call yourself a Midwife.</p>
Certificate in Higher Education in Healthcare Studies	120 credits	<p>You will require at least 120 credits at level 4 or higher</p> <p>NB: this award will not contain 'Midwifery' within its title due to the integrative nature of the module learning outcomes and professional requirements, and it will not entitle you to practise as a Midwife or call yourself a Midwife.</p>

Apprenticeship specific requirements: If an apprenticeship student is unable to complete their programme at any stage, their employment contract with their employing organisation may end. Any exit award will not contain 'Midwifery' within its title due to the integrative agreement with the employing organisation, learning outcomes and professional requirements, and it will not entitle you to practise as a Midwife or call yourself a Midwife.

10. How is the Programme Assessed?

The wide variety of assessment methods used within Midwifery at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Academic colleagues pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and help you to improve your performance. The assessment strategy reflects the aims and philosophy of the programme whereby student midwives engage in educational activities that integrate the theory and practice of contemporary midwifery and enable them to acquire the knowledge, skills, attitudes and behaviours for professional competence. A range of assessments reflects the requirements of professional, regulatory and statutory bodies (NMC, 2023a; QAA, 2018) and University Regulations, and is informed by service-users, clinical colleagues, students and the course development team. In accordance with Course Regulations, all years include modules which assess both theory and practice, and students must be successful in

both components in order to pass the module.

In recognition of the varied learning styles of adult learners and the complex range of skills required of a registered midwife, a multimethod 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.

Each module has dedicated midwifery academics with one acting as the assessment lead for each assessment. The assessment lead will launch the assessment in each module and identify the support available in preparation for the assessment and the provision of formative and summative feedback. There is a range of assessments over the 3 years. Theory modules are assessed via a number of assessment strategies such as multiple choice questions exam (MCQ), simulation, with peer review and written reflective essays, presentations and assignments. Practice learning modules are assessed using objective structured clinical examinations, online numeracy examinations and the 3 year national clinical document - the Midwifery On-Going record of Achievement (MORA). The MORA contains 4 assessed elements - achievement of proficiencies, professional behaviour, completion of the practice episode records (which includes 20 Newborn and Infant Physical Examinations (NIPE) examinations in year 3 only) and the holistic assessment. There is more detailed information on each assessment available in the **assessment brief** which can be found on the module KLE site together with the **assessment calendar**. Table 2 provides an overview of the summative assessment strategy adopted for each module. The starred * items take place in the clinical learning environment whilst the remaining assessments take place within the academic setting.

Module assessments include a number of formative elements to provide the foundation on which a student can develop their knowledge, skills, attitudes and behaviours. Formative feedback is designed to support 'feed forward' on written work, academic and presentation skills and to support the student to undertake the 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 using the Midwifery Ongoing Record of Achievement (MORA). The MORA requires that each student receives regular feedback from practice supervisors and completes interim reviews with the practice assessor. If at any point there is a cause for concern, the practice assessor and academic assessor should be contacted. There is clear signposting throughout the MORA to prompt this action. Students will have the opportunity to attend a workshop in year 3 covering aspects of the management of the acutely ill woman. This aims to develop skills and confidence in managing the deterioration in a non-obstetric situations. Table 3 provides an overview of the formative assessment strategy which is designed to provide the student with feedback to develop their assessment literacy skills and enhance their attainment and progression. There will be a review point at the end of the shared pathway in each year with the year leads to review development and discuss the requirements of the next year of the programme or to prepare for preceptorship at the end of year 3.

Management of the assessment process will be in accordance with University academic regulations. Students need to refer to the Programme Handbook and University Handbook on the KLE for general guidance including the policies, processes and regulations surrounding assessments and exceptional circumstances which are the adjustments due to personal circumstances. Management of the assessment process will be in accordance with the University academic regulations. Students have 2 attempts at each assessment: there will be a date for submission for each assessment within the module with a further assessment opportunity within the retrieval period. All module assessments must be successfully completed in order to pass the progression point before commencing the next year of the programme. Where there are exceptional circumstances or reasonable adjustments which have been approved, this period may be lengthened with an extension of a final 12-week period within the following module of the next year to allow for a further assessment opportunity. This does not apply to practice-based assessments.

Apprenticeship specific: Management of the assessment process will also be in accordance with apprenticeship regulations. This includes financial guidance on re-assessment beyond the typical second attempt.

For information on submission of written assignments, late submission and failure to achieve a pass grade on first attempt you need to read the Programme Handbook.

Table 2: Overview of Summative Assessment Strategy

Year One							
Module	Biological Processes in Midwifery	Introduction to Maternal, Fetal & Neonatal Care and Wellbeing	The Role of the Midwife in the 21st Century		Clinical Practice 1		
Assessment	Multiple Choice Questions Exam (MCQ)	Communication skills: Simulated exercise with peer review and reflection	Artistic depictions through the childbearing continuum projects	A discussion paper around contemporary issues affecting midwifery practice	Objective Structured Clinical Examination	Computer software - numeracy test of medicines calculation (must achieve 70%)	*Practice based assessments x4 using the Midwifery On- Going record of Achievement (MORA)
Credits	15	15	15	15	60		

Year Two						
Module	Developing Leadership in Health Promotion	Maternal Complexities in Pregnancy	Fetal Complexities in Pregnancy	Clinical Practice 2		
Assessment	Create a health promotion tool & supporting paper	Case study	MCQ and short answer exam online	Objective Structured Clinical Examination	Computer software - numeracy test of medicines calculation (must achieve 80%)	*Practice based assessments x4 MORA
Credits	30	15	15	60		

Year Three					
Module	Developing Effective Practice	Professional Leadership	Clinical Practice 3		
Assessment	Service Improvement Project	Theme board and reflection	Objective Structured Clinical Examination	Computer software - numeracy test of medicines calculation (must achieve 100%)	*Practice based assessments x4 MORA
Credits	45	15	60		

Table 3: Formative and Developmental Feedback Assessment Strategy

Year One						
Module	Method	Formative	Feedback	Summative	Feedback	Feed Forward
Biological Processes in Midwifery	MCQ	Practice MCQ	Review of questions	Pass 40%	Review of questions	Ongoing development plan (ODP)
Introduction to maternal, fetal & neonatal care & wellbeing	Communication exercise & reflective account	Mock	Tutorial Written & verbal	Pass 40%	Written and verbal	ODP

The role of the Midwife in the 21st Century	assessment 1 - artistic depictions through the childbearing continuum project assessment 2 - discussion paper		Tutorials	Written & verbal	Pass 40%	Written and verbal	ODP
Clinical Practice 1	Numeracy - online tool		Open practising	Online feedback	Pass/fail at 70%	Online feedback	ODP
	*Practice assessment:	*Proficiencies	Continuous from practice supervisors Interim meeting with practice assessor	Continuous written and verbal	Each placement pass/fail	Written & verbal Service user feedback	ODP
		*Professional behaviour			Each placement pass/fail		
		*Practice episode records			Completed by end of final placement		
		*Holistic assessment			Pass 40% each placement		
	Objective Structured Clinical Examination (OSCE)		Group & peer mock	Verbal	Pass 40%	Written & verbal	ODP

Year Two

Module	Method		Formative	Feedback	Summative	Feedback	Feed Forward
Developing Leadership in Health Promotion	Create a health promotion tool and supporting paper		Tutorials	Written & verbal	Pass 40%	Written and verbal	Ongoing development plan
Maternal Complexities in Pregnancy	Case study		Tutorials	Written & verbal	Reflection Pass 40%	Written and verbal	ODP
Fetal Complexities in Pregnancy	MCQ with short answers		Tutorials	Written & verbal	Pass 40%	Written and verbal	ODP
Clinical Practice 2	Numeracy- online tool		Open practising	Online feedback	Pass/fail at 80%	Online feedback	ODP
	*Practice assessment:	*Proficiencies	Continuous from practice supervisors Interim meeting with practice assessor	Continuous written and verbal	Each placement pass/fail	Written & verbal Service user feedback	ODP
		*Professional behaviour			Each placement pass/fail		
		*Practice episode records			Completed by end of final placement		
		*Holistic assessment			Pass 40% each placement		

	Objective Structured Clinical Examination		Group & peer mock	Verbal	Pass 40%	Written & verbal	ODP
Year Three							
Module	Method		Formative	Feedback	Summative	Feedback	Feed Forward
Developing Effective Practice	Service improvement project 8,000 words		Literature review tutorial	Written & verbal	Pass 40%	Written and verbal	Ongoing development plan (ODP)
Professional Leadership	Theme board & reflection		Present theme board	Written & verbal	Pass 40%	Written and verbal	ODP
Clinical Practice 3	Numeracy- online tool		Open practising	Online feedback	Pass/fail at 100%	Online feedback	ODP
	*Practice assessment:	*Proficiencies	Continuous from practice supervisors	Continuous written and verbal	Each placement pass/fail	Written & verbal	ODP
		*Professional behaviour			Each placement pass/fail		
		*Practice episode records including NIPE	Interim meeting with practice assessor		Completed by end of final placement	Written & verbal Service user feedback	ODP
		*Holistic assessment			Pass 40% each placement		
	OSCE - obstetric emergencies		Group & peer mock	Verbal	Pass 40%	Written & verbal	ODP
	Care of critically ill women - non-obstetric emergencies		Workshops & MCQ	Verbal	Not assessed	Use formative feedback	ODP

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. Students will be encouraged to reflect on their theoretical and practical learning using reflection to assess their development. This will enable the student to become a more independent learner as they progress through the 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 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 the student. Similarly, the preparation of assessments will offer the student the opportunity to demonstrate knowledge and application of their developing research skills (i.e. literature searching and reviewing, application and critique of research methods and evaluation of evidence). Each student must successfully complete all assessments and also demonstrate professional conduct and good health and character in line with NMC Standards (NMC 2023a) to achieve the BSc award and apply for entry to the professional register.

10.1 Practice Placement

At the point of registration, students are required to meet both the requirements of the NMC proficiencies, (NMC, 2019) which were written and approved to incorporate the Unicef UK Baby Friendly Initiative university standards (Unicef UK, 2019).

Apprenticeship students are also required to meet the duties of the apprenticeship standard (IFATE, 2021).

Clinical performance will be assessed both formatively and summatively in each placement by a team of clinical and academic staff who are responsible for supporting, guiding and assessing your learning and attainment of proficiencies. The team are identified in table 5 which identifies the roles and responsibilities for student supervision

and assessment.

[Table 4: The Roles and Responsibilities for Student Supervision and Assessment](#) (click on the link to view)

During the process of learning in the clinical placement each student will have **supernumerary status** as required by standard 3.9 which is defined by the NMC, (2023a, p19) as:

'students in practice or work placed learning must be supported to learn without being counted as part of the staffing required for safe and effective care in that setting. Placements should enable students to learn to provide safe and effective care, not merely to observe; students can and should add real value to care. The contribution students make will increase over time as they gain proficiency and they will continue to benefit from ongoing guidance and feedback. Once a student has demonstrated that they are proficient, they should be able to fulfil tasks without direct oversight. The level of supervision a student needs is based on the professional judgement of their supervisors, taking into account any associated risks and the student's proficiency and confidence.'

There is a single practice assessment documentation - the Midwifery Ongoing Record of Achievement (MORA), which will be housed in the online platform PARE. Students will utilise this for the duration of the midwifery programme which will provide evidence of achievement for the proficiencies for midwives, (NMC, 2019). The MORA is a national document developed by the Midwifery Practice Assessment Collaboration between 2019 & 2020 (Midwifery Practice Assessment Collaboration Steering Group, 2020a). There is a guide to using the MORA (Gillman, 2020) and the MORA Frequently Asked Questions (FAQs) (Midwifery Practice Assessment Collaboration Steering Group, 2020b) document available to support the 3-year document. Both documents are available to the student on the module KLE and will be discussed by the module team in the introduction to the clinical practice learning module. Evidence is collated for the assessment which includes practice episode records, feedback from Practice Supervisors and service users, achievement of proficiencies and reflection. Practice supervisors must meet minimum standards to undertake the role and practice assessors have undergone additional preparation for the role. There are 4 elements of the MORA:

1. Achievement of proficiencies
2. Professional behaviour
3. Completion of the practice episode records (which includes 20 NIPE examinations in year 3 only)
4. Holistic assessment

The module team will explain each with further information in the assessment brief tailored for each year of the programme. The proficiencies can be assessed in a range of placements as part of a continuous assessment process and should not be viewed as separate elements but reflect the continuum of care provided in partnership with women and their families. During each year of the programme, the student is expected to engage at varying levels appropriate to level of knowledge and understanding.

Year 1: Participation: During the first year, the student will be expected to work closely with midwives and other health and social care practitioners and take part in the activities that are undertaken under direct supervision and direction. The expectations of professional behaviour and academic knowledge and skill are specific to year 1 and are documented in the assessment section.

Year 2: Contribution: In the second year, the student is expected to contribute to providing care for women, their babies and their families. This means that the student will work in partnership with midwives and other health and social care practitioners, under close supervision and direction, appropriate to their knowledge and skills. The expectations of professional behaviour and academic knowledge and skill are specific to year 2 and are documented in the assessment section.

Year 3: Demonstrate Proficiency: During the final year, the student is expected to provide care for women, their babies and their families in partnership with midwives and other health and social care practitioners, with appropriate supervision and direction as student knowledge and skill increases. The expectations of professional behaviour and academic knowledge and skill are specific to year 3 and are documented in the assessment section.

Table 5 (click on the link to view) explains the assessment strategy identifying the steps involved within each placement to support students to progress towards achieving the level required in each year. Students must achieve the proficiencies at the required level in each year of the programme. 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 Academic Mentors. There will be a placement debrief after each placement block and the student will be expected to reflect on their experiences.

At the interim review in the placement, the practice assessor will document the student progress with the student and highlight any areas of practice that require further development, developing a Progression Plan with the student if necessary. If the student fails to meet required outcomes at the first attempt in their practice assessment, a further opportunity will be possible in the retrieval period when reassessment will take place. During this period, the student will be guided and supported by their practice assessor and the academic assessor for the placement. A progression plan will be developed to assist the student in achieving their outcomes. Failure to achieve a pass grade at reassessment will result in the student being referred to the school progression panel - see the University Regulations.

10.2 Progression

Each year contains a progression point that the student must move through to enter the next level of academic study.

No compensation is permitted for theory or practice on the BSc (Hons) Midwifery programme.

The criteria for moving through and stepping up to the next academic level are:

Year 1 academic level 4 - pass all assessments in both theory and practice and proceed to year 2 academic level 5

Year 2 academic level 5 - pass all assessments in both theory and practice and proceed to year 3 academic level 6

Year 3 academic level 6 - pass all assessments in both theory and practice, completed the programme hours for theory and practice, be able to complete the award within the maximum allowed study period for the award, in line with the Course Regulations and be eligible to apply to the NMC for registration. The student will have a timetabled session explaining how the process of registration works with links to the NMC website and your responsibilities. The Lead Midwife for Education will verify completion of programme requirements in accordance with standard 5, (NMC, 2019a, p12) and confirm the good health and character for each student as part of this process before the student can apply for entry to the NMC register. The requirements for registration are:

3.5.1 support and care for women during pregnancy, undertaking no less than 100 antenatal examinations

3.5.2 support and care for no less than 40 women in labour and conduct the birth. Where 40 births cannot be reached owing to the lack of available women giving birth, it may be reduced to a minimum of 30, provided that the student is given the opportunity to assist with caring for an additional 20 women giving birth

3.5.3 participate in the support and care of women in labour and having a breech birth. Where there are no opportunities in practice to gain experience of breech births, proficiency may be gained by simulated learning

3.5.4 support and care for no less than 100 women postnatally and 100 healthy newborn infants

3.5.5 develop the required knowledge, skills and behaviours needed to support and care for no less than 40 women who have additional care needs or develop complications including those related to physical, psychological, social, cultural and spiritual factors

13 3.5.6 care for newborn infants requiring additional care or have complications, including in a neonatal unit and

3.5.7 care for women across the life course with additional sexual and reproductive health needs

Students must pass all summative assessments - theory and practice, demonstrate and declare good health and good character, and complete the 100% attendance requirements.

If a student has taken a prolonged period of leave of absence or sickness, they may not be able to progress to the next year of study. This may mean that the student may need to 'back group' to another cohort, in order to have the best opportunity to be successful with their studies. This will be determined by discussion with the student, the Academic Mentor and the Programme lead or LME.

As stated in standard 5.1.2 (NMC, 2019), each student has five years to apply to register with the NMC if they wish to rely on this qualification for employment. Failing to register their qualification within five years will result in additional education and training or gain such experience as specified in the NMC (2023 a & b) standards.

11. Contact Time and Expected Workload

This contact time (in-situ, synchronous or asynchronous) is intended to provide you with an indication of the type of activity you are likely to undertake during this programme.

Please refer to the module specification template for the module that you are undertaking.

The NMC requires a minimum of 4,600 hours are required for structured learning activities across the programme.

Apprenticeship Specific: apprentices are required to evidence their theory and practice hours and these need to be agreed by the Academic Assessor.

Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	26.3%	36.2%	37.5%
Year 2 (Level 5)	30.7%	17.5%	51.8%
Year 3 (Level 6)	17.2%	27.8%	55%

12. Accreditation

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

- You should note that to be awarded Registration with the Nursing and Midwifery Council you must pass all the assessments within all your modules, for each part of the programme and achieve a minimum standard of a pass grade or 40%.
- All modules are compulsory and are to be undertaken in sequence. Entry to a subsequent year of the programme is dependent on successful completion of the previous year and achievement of the progression point. If you have not completed the required assessment components, you would be referred to progression panel for a decision on whether you can progress to the next year of the programme under the 12-week rule. There is no such provision for outstanding practice assessments. If you do not complete/pass the required practice assessment/s within a specific year of the programme, you will be required to undertake a period of leave and return at an agreed point.
- **For apprenticeship students this period of leave would be termed a "break in learning" and could only be undertaken following negotiation and agreement from your employer.**
- **Regulations:** The programme has professional accreditation and there are specific regulations, which the student has to agree to abide by - see the Programme-Specific Regulations Annex at the end of this document.

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

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, 2023a) to support the supervision of assessment in practice is overseen in partnership by the Lead Midwife for Education and the Heads of Midwifery from our clinical partnership, Lead Clinical Placement Facilitators (CPFs). Students will be supported in practice by practice supervisors and assessors in line with Standards for Student Supervision and Assessment, (NMC, 2023b).

A rolling programme of updates and education with support from link lecturers will support the 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 their 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.

Apprenticeship Specific Requirements: Placement experiences for apprenticeship students will be led by the employing organisation in partnership with the School.

Interprofessional Education in the Pre-Registration Curriculum (IPE)

The NHS Interim People Plan (2019) calls 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 (Kirkup, 2015; MBRRACE, 2019; Royal College of Midwives/Royal College of Obstetricians and Gynaecologists, 2018) underlining the need for education and training which is genuinely multi-professional 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 Medicine and Health Sciences. 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 Zambia, 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	Edith Cowan University
Bahrain	Royal College of Surgeons in Ireland Medical University of Bahrain
Sri Lanka	General Sir John Kotelawala Defence University
Hong Kong	The Chinese University of Hong Kong
Republic of Georgia	School of Nursing, Tblisi State Medical School
Range of countries for example Nepal, Sri Lanka, and Tanzania	Work the World Organisation
Thailand	Ramathibodi School of Nursing, Mahidol University, Bangkok
Zambia	Levy Mwanawasa University Teaching Hospital Lusaka University

Study abroad: There is a self-funded elective period within the programme. Students wishing to undertake this elective period internationally must follow the School processes and government guidelines outlined by the School International Director/Lead for Study Abroad.

Apprenticeships Specific Requirements: Apprenticeship students will require agreement from their employer to undertake a study abroad elective.

15. Additional 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 60 mile radius, most being 30 miles or less, from the University.

Expenses may be claimed in accordance with information from the NHS Learning Support Fund guidelines.

Apprenticeship student midwife placement travel costs will be managed by their employing organisations' travel policy.

Disclosure and Barring Service (DBS)

Clearance for an enhanced DBS check is mandatory. Students will be provided with instructions on how to apply for a DBS check, including a link to apply via a company called UCheck. There is also an online DBS update service to sign up for once the DBS certificate has been received, which allows employers to check DBS status and lets students keep their DBS certificates up to date online.

The current costs for a DBS check are detailed on the additional costs webpage:

<https://www.keele.ac.uk/study/undergraduate/tuitionfeesandfunding/undergraduatetuitionfees/additionalcosts>

Apprenticeship student midwives DBS will be managed by their employing organisations' DBS policy.

Uniform

Smart presentation is an important aspect of being a student midwife as a professional requirement of representing the profession and being a Keele student midwife. You will be supplied with a set of uniform (tunic and trousers). You may purchase extra sets of tunics and trousers to adhere to university uniform policy from our designated supplier if you choose to. You will be informed how to do this. You will need to provide your own appropriate footwear for placements as per the School Uniform 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 uniforms policy. Any replacement uniform costs will need to be paid for by you and could be in the region of £60-80.

Apprenticeship student midwives uniforms will be purchased by their employing organisation.

ID Cards

Midwifery students will need to apply for an ID card for their allocated placement organisation. This is free in the first instance, but there will be a charge of £5 to replace a lost or damaged card.

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 MUST complete a health questionnaire prior to the start of your programme and have it verified by your GP. You must also undertake as necessary immunisations and/or blood tests to meet practice learning requirements. You will be responsible for any fee that may be required by your GP and for occupational health visit costs including any non-attendance.

Apprenticeship students will receive occupational health clearance via their employer.

Optional Costs

Students may wish to join a union, for example the RCN or Unison, which may incur an additional optional cost of around £10-£25.

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 programme.

Additional Financial support:

If you are experiencing any financial hardship during your programme you are advised to discuss this with the Student Experience Support Officer. There may be access to additional funding which is dependent on individual circumstances.

Apprenticeship Specific Requirements:

As apprenticeship students you are employed, however some financial support may be available on an individual basis and needs to be discussed with your academic mentor and employer.

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	July 2025: DBS and OH information added September 2025: Repeat year text clarification (Variation)
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:

- Regulation B5 - fitness to practise - in addition to the University regulation students are required to inform the School of any change in their physical or mental health status following their initial assessment as fit to practise. The School may refer any student whose fitness to practise is in doubt to the University's Occupational Health Unit for reassessment in partnership with the organisation employing the student. Such students may also be subject to the School's Health and Conduct arrangements. Students are required to inform the School and their organisation (where appropriate) of any change to their status regarding criminal convictions and / or cautions following their initial enhanced disclosure by the Disclosure & Barring Service (DBS). Where there are grounds to do so, a further DBS check may be requested in partnership with the organisation sponsoring the student. Any student who has taken a prolonged period of leave of absence or sickness may be subject to the arrangements above.

- Regulation C1 1.1 - the maximum period of registration is 5 years due to clinical partners request.
- Regulation C3 5.10 & D1:8 - recognition of prior learning is not permitted for pre-registration midwifery programmes in line with standard 1.3 in Part 3: Standards for pre-registration midwifery programmes, (NMC, 2019 a).
- Regulation D1:9 and D5:1 - all assessments must be passed to progress - there is no condonement or compensation on the BSc (Hons) Midwifery. No compensation is permitted for modules within the BSc (Hons) Midwifery programme (NMC 2018 Part 1: Standards Framework for Nursing and Midwifery Education 5.16). A student must be successful in all summative assessments and all modules must be completed.
- Regulation D1.12 All outcomes must be achieved within the assessed period for that part of the programme. Any outstanding outcomes must be met and confirmed within 12 weeks of the student entering the next part of the programme. Only one theory module or theory element attached to a practice module is permitted under the School's 12-week rule.
- Regulation D2 (1.1.4, 1.2.4 and 1.6.4): the repeat year options outlined in the regulation will be subject to approval by the Progression and Award Board. In making decisions, the Progression and Award Board will offer repeat options based on the prospect of the student progressing or completing the failed modules or assessments. Students with approved exceptional circumstances will be granted repeat options, subject to the caveat noted below. For students without approved exceptional circumstances, Progression and Award Boards will take the following into account when making decisions: students should normally have achieved a module mark on all failed modules within 10 percentage points of the module pass mark and demonstrated engagement with their studies through an attendance record of at least 80% (not including reported absences) to be eligible for a repeat year option.

If it is identified that additional support is required, students will be guided towards the Support to Study process.

Where a repeat year or module option requires a clinical placement, this option may be deferred depending on placement capacity and students may be required by the Progression and Award Board to take a leave of absence until such time that the placements can be undertaken.

This programme varies from Regulation C3, Section 5.1a:

- The relationship between hours of student effort and credits awarded are not as defined in Regulation C3, 5.1 owing to statutory regulations for total hours over the programme.

This programme varies from Regulation D2, Section 1.3:

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

The following are instances where Course Regulations deviate from University Academic Regulation D1, Section 4.2:

- The pass mark for all summative assessments is 40% (pass) except the computer software numeracy test assessments

In the following instance Course Regulations deviate from University Academic Regulation C8:13:

- 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:

Each year contains a progression point that you must move through to enter the next level of academic study. You cannot progress to the next level if you have not completed the requirements for progression. No compensation is permitted for theory or practice on the BSc (Hons) Midwifery programme.

The criteria for moving through and stepping up to the next academic level are as stated in section 10.2 - progression.

The Lead Midwife for Education will verify completion of programme requirements in accordance with standard 5, (NMC, 2023a), and confirm that you are of good health and character as part of this process before you can apply for entry to the NMC register.

As stated in standard 5.1.2 (NMC, 2023), you have five years to apply to register with the NMC if you wish to rely on this qualification for employment. In you fail to register your qualification within five years you will have to undertake additional education and training or gain such experience as specified in the NMC (2023) standards.

Additional requirement 1: Disclosure and Barring Service (DBS) checks

Clearance for an enhanced DBS check is mandatory on this programme. Students will be provided with instructions on how to apply for a DBS check, including a link to apply via a company called UCheck. Students must also sign up to the online DBS update service once the DBS certificate has been received.

Any student who has not completed the DBS application and sign up process, or who has not made the Programme Team, Student Support, Admissions Team aware of any Exceptional Circumstances, by the first working day in November (for September start programmes) or the first working day in March (for January start programmes) will be in breach of regulation B8 (11.1) in relation to providing incomplete information during the application process, and will enter the formal termination of studies process.

Additional requirement 2: Occupational Health

An Occupational Health assessment confirming fitness to commence the programme is mandatory on this programme.

Any student who has not completed all aspects of the Occupational Health process, or who has not made the Programme Team, Student Support, Occupational Health Team aware of any Exceptional Circumstances, by the first working day in January (for September start programmes) or the first working day in May (for January start programmes) will be in breach of regulation B8 (11.1) in relation to providing incomplete information during the application process, and will enter the formal termination of studies process.

Additional requirement 3: Regulations relating to placements

Students who miss, fail or are unable to attend more than one placement, and as a result are not able to successfully fulfil the professional requirements of the year and progress to the next level of study, may be required by the board of examiners to take a leave of absence until such time that they can re-join the programme and undertake the missing placements.

Student Additional Placement Requirement

An additional placement requirement may be required where you

- fail your PSRB capabilities in a planned placement and an additional placement is required to support your regulatory standard attainment
- are outstanding skills and capabilities to support your programme progression.
- are outstanding your required PSRB capabilities to support professional registration.
- are outstanding PSRB work based practice days to support your course completion and professional registration. (**N.B.** this list is not exhaustive)

The following guidance applies to any circumstances where an additional placement is required.

Work Based Placement Provision

Work based placements are provided by Local Authorities, NHS Trust and Private Voluntary and/or Independent Organisations (PVIO) for programmes in FMHS. All Local Authorities, NHS Trust/organisation providers manage and coordinate their own work based student placements for all learners. This is done through liaison with the university.

Work Based Placement Pathway

Each university has a planned work based placement pathway for every student cohort group completing PSRB training and education programmes. This is to ensure that you meet all the professional practice capabilities and requirements for your programme of study. The planned work based placement pathway is agreed with the university.

Additional Work Based Placements

Should you need an additional work based placement, outside of the agreed placement pathway, the university would need to liaise closely with the educational team for the relevant Local Authority, NHS Trust/PVIO organisation provider. An additional placement request would need to be made.

Additional Work Based Placement Considerations

The ability to accommodate you with an additional placement outside of the normal placement pathway, is dependent upon several variables. For example, the number of mentors, practice assessors/educators, available in placement areas to support your learning and assessment and the numbers of student learners already situated in planned placements from other cohort groups and or other universities. The above factors sit mostly outside of the university's sphere of control.

Additional Work Based Placement Requests

If you require an additional work based placement, this will be requested and managed by the School's Placement Team (at the point at which the team are informed that additional placements for students are required and

numbers are known).

Additional Work Based Placements Timings

There may be times when it is not possible to secure an additional placement at the point at which you require an additional placement, and some organisations may not be able to offer any additional placements for you outside of the university agreed plans. You may therefore need to wait until a suitable placement opportunity becomes available within a Local Authority, NHS or PIVO provider organisation and the organisation is able to accommodate your additional placement request.

Additional Work Based Placement Progression Delay

Additional placement opportunities may not occur for you again until the next cohort group undertakes the equivalent placement experience in the next academic year. The need for any additional placements may lead to a delay which may affect your ability to continue to progress on programme with your cohort group.

Additional Work Based Placement Travel and Accommodation

Your School will make every effort to secure you an additional placement, however, this may mean that you will be expected to make informed decisions and take responsibility about travel, accommodation, and financial subsistence when the additional placement area secured is not within the normal placement pathway. The decision you will need to make will be between continuing with your current cohort group or delaying your progression on programme.

Programme Progression

Where your programme progression or course completion end date is impacted, it is important for you to seek advice and guidance from your programme specific Academic Mentor or Student Support Services, and if applicable your School International Director. Delays in your progression may have consequences for your professional registration and employment/financial/accommodation offers, visas, and or other contractual arrangements.

[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: 16 September 2025

What's Changed

Repeat options wording clarified

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1.2	2025/26	RACHEL GRAY	14 August 2025	Additional costs amended to include optional costs.
1.1	2025/26	RACHEL GRAY	07 July 2025	Updated information relating to DBS and Occupational Health requirements added to the programme-specific regulations annex
1	2025/26	RACHEL GRAY	02 April 2025	
1	2024/25	RACHEL GRAY	23 September 2024	
3	2023/24	SARAH LEWIS		SVP
2	2023/24	JODIE PRESTON	13 March 2024	Variation added to the regulations section regarding repeat options
1	2023/24	JODIE PRESTON	02 February 2023	
1.1	2022/23	JODIE PRESTON	09 December 2022	Additional regulation added regarding the implications of failing a placement
1	2022/23	SARAH LEWIS	28 January 2022	
1	2021/22	SARAH LEWIS	24 March 2021	
2	2020/21	HEATHER INGRAM	24 July 2020	Alignment of the programme against newly published standards and proficiencies for pre-registration midwifery education by the NMC (2019).
1	2020/21	HEATHER INGRAM	20 December 2019	
2	2019/20	HEATHER INGRAM	17 July 2020	Years 2 and 3 updated to integrate new education and proficiency standards from the Nursing and Midwifery Council (NMC)
1	2019/20	HEATHER INGRAM	20 December 2019	