

## Programme Specification: Undergraduate

For students starting in Academic Year 2018/2019

### 1. Course Summary

<b>Names of programme(s) and award title(s)</b>	BSc (Hons) Midwifery
<b>Award type</b>	Single Honours
<b>Mode of study</b>	Full time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 6
<b>Duration</b>	3 years (156 weeks full-time) From September 2020 you will be required to complete 680 hours of theory and 840 hours of practice learning
<b>Location of study</b>	Keele University Clinical Education Centre at Royal Stoke University Hospital, Royal Stoke University Hospital, County Hospital Stafford and Keele University main campus
<b>Accreditation (if applicable)</b>	This subject/programme is accredited by the Nursing & Midwifery Council. For further details see the section on accreditation
<b>Regulator</b>	Nursing and Midwifery Council (NMC) Office for Students (OfS)
<b>Tuition Fees</b>	<b>UK/EU students:</b> Fee for 2018/19 is £9,250*  <b>International students:</b> Fee for 2018/19 is £17,000**
<b>Additional Costs</b>	Refer to the section on additional costs below

**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.

### 2. What is a Single Honours programme?

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

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

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 opportunities. Thus, it enables the student to gain, and be able to demonstrate, a distinctive range of graduate attributes. Graduates who successfully achieve all the programme requirements are eligible to apply for registration with the Nursing and Midwifery Council (NMC), and must do so within 5 years of programme completion.

### **3. Overview of the Programme**

This programme specification has been updated in light of approval of the new programme based on the NMC (2019) Part 3: Standards for pre-registration midwifery programmes and Standards of proficiency for midwives. This new programme was approved in June/July 2020 and the 2018 cohort is transferring to the new programme. The specification contains information about the updated programme and specifically year 3 for the 09/18 cohort.

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, 2019a), Standards of proficiency for midwifery programmes, (NMC, 2019b), The Code: professional standards, practice and behaviour for nurses and midwives, (NMC, 2018a) and Standards for Student Supervision and Assessment, (NMC, 2018b). The Framework for Quality Maternal and Newborn Health from the Lancet Series on Midwifery 2014, (NMC, 2019b, p7) 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, p7).

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.

Midwifery students at Keele are part of a wider Faculty of Medicine and Health Sciences including Schools of Medicine, Allied Health Professions, Nursing and Midwifery, Pharmacy and Bioengineering and Primary, Community and Social Care which enables a wide range of meaningful inter-professional working and learning. Midwifery students work alongside students from medicine, physiotherapy, nursing, pharmacy and social work in a planned programme in each year.

#### **Midwifery at Keele**

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

The University campus extends over more than 600 acres and offers students from the School access to a broad selection of academic and social resources including the main Library, the Student Union, sports and other leisure facilities, learning support resources and student housing. 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 including Schools of Medicine, Allied Health Professions, Nursing and Midwifery, Pharmacy and Bioengineering and Primary, Community and Social Care which enables a wide range of meaningful inter-professional working and learning. Midwifery students work alongside students from medicine, physiotherapy, nursing, pharmacy and social work in a planned programme in each year. In addition, a number of innovative learning experiences, for example advanced IPE workshops, are organised between specific professional groups with whom midwives will work closely after qualification. Students are prepared to practice advanced clinical skills relevant to midwifery using simulation within the clinical skills laboratories.

The high quality of midwifery education at Keele is evidenced by the outcomes of the National Student Survey 2019 results with top rankings in course satisfaction and an intellectually stimulating programme. The School of Nursing & Midwifery and Faculty for Medicine and Health Sciences is consistently rated highly featuring in the top 10 institutions. The School and midwifery team have an excellent relationship with our local Trust which provides support for students to achieve an excellent standard of practice. The School is committed to developing a vibrant and supportive environment for students which facilitates development of confidence and competence in academic studies and clinical performance and a commitment to engage with the wider community.

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

#### **4. Aims of the Programme**

The broad aims of the programme are to:

- Ensure the student achieves the requirements as framed by the Standards for Pre-registration Midwifery programmes, (Nursing and Midwifery Council, 2019a), Standards of Proficiency for Midwives, (NMC, 2019b) and by the Code, (NMC, 2018), for entry to the Professional Register as a Midwife, and other related legislation and guidance;
- Develop the student to become a skilled and knowledgeable midwife who: focuses 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; enables and advocates for the human rights of women and children; can work across the whole continuum of care and in all settings, understanding 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; understands 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 the student develops as a scholar with the knowledge, skills, and ability to identify, critically analyse, and interpret research evidence and local, national, and international data and reports;
- Ensure the student takes responsibility for continuous self-reflection, seeking and responding to all support and feedback to develop their professional knowledge, understanding and skills;
- Improve the student's understanding of the principles of sustainable healthcare;
- Ensure the student develops an understanding of sustainable health and well-being;
- Ensure the student develops 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 proficiencies 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).

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

1. Practice safely and in accordance with the Standards for Pre-registration Midwifery programmes, (Nursing and Midwifery Council, 2019a), Standards of Proficiency for Midwives, (NMC, 2019b) 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 users 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?

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

1. Lead lectures: the lecturer will impart information, stimulate interest and provide a medium for the considered application of theory to practice and provide the student 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 face-to-face 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 inter-relationship with knowledge and research;
- Provide effective support for students.

3. Student led tutorials, seminars & small group presentations: the student 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 the student 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 the student is drawn into the rhetoric/reality debate that such scenarios often generate.

5. Case study presentations: the lecturer and/or the student will present a specific case and use this as a vehicle for discussion and critical analysis.

6. Interprofessional Education (IPE): the student 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: the student will be allocated time and be directed to access material to contribute to their learning, development and preparation for assessments. This may be learning that should be undertaken prior to a lead lecture for example.

8. Simulation: the student will engage in simulated practice learning. Simulation is defined by the NMC, (2019a, p 19) as 'used for learning and/or oral 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.

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 carer and carer. The student 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 the student will follow 3 low-risk mothers care through her antenatal and postnatal periods.

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

Year 3 - during the community placement the student will follow 2/3 ladies through their antenatal and postnatal experiences and be on call for their intrapartum care.

The management of this process will be supported by clear guidelines for the practice supervisor and practice assessor and the student with evidence of the experience reflected in their coursework and personal reflections. The midwifery academic team and personal tutor will discuss in detail with the student at the beginning of each year. In year three there will be an option to case loading for the year. This will take place when continuity of care models are embedded within our clinical practice partners organisation of care - see section 5.2.

11. Student led conference: collectively within the year and other year groups, an annual student led conference will be organised around a specific theme. Each student can learn about that theme and showcase their work from the modules.

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

13. Clinical Supervision workshops: these workshops are supported by midwifery lecturers to address legal, ethical and professional issues drawn from practice to support student growth and development as a person and professional acknowledging the emotional impact of care situations. There will be sessions from the Professional Midwifery Advocate (PMA) from the Trust at times through the programme.

14. Service user involvement sessions: hearing from and working with service users is important in understanding the impact of care provision and learning how to provide individualised and empathetic care. There will be a variety of sessions involving service users in each year.

15. Ongoing Personal Development Plan: to introduce the student to the Nursing and Midwifery Council, (2018), revalidation requirements and prepare for employment opportunities, each student is advised to develop a personal development plan using feedback from peers, teams in the clinical and academic settings and include their personal goals and action planning. This can be an online tool or written format, whichever seems easiest for the student.

16. 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.

The student will work with their practice supervisors and assessors in the placement context to structure the learning:

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.

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

## **7. Teaching Staff**

The midwifery teaching team is led by the Lead Midwife for Education who is a Senior Lecturer and a member of the Executive School Committee. The midwifery teaching team are highly qualified registered midwives, have University approved teaching qualifications (or working towards this), some have doctorates or working towards a doctorate. Several members of current staff are Fellows of the Higher Education Academy or Senior Fellows.

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, NMC Visitor, 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 or fall ill, 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, 2019a) and the required outcomes (NMC, 2019b) to be achieved to become a registered midwife and therefore the programme content. The total programme hours required are 4600hrs (NMC, 2019a, 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, 2019a, 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.

The programme arrangements are identified in table 1 meeting the requirements of the NMC (2019).

Table 1: Programme Plan 2020-2021

Same Path for All Students – YEAR THREE 2022-23																				Different Pathways																																						
26 Sept	3 Oct 22	10 Oct	17 Oct	24 Oct	31 Oct	7 Nov 22	14 Nov	21 Nov	28 Nov	5 Dec 22	12 Dec	19 Dec	26 Dec	2 Jan 23	9 Jan 23	16 Jan	23 Jan	30 Jan	6 Feb 23	13 Feb	20 Feb	27 Feb	6 Mar 23	13 Mar	20 Mar	27 Mar	3 Apr 23	10 Apr	17 Apr	24 Apr	1 May	8 May 23	15 May	22 May	29 May	5 June	12 June	19 June	26 June	3 July 23	10 July	17 July	24 July	31 July	7 Aug 23	14 Aug	21 Aug	28 Aug	4 Sept	11 Sept	18 Sept 23							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52							
T	P	P	P	P	P	P	T	R	W	T	T	T	A	L	L	T	T	T	A	P	P	P	P	P	P	P	P	T	R	W	T	A	L	L	T	T	T	A	L	L	T	T	T	A	L	L	T	T	T	A	L	L	T	T	T	A	L	L
205/6 6 wks + 1 wk MAU including NIPE or							Delivery Suite 6 wks + MBC 1 wk including NIPE or							Community with WHC & caseloading including NIPE																																												

Table 2: Arrangement of modules and learning hours in year 3

YEAR 3 120 credits@ level 6 (Honours)			Qualification
38 weeks (1520hrs) in length plus 14 weeks annual leave			
Same pathway for all students		Optional pathway	
<p>60 credits: <b>Theory based learning:</b> 17 weeks (680hrs @ 40 hrs/week) with 2 modules:</p> <ul style="list-style-type: none"> <li>Developing effective practice – 45 credits</li> <li>Professional leadership – 15 credits</li> </ul>	<p>60 credits: <b>Practice based learning:</b> 21 weeks (840hrs 40hrs/week):</p> <ul style="list-style-type: none"> <li>Clinical midwifery practice 3 module</li> </ul>	<p>Pathways dependent on progress and choice:</p> <ul style="list-style-type: none"> <li>Retrieval weeks for resubmission of theory and/or practice</li> <li>Personal time for study of choice</li> <li>Annual leave</li> <li>Mixture of all above</li> </ul>	

An additional 8 hrs is required to ensure the full 4600hrs.

### Level 6

There are 3 modules in year 3. The Developing Effective Practice module will support you to critical 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 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 205/6 to 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 the Forget-Me-Not bereavement suite)

7 weeks: 6 weeks Community + 1 week at the Women's Health Centre

Case loading: during your community placement you will follow 2/3 women with midwifery care and additional care need through their antenatal and postnatal experiences and be on call for their intrapartum care.

Compulsory modules Module Code Credits Period

Developing Effective Practice NUR-30228 45 Year 3

Professional Leadership NUR-30229 15 Year 3

Clinical Midwifery Practice 3 NUR-30230 60 Year 3

Level 6 Module Rules

All modules and each assessment must be passed

Level 6 Learning Outcomes:

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Develop a different way of organising care using quality improvement and change management processes, evaluating the impact on women, newborn infants, partners and families.	Developing Effective Practice - NUR-30228
Critically appraise how effectively the organisation of care contributes to the health and safeguarding of women and newborn infants, partners and families.	Developing Effective Practice - NUR-30228
Critically reflect on the impact of the organisation of care on sustainable mental health and well-being of the parents and newborn.	Developing Effective Practice - NUR-30228
Identify, critically analyse and interpret research evidence, local, national and international data and reports to inform best midwifery policy and practice.	Developing Effective Practice - NUR-30228
Critically analyse the strengths and limitations of quantitative and qualitative studies, including ethical considerations, study design and data analysis	Developing Effective Practice - NUR-30228
Critically reflect on your personal professional practice and growth as a midwife in relation to the professional regulatory legal framework and working in partnership with women and their families	Professional Leadership - NUR-30229
Evaluate your ability to lead and manage midwifery care, working collaboratively, challenging colleagues, escalating concerns and influencing others	Professional Leadership - NUR-30229
Critically reflect on your personal learning from complex and unpredictable situations, the management of near misses, critical incidents, major incidents and serious adverse events	Professional Leadership - NUR-30229

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Evidence of achievement of progression point 3 under minimal supervision meeting the proficiencies, skills and values as required of the programme and NMCb (2019) standards	Clinical Midwifery Practice 3 - NUR-30230
Demonstrates ability to apply knowledge and understanding safely and effectively, using evidence based practice to optimise outcomes for women and newborn infants in clinical practice at academic level 6 and across mapped domains (NMCb, 2019)	Clinical Midwifery Practice 3 - NUR-30230
Evidence of achievement of accurate drug calculations for a range of medicines as required by standard 3.19 (NMC, 2019a) & 6.49.5 (NMC, 2019b)	Clinical Midwifery Practice 3 - NUR-30230
Evaluate evidence-based, best practice to support decision making in response to signs of deterioration and compromise in the woman, fetus and newborn infant	Clinical Midwifery Practice 3 - NUR-30230
Evaluate evidence-based, best practice to support decision making in response to emerging obstetric complications, additional needs and emergencies in the woman, fetus and newborn infant	Clinical Midwifery Practice 3 - NUR-30230
Identify and implement an effective strategy for support, referral, interdisciplinary and multiagency team working, including escalation and follow up whilst providing midwifery care	Clinical Midwifery Practice 3 - NUR-30230
Evidence of achievement of proficiency in undertaking the full systematic physical examination of the newborn infant in line with local and national evidence-based protocols as required by the programme	Clinical Midwifery Practice 3 - NUR-30230

<b>Intellectual skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Critically evaluate the ability to provide sustainable health care	Developing Effective Practice - NUR-30228

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Evaluate how effectively the organisation of care prioritises the needs and preferences of women and newborn infants and provides an accessible service.	Developing Effective Practice - NUR-30228
Critically reflect on your strategies to support sustainable health and well-being which contribute to safe and effective practice for yourself and for others	Professional Leadership - NUR-30229
Demonstrate skills of digital and technological literacy needed to ensure safe and effective midwifery practice (standard of proficiency 1.23, NMC, 2019b)	Professional Leadership - NUR-30229 Clinical Midwifery Practice 3 - NUR-30230 Developing Effective Practice - NUR-30228

## 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:

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

## 10. How is the Programme assessed?

The design of the assessments has been shaped by the Quality Assurance Agency guiding principles on assessment, (QAA, 2018b) and taken account of each student's stage of development, different learning styles, levels of study, course requirements and the skills and competencies needed. Needs of a student have been considered in developing the range and flexible approaches within the assessment methods so each student can perform at their best. Each assessment serves a purpose and is aligned to module and programme learning outcomes and teaching activities (QAA, 2018b). The student can benchmark their own development through formative and summative feedback to support reflection on their learning and enhance their assessment literacy.

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 multiple choice questions exam (MCQ), simulation with peer review and written reflection, reflective essays, presentations with supporting written papers, assignments including case studies or the development of a health promotion tool or service improvement project, development of a web page. 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 3 provides an overview of the summative assessment strategy adopted for each module. The starred \* items take place in the clinical leaning 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 presentational skills and 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 complete 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 a formative workshop in year 3 on M- AIM - Maternity Acute Illness Management - which will support the development of skills and confidence in managing deterioration in

women in non-obstetric situations. Table 4 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 student's personal tutor when the ongoing development plan will be discussed in preparation for their personal choice and individual pathway options and build on their strengths for the next stage of the programme.

Management of the assessment process will be in accordance with University academic regulations. Students need to refer to the School 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 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 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.

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

Table 3: Overview of Summative Assessment Strategy

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 4: Formative and Developmental Feedback Assessment Strategy

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 Midwifery Practice 3	Numeracy – online tool	Open practising	Online feedback	Pass/fail at 100%	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	ODP
		*Professional behaviour			Each placement pass/fail		
		*Practice episode records including NIFE			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		
M-AIM – 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 2019) 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, 2019b) which also reflect the European Directive, (EU Council, 2005), and Unicef UK Baby Friendly Initiative learning outcomes, (Unicef UK, 2019). 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 5: The Roles and Responsibilities for Student Supervision and Assessment

			
<b>Practice Supervisors</b>	<b>Practice Assessors</b>	<b>Students</b>	<b>Academic Assessors</b>
<p>All NMC registrants are capable of supervising students, serving as role models for safe and effective practice. Students may also be supervised by other registered health and social care professionals.</p>	<p>Students on an NMC approved programme are assigned to a nominated practice assessor for a practice placement or a series of practice placements. Practice Assessors must be Registered Midwives prepared for the role.</p>	<p>Students will be supported in clinical practice by appropriately qualified and skilled registrants who contribute to an holistic assessment. Assessment decisions will be made in partnership between Practice and Academic Assessors.</p>	<p>The nominated academic assessor, who is a Registered Midwife, works in partnership with the nominated practice assessor to evaluate and recommend the student for progression for each part of the programme.</p>
<h1>Roles and responsibilities for student supervision and assessment (NMC 2018)</h1>			
<p><b>Practice Supervisor responsibilities*:</b></p> <ul style="list-style-type: none"> <li>Support practice learning by providing ongoing feedback to the student with a focus on their knowledge, performance and professional behaviour.</li> <li>Confirm the student's practice episode records.</li> <li>Confirm proficiency within each care section of the Midwifery Ongoing Record of Achievement (MORA).</li> </ul>	<p><b>Practice Assessor* responsibilities:</b></p> <ul style="list-style-type: none"> <li>Meet with student at the beginning of the year or part of the programme to plan practice learning.</li> <li>Periodically observe the student in order to inform decisions for assessment and progression.</li> <li>Review a range of evidence to make assessment and progression decisions.</li> <li>Complete the reviews and summative holistic assessment.</li> </ul>	<p><b>Student responsibilities:</b></p> <ul style="list-style-type: none"> <li>Complete the initial meeting record before the meeting to identify learning needs.</li> <li>Be proactive in seeking learning opportunities taking responsibility for learning.</li> <li>Complete the 'About me' section of the MORA.</li> <li>Accurately record clinical experience and practice episode records.</li> <li>Reflect on progress and complete reflections before reviews and assessments.</li> </ul>	<p><b>Academic Assessor* responsibilities:</b></p> <ul style="list-style-type: none"> <li>Review the student's progress at designated points in the programme.</li> <li>Make decisions about student progression in partnership with the Practice Assessor.</li> <li>Review and verify student achievement, completing the progression summary in the MORA.</li> </ul>
<p>*The same person cannot simultaneously be the Practice Supervisor, Practice Assessor or Academic Assessor for the same student.</p>			
<p><small>© Lindsay Gillman 2019 Kingston University</small></p>			

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, (2019a, 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) - for the duration of the midwifery programme which will provide evidence of achievement for the proficiencies for midwives, (NMC, 2019b). 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 6: The Clinical Practice Learning Assessment Strategy**

# The Midwifery Ongoing Record of Achievement Assessment Strategy

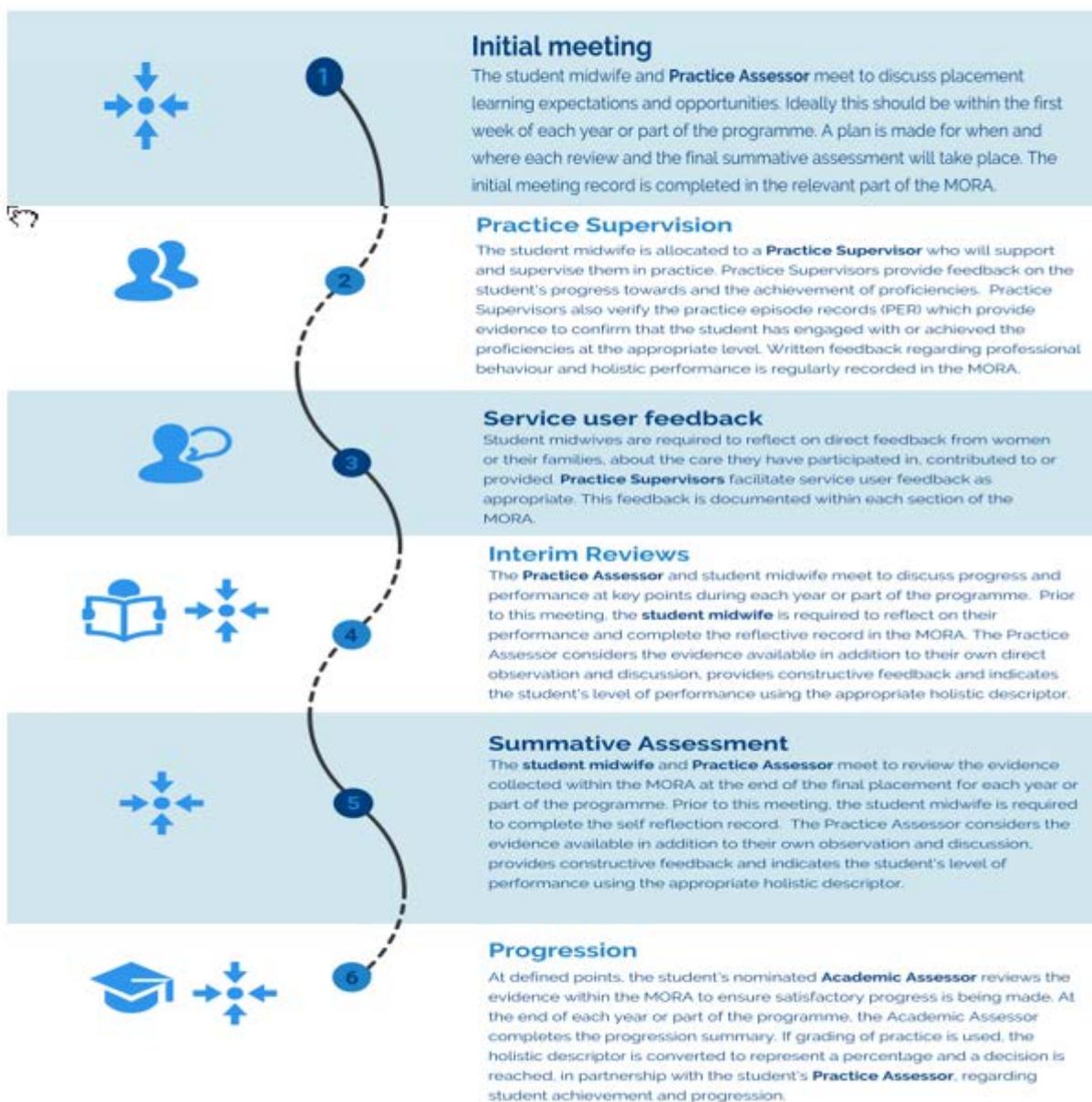


Table 6 explains the assessment strategy identifying the steps involved within each placement to support the student progress towards achieving the level required in each year. The student must achieve the proficiencies at the required level in each year of your programme. The assessment process aims 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 personal tutors. There will be a placement debrief after each placement block and the student will be expected to reflect on their experiences for their portfolio and assessment activities.

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 an action 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. An action 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 progress review panel - see the School Handbook.

## **10.2 Progression**

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

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 and proceed to year 2 academic level 5 and completed the modules hours for theory and practice;

Year 2 academic level 5 - pass all assessments and proceed to year 3 academic level 6 and completed the modules hours for theory and practice;

Year 3 academic level 6 - pass all assessments, completed the modules 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:

Pass all summative assessments - theory and practice

Complete the requirements identified in the Directive 2005/36/EC of the European parliament and of the council on the recognition of professional qualifications on the practical and clinical training:

100 antenatal examinations

Supervision and care of at least 40 pregnant women

40 personal deliveries

Active or simulated participation in breech deliveries

Performance of episiotomy and initiation to suturing

100 postnatal examination of the mother

100 examinations of the healthy new-born

Observation of care of the new-born requiring special care

40 examinations of women at risk

Care of women with pathological conditions

Initiation in the field of medicine and surgery

Demonstrate and declare good health and good character.

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, your personal tutor and the award lead.

As stated in standard 5.1.2 (NMC, 2019a), 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 (2019 a & b) standards.

## 11. Contact Time and Expected Workload

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

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on their chosen course by year/stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and external visits. The figures are based on 1,200 hours of student effort each year for full-time students but with the professional requirement to fulfil 4600 programme hours and overall an equal balance between 50% theory and 50% practice learning (EUA, 2014, NMC, 2019a 2.8).

Activity	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	17%	37%	46%
Year 2 (Level 5)	16%	35%	49%
Year 3 (Level 6)	13%	32%	55%

## 12. Accreditation

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

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

## 13. University Regulations

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

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

## 14. What are the typical admission requirements for the programme?

## Selection and admissions procedures

The School of Nursing and Midwifery Admissions policy has been developed in conjunction with placement partners and with user/carer involvement and is reviewed annually. The Admissions Policy relating to 2020/21 is available on the School website:

<http://www.keele.ac.uk/nursingandmidwifery/undergraduatestudents/admissionspolicy/>

This policy is reviewed annually and subject to change.

### Academic Entry Criteria

All candidates for pre-registration Midwifery programmes are required to meet or exceed NMC requirements, including literacy, numeracy and digital literacy skills. A variety of entry qualifications are accepted and can be found at:

<https://www.keele.ac.uk/study/undergraduate/undergraduatecourses/midwifery/#entry-requirements>

### Prerequisites for entry to the BSc (Hons) in Midwifery

In order to be accepted onto the programme, candidates must:

- Meet the School's entry criteria;

- Demonstrate occupational health clearance by the University's Occupational Health Unit;

- Demonstrate good character through reference(s)x1;

- Demonstrate a satisfactory enhanced Disclosure and Barring Service (see below);

- Provide evidence of minimum residency / English language requirements (see below).

All overseas applicants must also have an appropriate level of English Language. If English is not their first language, students will normally be asked to pass a recognised English Language qualification:

Normally applicants will have IELTS level 7.0 (with 7.0 in each subset). The University may be able to accept alternative English Language qualifications from applicants from outside the European Economic Area (EEA) on a case by case basis in line with the appropriate Nursing and Midwifery Council (NMC) guidelines.

In addition to the above, some experience of caring work (e.g. work experience, voluntary work, caring for family members or care experience as part of a course) is desirable.

### Admission with advanced standing

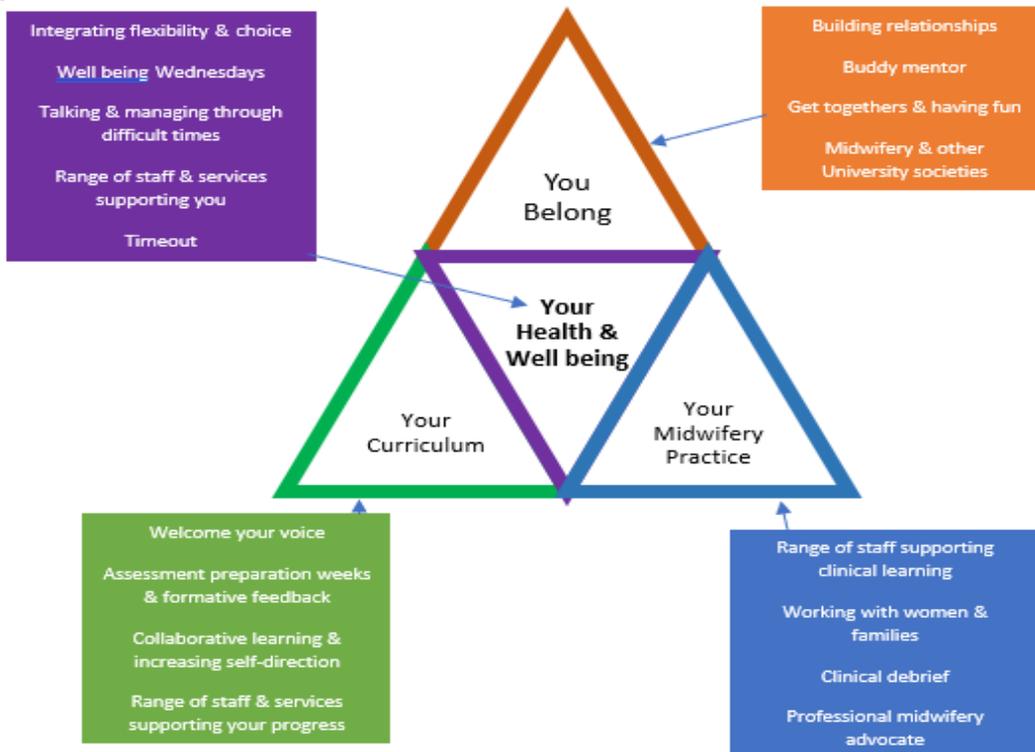
All students must complete a minimum of three years full-time preregistration midwifery education (NMC, 2019, 2.9.1) and therefore there is no provision in this programme for advanced standing or recognition of prior learning.

### Transfer between institutions

Students may be considered for a transfer from another NMC approved pre-registration programme, provided relevant requirements for good health and good character are met and their prior learning can be mapped against this programme so that they will be able to meet all necessary learning outcomes and standards on completion of the course (NMC, 2019). The process for transfer will comply with University and School policy and guidance.

## 15. How are students supported on the programme?

The approach within the curriculum has been informed by the proficiencies (NMC, 2019b), the 9 principles promoted by Health Education England (Health Education England, 2019) to support and promote the wellbeing of the NHS staff and those learning in the NHS and principles supporting mental well-being in the curriculum (Baik, Larcombe, Brooker, Wyn, Allen, Brett, Field, James, 2017). The team have designed a curriculum and adopted practices that increase the opportunities for the continued growth of the student 'self, mind and voice' as a midwife and as a person. This growth may challenge the student, e.g. by personal emotional triggers or from traumatic clinical events (HEE, 2019), and there is an emotional impact in learning to be and practising as a midwife however there is a network of support and resources. Practices have been redesigned so that the growth of the student 'self, mind and voice' are supported and promoted and that the student learns how to support the growth of others. The approach is summarised within this model:



& based on 4 values :



Be Kind - to yourself & others



Be Connected - Value and nurture connection



Be aware that support is there for you



Believe in your voice, mind and self

### You Belong:

Transitioning towards belonging to and becoming part of the University and midwifery communities of practice is promoted through our learning and teaching methods which support building relationships. The student will get to know the academic team and the range of staff involved in supporting learning in the clinical settings. A Buddy is allocated to the student before starting the programme and is a fellow student from another year. Their role is to help the student with queries and support to progress on the programme. Each buddy/peer mentor has been trained by the Student Union to develop additional skills for working with students. Get togethers and having fun are important too – it’s not all about midwifery. Events like the Bonanza and events around Christmas and Easter are organised collectively between the academic team and all midwifery students as well as events at the University. The Midwifery Society has been established with support from the Students Union, to support student learning and is run by the students for the students. There are other University societies organised by the Students Union for students to get involved with.

### Your Health and Well-Being:

Wherever possible the curriculum has integrated as much flexibility and choice as possible so that the student can make decisions for themselves and determine their pathway through the midwifery programme. ‘Well-Being Wednesdays’ are protected as much as possible, so students have time to participate in University activities, time to reflect or time to do whatever they choose on these days. The programme will challenge each student and when there are difficult times, there is support for students to discuss what has happened and how they feel. Managing emotional response to events is important to support health and well-being. There will be sessions on managing feelings and there are members of the midwifery academic team with additional training in critical incident support management who can support students through difficult times and direct to student support services if required. The wider network of Student Support service will provide students with access to a wide range of support within the University via Student Services incorporating:

- Disability and Dyslexia Support
- Careers and Employability Service
- International Student Support
- Counselling and Wellbeing
- Student Financial Support
- Student Life and Learning
- Occupational Health

Please see the Student Services website for more information: <https://www.keele.ac.uk/students/student-services/>. The Students' Union also offers support through their sabbatical officers and the Independent Advice Unit. Timeout is an option for students to consider and can be a few days or weeks or maybe longer.

Your Curriculum:

The student voice is valued and the Midwifery Forum, which is programme specific, and the School Student-Staff Voice Committee ensures that comments and feedback contribute proactively to ongoing curriculum implementation and enhancement via Student Voice Representatives. There are assessment preparation weeks and formative feedback points giving time to concentrate on work and to guide learning. The teaching and learning methods support collaborative learning through working in groups, helping to learn to work with others and managing development. Self-direction is encouraged to develop strength and confidence in abilities and attaining personal goals. There is a range of staff and services supporting student progress that students are invited to access:

- Midwifery programme specific support:

**Personal tutor:** All students registered on the BSc (Hons) Midwifery programme are allocated a Personal Tutor who is a midwifery academic available to provide pastoral support and academic advice. Students will meet their Personal Tutor to review progress in theory and practice at regular points and can be contactable via email, telephone or face-to-face. A different Personal Tutor is allocated each year. Should Personal Tutors be absent from the School for a prolonged period, an alternative member of the midwifery academic team will support students.

**Academic assessors:** Each part of the programme has a named academic assessor who liaises with practice assessors and provides advice, support and guidance to students and practice assessors in relation to student learning and assessment during placements. The academic assessor will confirm progression in the assessment of practice learning process.

**Module Teams/Leaders:** Each module has a module team of midwifery academics who support students through the module. Module Leaders have overall responsibility for co-ordinating the module and will support student regarding specific aspects of learning and teaching planned through each module.

**Assessment Leads:** Each assessment has an assessment lead who is usually a member of the module team and is the key contact for advice regarding that assessment.

- School specific support:

**Disability Liaison Officer:** The School has a disability liaison officer whose role is to support students with disabilities and ensure reasonable adjustments are implemented. The Disability Liaison Officer can advise you on matters relating to disability, including Dyslexia/Specific Learning Difficulties. This is a University role and involves liaison with Personal Tutors, student support services and occupational health. This is requirement of standard 3.7 (NMC, 2019a).

## Your Midwifery Practice:

There is a range of staff supporting students learn and develop within the clinical setting. These have been discussed in tables 5 & 6. Each placement has a named Midwifery Link Lecturer who provides support to the clinical practice learning area in relation to learning and assessment during placements and monitors the quality of the learning environment. Each clinical practice learning area has a Practice Nominated Person. This is the person is employed by the NHS Trust to support student midwives in clinical practice and to manage their clinical experiences. Working with women and families provides you with opportunities to learn and grow by integrating theory and practice and reflecting on your experiences. Clinical debriefs in the academic and clinical settings are designed to help you work through and share experiences. Each maternity unit has a Professional Midwifery Advocate (PMA) who supports individuals in practice through incidents and investigations to enable reflection and progress to be the midwife they want to be. Students will meet the PMA.

## 16. Learning Resources

The School of Nursing and Midwifery has excellent facilities on the main campus at Keele University using the Learning Resource Centre and Library facilities, as well as facilities within the interprofessional Clinical Education Centre (CEC) at the University Hospitals of North Midlands NHS Trust (UHNM). The CEC provides a state-of-the-art learning environment which is shared between the Schools of Nursing and Midwifery and Medicine. The multidisciplinary health library at CEC provides an extensive range of books, journals and electronic resources <http://www.keele.ac.uk/healthlibrary/>. Information skills training and academic writing skills sessions are available from library staff. The Library and IT Suite have extended open hours. The teaching accommodation includes a lecture theatre, various size classrooms, seminar rooms, tutorial rooms and a clinical skills suite. The clinical skills suite is equipped to a high standard to facilitate a wide range of clinical skills learning and simulation. The suite is jointly managed and resourced between the University Faculty of Medicine and Health Sciences and UHNM postgraduate medicine which enables a greater range of equipment to be provided alongside enhanced Inter Professional Learning activities to be undertaken. The school has purchased a range of electronic packages and licences to aid dynamic, flexible individualised learning including authentic world drug calculation, lab tutor and pebble pad e-portfolio.

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

## 17. 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, 2019b) to support the supervision of assessment in practice is overseen in partnership by the Director of Placement Learning, the Lead Midwife for Education and the Head 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, 2018).

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 her moderation responsibility.

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

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

Interprofessional Education in the Pre-Registration Curriculum (IPE)

The NHS 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 multiprofessional to promote:

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

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

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

### Internationalisation

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

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

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

Turkey	Ankara University - Agreement for Teaching Mobility & Student Mobility.
Sweden	University of Gothenburg - Agreement Teaching Mobility/Admin Mobility/Student Mobility
Iceland	Agreement Teaching Mobility
Range of countries for example Nepal, Sri Lanka, and Tanzania	Work the World Organisation
Spain	University Nebrija Madrid - Possible new area in EU for 2012

### **Study abroad**

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

### **18. Additional costs**

#### **Midwifery Programme Costs**

##### **Travel for placements**

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

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

##### **Disclosure and Barring Service (DBS)**

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

##### **Uniform**

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

##### **UHNM ID Card**

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

##### **Occupational Health Clearance**

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

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

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

## **19. Quality management and enhancement**

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in all three years of the programme is considered and acted on at regular meetings of the Student Staff Voice Committee and the Midwifery Forum.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

## **20. The principles of programme design**

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

Baik, C., Larcombe, W., Brooker, A., Wyn, J., Allen, L., Brett, M., Field, R., James, R., (2017) Enhancing Student Mental Wellbeing – A handbook for academic educators <http://unistudentwellbeing.edu.au/student-wellbeing/wellbeing-essentials/> accessed 7.2.20

European Union. (2005). Standards for Nursing and Midwifery: Information for Accession Countries: Midwifery Training Articles 40-42 of 2005/36/EC:

[http://www.euro.who.int/\\_data/assets/pdf\\_file/0005/102200/E92852.pdf](http://www.euro.who.int/_data/assets/pdf_file/0005/102200/E92852.pdf) accessed 16th Dec 2019

- Gilman, L. (2020). A guide to using the Midwifery Ongoing Record of Achievement (MORA). Midwifery Practice Assessment Collaboration Project Lead, NHS Health Education England, London region.
- Health Education England. (2019). NHS Staff and Learners' Mental Wellbeing Commission [www.hee.nhs.uk](http://www.hee.nhs.uk) accessed 10.12.19
- Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>
- Kirkup, B. (2015). The Report of the Morecambe Bay Investigation. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/408480/47487\\_MBI\\_Accessible\\_v0.1.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/408480/47487_MBI_Accessible_v0.1.pdf) accessed 10th January 2020
- Knowles, M., Holton, E, & Swanson, R. (1998). The Adult Learner: The definitive Classic in Adult Education and Human Resource Development (5th Ed.). Boston: Butterworth-Heinemann
- MBRRACE-UK. (2019). Saving Lives, Improving Mothers' Care - lessons learned to inform maternity care from the UK and Ireland Confidential Enquiries into Maternal Deaths and Morbidity 2015 - 17. <https://www.npeu.ox.ac.uk/downloads/files/mbrance-uk/reports/MBRRACE-UK%20Maternal%20Report%202019%20-%20WEB%20VERSION.pdf> Accessed 10th January 2020
- McCarthy, R., Nuttall, J., Smith, J., Martin, C., (2014). A method of teaching critical care skills to undergraduate student midwives using the Maternal-Acute Illness Management (M-AIM) training day, Nurse Education in Practice, 1- 5
- Midwifery Practice Assessment Collaboration Steering Group. (2020a). Midwifery Ongoing Record of Achievement (MORA) Frequently Asked Questions (FAQs). NHS Health Education England, London region.
- Midwifery Practice Assessment Collaboration Steering Group. (2020b). Midwifery Ongoing Record of Achievement (MORA). NHS Health Education England, London region.
- Mothers and Babies: Reducing Risk through Audit& Confidential Enquires across the UK (MBRRACE). (2016) Saving Lives, Improving Mothers' Care Surveillance of maternal deaths in the UK 2012-14 and lessons learned to inform maternity care from the UK and Ireland Confidential
- Enquiries into Maternal Deaths and Morbidity 2009-14. <https://www.npeu.ox.ac.uk/downloads/files/mbrance-uk/reports/MBRRACE-UK%20Maternal%20Report%202016%20-%20website.pdf> Accessed 1st June 2017
- National Health Service, (2016). Better Births: Improving Outcomes of Maternity Services in England - a five year forward view for maternity care. <https://www.england.nhs.uk/publication/better-births-improving-outcomes-of-maternity-services-in-england-a-five-year-forward-view-> for-maternity-care/ Accessed 10th January 2020
- National Health Service. (2019). Interim NHS People plan. [https://www.longtermplan.nhs.uk/wp-content/uploads/2019/05/Interim-NHS- People-Plan\\_June2019.pdf](https://www.longtermplan.nhs.uk/wp-content/uploads/2019/05/Interim-NHS- People-Plan_June2019.pdf) Accessed 10th January 2020
- National Health Service, (2020). Better Births Four Years on: A review of progress <https://www.england.nhs.uk/publication/better-births-four-years-on-a-review-of-progress/> Accessed 20th April 2020
- Nuffield Trust, Health Foundation and Kings Fund. (2019). Closing the gap - Key areas for action on the health and care workforce. [https://www.nuffieldtrust.org.uk/files/2019-03/1553101044\\_heaj6918-workforce-briefing-190320-web.pdf](https://www.nuffieldtrust.org.uk/files/2019-03/1553101044_heaj6918-workforce-briefing-190320-web.pdf) (accessed 6.2.2020)
- Nursing and Midwifery Council. (2018a). The Code: professional standards, practice and behaviour for nurses and midwives. <https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf> Accessed 16th Dec 2019

Nursing and Midwifery Council. (2018b). Standards for Student Supervision and Assessment. London. <https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/> Accessed 14.2.19

Nursing and Midwifery Council. (2018c). Standards Framework for Nursing and Midwifery Education <https://www.nmc.org.uk/standards-for-education-and-training/standards-framework-for-nursing-and-midwifery-education/> Accessed 16th Dec 2019

Nursing and Midwifery Council. (2019a). Part 3: Standards for pre-registration midwifery programmes. <https://www.nmc.org.uk/globalassets/sitedocuments/standards/standards-of-proficiency-for-midwives.pdf> Accessed 16th Dec 2019

Nursing and Midwifery Council. (2019b). Standards of proficiency for midwives programmes. <https://www.nmc.org.uk/globalassets/sitedocuments/standards/standards-for-pre-registration-midwifery-programmes.pdf> Accessed 16th Dec 2019

Quality Assurance Agency. (2014). UK Quality Code for Higher Education, Part A: Setting and Maintaining Academic Standards – The Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies. <https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks> Accessed 16th Dec 2019

Quality Assurance Agency. (2018). The Revised UK Quality Code for Higher Education. <https://www.qaa.ac.uk/quality-code> Accessed 16th Dec 2019

Quality Assurance Agency. (2018a). UK Quality Code, Advice and Guidance: admissions, recruitment and widening access <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/admissions-recruitment-and-widening-access> Accessed 16th Dec 2019

Quality Assurance Agency. (2018b). UK Quality Code for Higher Education: Advice and Guidance Assessment. <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/assessment> Accessed 16th Dec 2019

Quality Assurance Agency. (2018c). UK Quality Code, Advice and Guidance: concerns, complaints and appeals. <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/concerns-complaints-and-appeals> Accessed 16th Dec 2019

Royal College of Midwives (RCM) and Royal College of Obstetricians. (2018). RCM/RCOG joint statement on multidisciplinary working. <https://www.rcog.org.uk/en/news/rcmrcog-joint-statement-on-multidisciplinary-working/> Accessed 16th Dec 2019

## 21. Document Version History

**Date of first approved version (v1.0):** 2<sup>nd</sup> November 2017

Revision history

Version number <sup>1</sup>	Author	Date	Summary of and rationale for changes
2.0	H. Ingram	24.6.20	Amendment to reflect new approved programme with integration of new education and proficiency standards from the Nursing and Midwifery Council (NMC)
1.0	H. Ingram	20 December 2019	Amendments following major modification

## 21. Annex - Programme-specific regulations

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<sup>1</sup> 1.1, 1.2 etc. are used for minor changes and 2.0, 3.0 etc. for major changes (as defined in the University's Guidance on processes supporting curriculum changes)

Programme Regulations are statements that govern the operation of the programme. A copy of the Programme Regulations can be found on the School KLE pages. It is important that students read these to familiarise themselves further with how the programme operates.

Programme specific regulations:

The following are deviations from University Academic regulation

- 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 & 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 - A student who has failed an assessment / module at two attempts with no extenuation will be invited to submit evidence of extenuation for the assessment / module to a School Progress Review Panel, and, if deemed appropriate, will be awarded a further assessment attempt capped at the module mark. 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. Where there are exceptional circumstances or reasonable adjustments this period may be lengthened.

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 37 regulations for total hours over the programme.
- 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.

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 - A student who has failed an assessment / module at two attempts with no extenuation will be invited to submit evidence of extenuation for the assessment / module to a School Progress Review Panel, and, if deemed appropriate, will be awarded a further assessment attempt capped at the module mark. 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. Where there are exceptional circumstances or reasonable adjustments this period may be lengthened.

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:

Year 1 academic level 4 - pass all assessments and proceed to year 2 academic level 5 and completed the modules hours for theory and practice;

Year 2 academic level 5 - pass all assessments and proceed to year 3 academic level 6 and completed the modules hours for theory and practice;

Year 3 academic level 6 - pass all assessments, completed the modules 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. You will have a timetabled session explaining how the process of registration works with links to the NMC website and your responsibilities.

To be awarded the relevant BSc (Hons) Midwifery award and to be eligible to apply for registration are:

- Pass all summative assessments - theory and practice

- Have experienced a range of placements and met the relevant EU requirements for registration;

- Complete the requirements identified in the Directive 2005/36/EC of the European parliament and of the council on the recognition of professional qualifications on the practical and clinical training:

  - 100 antenatal examinations;

  - supervision and care of at least 40 pregnant women;

  - 40 personal deliveries

  - Active or simulated participation in breech deliveries

  - Performance of episiotomy and initiation to suturing

  - 100 postnatal examination of the mother

  - 100 examinations of the healthy new-born

  - Observation of care of the new-born requiring special care

  - 40 examinations of women at risk

  - Care of women with pathological conditions

  - Initiation in the field of medicine and surgery

  - Demonstrate and declare good health and good character

Complete the 100% attendance requirements. A student who has not achieved the minimum professional requirement during the Programme will be required to make up time in the retrieval period in each year and demonstrate sufficient evidence of engagement with the theoretical content to meet the minimum professional requirements.

Complete the systematic examination of the newborn

If you have taken a prolonged period of leave of absence or sickness, you may not be able to progress to the next year of study. This may mean that you may need to 'back group' to another cohort, in order to have the best opportunity to be successful with your studies. This will be determined by discussion with you, your personal tutor and the award lead.

The Lead Midwife for Education will verify completion of programme requirements in accordance with standard 5, (NMC, 2019a, p12) and confirm that you are of good health and characters part of this process before you can apply for entry to the NMC register.

As stated in standard 5.1.2 (NMC, 2019a), 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 (2019 a & b) standards.

[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/>.