

## Programme Specification: Undergraduate

### For students starting in Academic Year 2019/20

#### 1. Course Summary

Names of programme and award title(s)	BSc (Hons) Midwifery
Award type	BSc (pre-registration)
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	3 years (156 weeks full-time) The second and third years will be 3080hrs
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Hospital - Nursing & Midwifery Keele Campus
Accreditation (if applicable)	This subject/programme is accredited by the Nursing & Midwifery Council (NMC). For further details see the section on accreditation.
Regulator	Office for Students (OFS); Nursing and Midwifery Council (NMC)
Tuition Fees	<p><b>UK/EU students:</b></p> <p>Fee for 2019/20 is £9,250*</p> <p><b>International students:</b></p> <p>Fee for 2019/20 is £18,000**</p>

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

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

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

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

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

#### 3. Overview of the Programme

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

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

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

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

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

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

**Figure 1: Midwifery Curriculum 2012 Model (click for image)**

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

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

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

The development of knowledge, skills, attitudes and behaviours required to demonstrate professional competence in midwifery takes place most effectively when learners are engaged in educational activities based on

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

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

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

As from September 2020 the following information applies :

To become a Keele graduate midwife you have professional and academic requirements to fulfil. The Framework for Quality Maternal and Newborn Health from the Lancet Series on Midwifery 2014, (NMC, 2019b, p7) is the heart of the professional requirements and attributes of your programme. This framework has informed the development and structure of our programme so that at the point of qualification and registration with the NMC you will become the professional midwife who is able 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).

The academic requirements of your programme reflect the aspirations shared across Keele University to equip students completing our programmes with a set of distinctive graduate attributes ([Keele's Graduate Attributes](#)) and reflect both the Quality Assurance Agency Revised Quality Code for Higher Education, (QAA, 2018) and the Quality Assurance Agency Framework for Higher Education Qualifications of UK Degree-Awarding Bodies, (QAA, 2014). These include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your programme of study. In this way you will be equipped to make a difference in your work and communities, make the most of your potential and to make a positive and valued contribution in the complex and rapidly changing environment of practice and society more generally.

#### 4. Aims of the programme

The broad aims of the programme are to:

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

From September 2020 the following information applies:

The programme aims reflect your required academic award and professional role as follows:

Ensure you achieve 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 you 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 you develop 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 you take responsibility for continuous self-reflection, seeking and responding to all support and feedback to develop your professional knowledge, understanding and skills
- Improve your understanding of the principles of sustainable healthcare;
- Ensure you develop an understanding of sustainable health and well-being;
- Ensure you develop skills in numeracy, literacy, digital, media and technological literacy needed to provide safe and effective midwifery practice.

#### 5. What you will learn

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

From September 2020:

The learning outcomes correspond to the competencies defined by the NMC (2019a,b) as the foundation of midwifery practice, underpinned by the skills of critical thinking and analysis acquired at degree level study (QAA 2014).

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

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

From September 2020:

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 the 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.

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

- **Lead lectures:** the lecturer will impart information, stimulate interest and provide a medium for the considered application of theory to practice and provide you with a framework and context for further reading and independent study, to broaden and deepen their existing professional knowledge and understanding of the core principles of midwifery
- **Tutor led tutorials:** the lecturer will focus on a topic of interest and relevance to the module with in depth discussion in a small group to further develop your confidence, competence and communication skills. Tutorials will be arranged as both individual and small group sessions with an emphasis on individual student development and opportunity given to:
  - Explore specific learning intentions and /or any difficulties;
  - Provide formative feedback and clarification of learning;
  - Create a climate for learning through structured reflection on practice and the inter-relationship with knowledge and research;
  - Provide effective support for students.
- **Student led tutorials, seminars & small group presentations:** you will lead the discussion on a topic of interest and relevance to the module as part of a small group or on a one to one basis. This enables you to explore a topic to considerable depth and to rationalise their opinions and actions within the safe but challenging company of their peers
- **Case based scenarios:** case-based scenarios will be used to focus your attention and develop your problem-solving skills to facilitate linking of theory and practice. Scenarios encourage critical analysis and evidence-based discussion as you are drawn in to the rhetoric/reality debate that such scenarios often generate.
- **Clinical practice:** you will engage in both clinical and simulated practice. Simulated practice enables you to acquire, in a safe environment, a range of practical and technical skills, some of which must be completed before commencing on practice placements. Practice placement is supervised by a named mentor who will facilitate your acquisition of skills and provide developmental and summative assessment of achievement. A tripartite meeting will be held at least once each year between your sign off mentor, personal tutor and you (Fraser et al 2010).
  - You enjoy supernumerary status while in your practice placements and all experience is education-led
- **Caseload holding:** The integration of theory and practice, communication and clinical skill, appreciation of social and physiological influences and awareness of women as autonomous individuals will be facilitated by the opportunity of holding a small caseload of women. In accordance with guidance for Standard 13 (NMC 2009) you will be required to identify two or three women each year of the programme, with whose antenatal care you have been involved. Requirements vary in each year but in principle, with the agreement of the woman and the your sign off mentor, you will arrange ongoing contact with the woman throughout her pregnancy, attending antenatal and other visits when possible and making yourself available in your third year to be called when the woman goes into labour so that she can be involved in her birth, either giving support and/or direct care as appropriate. You will arrange to follow the care of the woman and baby postnatally. The management of this process will be supported by clear guidelines for your sign off mentor and yourself with evidence of the experience reflected in your portfolio.
- **Case study presentations:** the lecturer and/or yourself will present a specific case and use this as a vehicle for discussion and critical analysis
- **Simulation:** you will engage in simulated practice learning. Simulation is defined by the NMC, (2019a, p 19) as 'used for learning and/or assessment (as) an artificial representation of a real world practice scenario that supports midwifery student development through experiential learning with the opportunity for repetition, feedback, evaluation and reflection. Effective simulation facilitates safety by enhancing knowledge, behaviours and skills'. Simulated practice learning takes place in the clinical skills laboratories within the Clinical Education Centre on the Royal Stoke Hospital site.
- **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 you 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 you 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. You will have an opportunity to case load in each year of the programme. The format differs in each year as follows:
  - Year 1 - during your community placement you will follow 3 low-risk mothers care through her antenatal and postnatal periods.
  - From September 2020 onwards
  - Year 2 - during your ward-based placement you will follow 2/3 high risk ladies through their antenatal and postnatal experiences;
  - Year 3 - during your community placement you 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 your practice supervisor and practice assessor and yourself with evidence of the experience reflected in your coursework and personal reflections. The midwifery academic team and personal tutor will discuss in detail with you 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.

- **The Midwifery Student Forum/Midwifery Society:** the forum offers the opportunity for midwifery students in all cohorts to meet together formally to share experiences and knowledge and to develop the skills of peer support that are part of the repertoire of midwifery skills. Latterly a Midwifery Society has been established with support from the Students Union, to support student learning. At the beginning of each academic year, established students buddy new students and provide them with one-to-one support in their orientation to student life and to the programme
- **Interprofessional Education (IPE):** you will undertake a series of planned learning activities in each year of their programme within groups composed of students from a variety of other programmes in the Faculty. Learning is facilitated using problem-based scenarios, exercises in root cause analysis, critical appraisal of interprofessional working in the practice environment and workshops on clinical decision making and interprofessional communication
- **Independent study:** you will undertake self-directed activity to meet the various demands of each module and its assessment. This is particularly relevant to portfolio development and the final year project
- **Clinical Supervision workshops:** these workshops are supported by midwifery lecturers to address issues drawn from your own experience and to support a solution focussed approach and greater resilience.
- **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.
- **Student led conference :** collectively within your year and other year groups, an annual student led conference will be organised around a specific theme. You can learn about that theme and showcase the work you have been undertaking in our modules.
- **Ongoing Personal Development Plan:** to introduce you to the Nursing and Midwifery Council, (2018), revalidation requirements and prepare you for employment opportunities, you are advised to develop a personal development plan using feedback from your peers, your teams in the clinical setting and academic settings and include your personal goals and action planning. This can be an online tool or written format, whichever seems easiest for you.
- **Keele Virtual Learning Environment (KLE)** will be used to support and complement the blended learning approach of the curriculum. Module content will be developed using the KLE where appropriate. Additionally, KLE will be used to host discussion groups. The blended learning approach adopted in this programme meets your needs and anticipates the increasing importance of learning technology in employment and life-long learning

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

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

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

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

From September 2020 onwards there is a different clinical practice assessment document. You will have a single practice assessment documentation - the Midwifery Ongoing Record of Achievement (MORA) - for the duration of your 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 you with the 3-year document. Both documents are available to you on the module KLE and will be discussed by the module team in the introduction to your clinical practice learning module. Evidence is collated for your 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

Your module team will explain each and there is further information in the assessment brief tailored for each year of your 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, you are expected to engage at varying levels appropriate to your knowledge and understanding.

**Year 1: Participation:** During the first year you 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 your professional behaviour and academic knowledge and skill are specific to year 1 and are documented in the assessment section. (not relevant to your cohort)

**Year 2 academic year 20/21: Contribution:** In the second year, you are expected to contribute to providing care for women, their babies and their families. This means that you work in partnership with midwives and other health and social care practitioners, under close supervision and direction, appropriate to your knowledge and skills. The expectations of your professional behaviour and academic knowledge and skill are specific to year 2 and are documented in the assessment section.

**Year 3 academic year 21/22: Demonstrate Proficiency:** During the final year you are 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 your knowledge and skill increases. The expectations of your professional behaviour and academic knowledge and skill are specific to year 3 and are documented in the assessment section.

## 7. Teaching Staff

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

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

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

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

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

## 8. What is the structure of the Programme?

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

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

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

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

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

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

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

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

<b>YEAR 1 MODULE 1</b>
<b>INTRODUCTION TO MIDWIFERY</b>
45 weeks hrs (1,536hrs) in length plus 7 weeks annual leave -
120 credits @ level 4 (certificate)
Theory based learning: 22 weeks (616hrs @28hrs/week)
Practice based learning: 18 weeks (720hrs @ 40hrs/week)
Consolidation weeks: 5 (200hrs @40hrs/week)
<b>YEAR 2 MODULE 2</b>
<b>DEVELOPING AS A MIDWIFE</b>
45 weeks (1,536hrs) in length plus 7 weeks annual leave
120 credits @ level 5 (intermediate)
Theory based learning: 22 weeks (616hrs @28hrs/week)
Practice based learning: 18 weeks (720hrs @ 40hrs/week)
Consolidation weeks: 5 weeks (200hrs @40hrs/week)
<b>YEAR 3 MODULE 3</b>
<b>BECOMING A MIDWIFE</b>
45 weeks (1,560hrs) in length plus 7 weeks annual leave
120 credits@ level 6 ( Honours)
Theory based learning: 20 weeks (560hrs @ 28hrs/week)
Practice based learning: 21 weeks (840hrs @28hrs/week)
Consolidation: 4 weeks (160hrs @ 40hrs/week)

From September 2020 there is significant change. The modular arrangements for years 2 and 3 are as follows:

<b>YEAR 2 120 credits @ level 5 (Intermediate/Diploma)</b>			<b>Progression point 2</b>
39 weeks (1560hrs) in length plus 13 weeks annual leave			
Same pathway for all students		Optional pathway	
60 credits: <b>Theory based learning:</b> 20 weeks (800hrs @40hrs/week) with 3 modules:	60 credits: <b>Practice based learning:</b> 19 weeks (760hrs @ 40hrs/week):	Pathways dependent on progress and choice:	
<ul style="list-style-type: none"> <li>Developing Leadership in Health Promotion- 30 credits;</li> <li>Maternal Complexities in pregnancy - 15 credits</li> <li>Fetal Complexities in pregnancy- 15 credits</li> </ul>	Clinical midwifery practice 2 module  Elective: minimum 1-week elective with option to choose timing & length	<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>Extend elective</li> <li>Mixture of all above</li> </ul>	
<b>YEAR 3 120 credits@ level 6 (Honours)</b>			<b>Qualification</b>
38 weeks (1520hrs) in length plus 14 weeks annual leave			
Same pathway for all students		Optional pathway	
60 credits: <b>Theory based learning:</b> 17 weeks (680hrs @ 40 hrs/week) with 2 modules:	60 credits: <b>Practice based learning:</b> 21 weeks (840hrs 40hrs/week):	Pathways dependent on progress and choice:	
<ul style="list-style-type: none"> <li>Developing effective practice - 45 credits</li> <li>Professional leadership - 15 credits</li> </ul>	<ul style="list-style-type: none"> <li>Clinical midwifery practice 3 module</li> </ul>	<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>	

The NMC set standards for the content and arrangement of the pre-registration midwifery programmes, (NMC, 2019a) and the required outcomes (NMC, 2019b). These two documents detail the standards of education and training required for pre-registration midwifery education programmes according to the relevant statutes, and the outcomes to be achieved to become a registered midwife and therefore the programme content. It is important that you familiarise yourself with these standards and required outcomes. Your total programme hours must comply with the 4600hrs required (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. You will follow a shared pathway with your peers prior to a more flexible pathway when you choose which route to follow to individualise the programme to suit your requirements and needs.

All students share the same pathway covering the same theory and clinical practice learning weeks and modules to a point in each year (week 45 for year 2 and week 44 for year 3) when all programme hours and assessments should have been achieved. After this point, pathways vary with an expectation that you take responsibility for determining the appropriate individual personal and flexible pathway in consultation with your academic assessor/personal tutor at personal tutorial meetings. This variance depends on whether you have been successful in all assessments and do not require the making up of any time lost to the programme or a further period to address a shortfall in programme requirements, e.g. EU numbers.

In year 3, if you are successful in all assessments, there is full attendance and you do not need to address a shortfall in programme requirements, you can create your individual 'pick and mix' pathway by choosing between 2 options or a mixture of both:

#### Annual leave

&/or

**Personal time** which supports you to develop the most appropriate personal learning plan. Some suggestions could be:

- Undertake project work in an area/topic of interest related to midwifery
- Prepare an article for publication
- Engage with the work of a voluntary group connected with the maternity services
- Consolidate an aspect of clinical practice (not assessed but requiring supervision)
- Review previous learning and feedback from assessments and develop a strategy for improving personal learning.

In year 2, all students must undertake a compulsory minimum 1 week elective placement which can be extended to 4 weeks dependent on personal choice and location, e.g. if you arrange an international elective, you may choose to take 4 weeks and combine this with annual leave. The elective component within this programme enables you to experience midwifery or women's care in another placement circuit, different part of the UK or an international experience. The year 1 academic team will discuss this with you more fully, however you organise and fund this yourself. You may choose the minimum 1 week for a placement related to midwifery and women's health, which is outside the current placement circuit and within local proximity. The elective placement is planned and managed by you in co-ordination with the elective lead & personal tutor within the midwifery team. You can determine a personal flexible plan containing a **compulsory elective placement** and annual leave and/or personal time.

If you do require make up time or assessment resubmission or need to address a shortfall, then you must have a **retrieval** period, which can be between 1 - 4 weeks (red on the programme plan). Retrieval is required in order to progress to the following year/completion of the programme. The retrieval period is defined as making up any time lost to the programme (total programme hours is 4640: 1560 in year 1; 1560 in year 2; 1520 in year 3) or assessment resubmission. Retrieval weeks are required for the following reasons:

- In years 2 & 3: for resubmission of any theory or practice assessments not achieved at the first attempt within the year;
- In years 2 & 3: to make up time lost to the programme due to sickness/absence and ensure programme hours are achieved. Your total programme hours must comply with the 4600hrs required (NMC, 2019a, standard 2.9.1);
- In year 3: to complete the EU requirements and complete the mandatory systematic examination of the newborn (referred to as NIPE - Newborn and Infant Physical Examination) study component required for completion and qualification.

Discussions around activating retrieval weeks will be dependent on your progress in each year and will be confirmed by your personal tutor and academic assessor.

**Annual leave** is time on holiday without any programme commitments or workload. Bank holidays are counted within your annual leave weeks so cannot be taken as additional time during theory or clinical placement learning weeks. Because of the longer course year, you will not have the same extended summer vacation as other University students although we have tried to distribute holidays through the year to make it as 'family & life friendly' as possible. You are informed of the annual leave for your cohort at the commencement of each year of your course. Any pre-booked holiday commitments **MUST** be notified prior to commencing the course. There is some negotiation of annual leave during the Summer based on the 'pick and mix' model however the arrangement of the mandatory theory and practice weeks cannot be negotiated for annual leave. Requests for changes to annual leave will not usually be accepted after commencement of the course. Any unauthorised periods of annual leave will be marked as absent and you will be issued with an Academic Warning.

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

From September 2020 the following programme plan applies:

Same Path for All Students - YEAR TWO 2021-2022																														
27 Sept 21	4 Oct 21	11 Oct 21	18 Oct 21	25 Oct 21	1 Nov 21	8 Nov 21	15 Nov 21	22 Nov 21	29 Nov 21	6 Dec 21	13 Dec 21	20 Dec 21	27 Dec 21	3 Jan 22	10 Jan 22	17 Jan 22	24 Jan 22	31 Jan 22	7 Feb 22	14 Feb 22	21 Feb 22	28 Feb 22	7 Mar 22	14 Mar 22	21 Mar 22	28 Mar 22	4 Apr 22	11 Apr 22	18 Apr 22	25 Apr 22
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
T	T	T	T	T	T	T	T	TRW	P	P	P	AL	AL	P	P	P	TRW	TA	T	T	AL	T	TRW	P	P	P	P	P	P	TR
DS 5 wks + 1 wk theatre or																						205 & 6 6 wks with caseloading or								

**Same Path for All Students - YEAR THREE 2022-23**

<b>26 Sept 22</b>	3 Oct 22	10 Oct 22	17 Oct 22	24 Oct 22	31 Oct 22	7 Nov 22	14 Nov 22	21 Nov 22	28 Nov 22	5 Dec 22	12 Dec 22	19 Dec 22 **	26 Dec 22 **	2 Jan 23	9 Jan 23	16 Jan 23	23 Jan 23	30 Jan 23	6 Feb 23	13 Feb 23	20 Feb 23	27 Feb 23	6 Mar 23	13 Mar 23	20 Mar 23	27 Mar 23	3 Apr 23 **	10 Apr 23 **	17 Apr 23	24 Apr 23	1 May 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
T	P	P	P	P	P	P	P	TRW	T	T	TA	AL	AL	T	T	TA	T	P	P	P	P	P	P	P	T RW	T	AL	AL	T	T	P
205/6 6 wks + 1 wk MAU including NIPE or														Delivery Suite 6 wks + MBC 1 wk including NIPE or														Cor NIPI			

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

**Module Lists**

**Level 4**

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

**Level 5**

This year consists of 4 modules. Fetal Complexities in Pregnancy - This module aims to develop your knowledge and evidence base regarding conditions affecting fetal development and the newborn infant. This knowledge will enable you to recognise complications, respond promptly with best practice and provide holistic care for the sick and vulnerable neonate. Maternal Complexities in Pregnancy - This module aims to build upon knowledge and skills of pregnancy and childbirth ground within normality and introduces associated pathophysiology of maternal conditions affecting the childbirth continuum. Leadership in health promotion module aims to enhance students' appreciation of the contribution of midwifery practice and maternity care to the foundations of public health; ensure familiarity with the practices and policies that contribute to optimising the health and well-being of babies during the neonatal and infant period. This module integrates knowledge about the public health dimensions of midwifery and neonatal care with insight into the pathophysiology of conditions complicating pregnancy and the evidence base for providing best care. The clinical practice 2 module will involve participation in care for women and newborn with additional care needs and complications:

6 weeks: ward based antenatal and postnatal care on wards 205 & 206

6 weeks: intrapartum care including 5 weeks on the delivery suite (DS) and 1 week in obstetric theatre (may include the Forget-Me-Not bereavement suite)

6 weeks of 1 week short placements to experience specialist aspects of care: Antenatal clinic (ANC) + Early Pregnancy Unit (EPU) + Maternity Assessment Unit (MAU) + Neonatal Intensive Care Unit (NICU) + Transitional Neonatal Care + Specialist nurses in Gynaecology

1 week minimum elective - maximum 4 weeks - this is a local, national or international placement organised by you with support from the academic team elective lead to experience women's health care beyond the normal clinical placement circuit.

Case loading: during your ward based placement you will follow 2/3 women with additional care needs through their antenatal and postnatal experiences, and be available and on call for intrapartum care if possible.

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

**Level 5 Module Rules**

All modules and each assessment must be passed

**Level 6**

There are 3 modules in year 3. The Developing Effective Practice module will support you to critically evaluate the organisation of the maternity service. Drawing on your experiences of working within the maternity service, you will explore different ways of organising care using quality improvement and change management processes, evaluating the impact on women, new born infants, partners and families. You will develop an innovative proposal for maternity service enhancement which reflects the local, national and international evidence base and recognises the importance of sustainable health care. The Professional Leadership module will encourage you to explore your personal professional practice and growth as you prepare for qualification and practice. It will facilitate you to critically reflect on your ability to work in partnership with others as a leader, team member and as an accountable and autonomous practitioner. The module will also foster an exploration of how you personally manage and sustain health during the challenging periods of professional practice and how you support the health and well being 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.

OR

Continuity of care model (when in operation within the clinical units): year of community-based placements working within a continuity of care model. You will have core weeks allocated to delivery suite, MBC and wards 205/6 to meet the requirements as a 3rd year student in these areas.

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

**Level 6 Module Rules**

## Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Discuss additional care needs of women with pre-existing, current and emerging complications and explain the pathophysiology of obstetric and medical conditions which adversely impact on pregnancy, childbirth and infant feeding.	Maternal complexities in pregnancy - NUR-20153
Evaluate the midwifery care and medical management of a woman experiencing a complex pregnancy and its outcomes.	Maternal complexities in pregnancy - NUR-20153
Evaluate the impact of working collaboratively with other professional agencies and wider support networks for women with additional needs and explore the evidence-based interventions recommended to maximise optimal perinatal outcomes.	Maternal complexities in pregnancy - NUR-20153
Discuss additional care needs of a fetus/neonate with pre-existing or emerging complications and explain their pathophysiology.	Fetal complexities in pregnancy - NUR-20152
Explore current evidence on public health strategies and health promotion at local and national level and interpret their impact upon the lived experiences of women who are accessing maternity care.	Developing Leadership in health promotion - NUR-20154
Develop an appropriate strategy to communicate evidence-based health promotion messages, addressing the physical, psychological, social, cultural and spiritual safety of women and newborn infants.	Developing Leadership in health promotion - NUR-20154
3. Demonstrate knowledge and understanding of how educational and leadership theories can help to support and deliver health promotion messages and in doing so, evaluate your own personal effectiveness as a leader in health promotion.	Developing Leadership in health promotion - NUR-20154
4. Explore the contribution of multi-agency and interdisciplinary teams in optimising the health and wellbeing of women and families and recognise your role in referral to promote sustainable mental health and wellbeing, positive attachment and an optimal transition to parenthood.	Developing Leadership in health promotion - NUR-20154
Demonstrate and understanding of the need for an ongoing focus on health promotion and wellbeing during maternity care whilst remaining as an advocate for women, infants and families across all settings.	Developing Leadership in health promotion - NUR-20154
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 5 and across mapped domains (NMC, 2019b)	Clinical midwifery practice 2 - NUR-20155
Explain and evaluate midwifery care and medical management of a woman/fetus/neonate with additional care needs and complications	Clinical midwifery practice 2 - NUR-20155
Explain and apply the principles of effective communication with women and families when additional care or support needs are required	Clinical midwifery practice 2 - NUR-20155
Identify an effective strategy for support, referral, interdisciplinary and multi-agency team working, including escalation and follow up whilst providing midwifery care.	Clinical midwifery practice 2 - NUR-20155
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>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Demonstrate skills of numeracy, literacy, digital, and technological literacy needed to ensure safe and effective midwifery practice (standard of proficiency 1.23 & 5.12, NMC, 2019b).	Maternal complexities in pregnancy - NUR-20153
Demonstrate skills of numeracy, literacy, digital, and technological literacy needed to ensure safe and effective midwifery practice (standard of proficiency 1.23 & 5.12, NMC, 2019b)	Fetal complexities in pregnancy - NUR-20152
Demonstrate skills of numeracy, literacy, digital, and technological literacy needed to ensure safe and effective midwifery practice (standard of proficiency 1.23 & 5.12, NMC, 2019b).	Developing Leadership in health promotion - NUR-20154
Demonstrates ability to apply knowledge and understanding safely and effectively, using evidence-based practice	Clinical midwifery practice 2 - NUR-20155
Demonstrate skills of numeracy, literacy, digital, and technological literacy needed to ensure safe and effective midwifery practice (standard of proficiency 1.23 & 5.12, NMC, 2019b)	Clinical midwifery practice 2 - NUR-20155
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
Demonstrate skills of literacy and technological literacy needed to ensure safe and effective midwifery practice (standard of proficiency 1.23 & 5.12, NMC, 2019b)	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 & 5.12, NMC, 2019b)	Professional Leadership - NUR-30229
Demonstrate skills of numeracy, literacy, digital, and technological literacy needed to ensure safe and effective midwifery practice (standard of proficiency 1.23 & 5.12, NMC, 2019b)	Clinical Midwifery Practice 3 - NUR-30230

Intellectual skills	
Learning Outcome	Module in which this is delivered
Discuss and analyse the evidence-based interventions which underpin the midwifery and medical management of fetal/neonatal complications to optimise outcomes.	Fetal complexities in pregnancy - NUR-20152
Critically evaluate the ability to provide sustainable health care	Developing Effective Practice - NUR-30228

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Evidence of achievement of progression point 2 under decreasing supervision meeting the proficiencies, skills and values as required of the programme and NMC (2019b) standards	Clinical midwifery practice 2 - NUR-20155
Evidence of achievement of accurate drug calculations for a range of medicines as required by standard 4.5 (NMC, 2019a) & 6.50.5 (NMC, 2019b) in part 2 of the programme (NMC,2019b)	Clinical midwifery practice 2 - NUR-20155
Demonstrates ability to perform clinical skills related to the module safely and effectively	Clinical midwifery practice 2 - NUR-20155
Evidence of achievement of progression point 3 under minimal supervision meeting the proficiencies, skills and values as required of the programme and NMC (2019b) 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 (NMC, 2019b)	Clinical Midwifery Practice 3 - NUR-30230
Evidence of achievement of accurate drug calculations for a range of medicines as required by standard 4.5 (NMC, 2019a) & 1.23 & 6.50.5 (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 standard 6.59.2 (NMC, 2019b)	Clinical Midwifery Practice 3 - NUR-30230

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

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

#### Scope of students' practice experience

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

Module 1: longer placements at the Royal Stoke Hospital with the community midwifery services and the Midwife Birth Centre with shorter placements at the Women's Centre in the County Hospital at Stafford, working with a Health Visitor and a number of hospital based services at the Royal Stoke Hospital: antenatal/postnatal wards (including transitional care), antenatal clinic (ANC), the early pregnancy assessment unit (EPU), maternity assessment unit (MAU), the infant feeding teams and sexual health services.

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

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

Your caseloading experience will adopt the following:

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

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

**The table above no longer applies from September 2020 onwards. From September 2020 the following applies for your 2nd and 3rd years:**

2	Clinical midwifery practice 2	<p>To participate in care for women and newborn with additional care needs and complications:</p> <p>6 weeks: ward based antenatal and postnatal care on wards 205 &amp; 206</p> <p>6 weeks: intrapartum care including 5 weeks on the delivery suite (DS) and 1 week in obstetric theatre (may include the Forget-Me-Not bereavement suite)</p> <p>6 weeks of 1 week short placements to experience specialist aspects of care: Antenatal clinic (ANC) + Early Pregnancy Unit (EPU) + Maternity Assessment Unit (MAU) + Neonatal Intensive Care Unit (NICU) + Transitional Neonatal Care + Specialist nurses in Gynaecology</p> <p>1 week minimum elective - maximum 4 weeks - this is a local, national or international placement organised by you with support from the academic team elective lead to experience women's health care beyond the normal clinical placement circuit.</p> <p>Case loading: during your ward based placement you will follow 2/3 women with additional care needs through their antenatal and postnatal experiences, and be available and on call for intrapartum care if possible.</p>
3	Clinical midwifery practice 3	<p>To provide holistic care and meet all the proficiencies required and fulfil the examinations for the Neonatal and Infant Physical Examination (NIPE):</p> <p>7 weeks: 6 weeks based on wards 205/6 to include antenatal and postnatal care + 1 week Maternity Assessment Unit</p> <p>7 weeks: 6 weeks Delivery Suite (DS) + 1 week on the Midwife Birth Centre (MBC) (may include the Forget-Me-Not bereavement suite)</p> <p>7 weeks: 6 weeks Community + 1 week at the Women's Health Centre</p> <p>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.</p> <p>OR</p> <p>Continuity of care model (when in operation within the clinical units): year of community-based placements working within a continuity of care model. You will have core weeks allocated to delivery suite, MBC and wards 205/6 to meet the requirements as a 3rd year student in these areas.</p>

The related assessments for years 2 & 3 from September 2020 onwards are:

YEAR TWO							
Module	Developing leadership in health promotion	Maternal Complexities in pregnancy	Fetal Complexities in pregnancy	Clinical Midwifery Practice 2			
Assessment	Create a health promotion tool & supporting paper	Case study	Collaborative website with supporting paper - video/audio/podcast/blog	Objective Structured Clinical Examination	Computer software - numeracy test of medicines calculation (must achieve 80%)	*Practice based assessments x4 MORA	
Credits	30	15	15	60			

YEAR THREE					
Module	Developing Effective Practice	Professional leadership	Clinical Midwifery 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		

The information below only applies to your first year 19/20:

#### Module learning outcomes and corresponding assessments

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

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

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

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

In addition there are the following assessments:

#### Module 1

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

#### Module 2

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

#### Module 3

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

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

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

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

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

NMC Midwifery Competencies, (NMC, 2009)

EMP - Effective Midwifery Practice

PEP - Professional and Ethical Practice

DIMO - Developing the Individual Midwife and Others

AQC - Achieving Quality Care through Evaluation and Research

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

Domain 1: Effective Midwifery practice

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

Domain 2: Professional and Ethical Practice (PEP)

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

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

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

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

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

#### NMC Essential Skills Clusters

C - communication

IC - initial consultation between the woman and the midwife

NL - normal labour and birth

BF - initiation and continuance of breastfeeding

MM - medical products management

#### QAA Midwifery Subject Benchmarks

A. Expectation of the midwife as a professional

A1 Professional autonomy and accountability

A2 Professional relationships

A3 Personal and professional skills

A4 Professional and employer context

B. Application of practice in securing, maintaining or improving health and wellbeing

B1 Identification and analytical assessment of health and social care needs

B2 Formulation of plans and strategies for meeting health and social care needs

B3 Practice

B4 Evaluation

C. Subject knowledge, understanding and skills that underpin education and training of midwives

C1 Knowledge and understanding

C1.1 Midwifery

C1.2 Life Sciences

C1.3 Social and behaviour sciences

C1.4 Ethics, law and humanities

C2 Skills

C2.1 Communications and interpersonal

C2.2 Information gathering and analysis

C2.3 Care delivery

C2.4 problem solving, data collection and interpretation

**TABLE 8.4: MAPPING OF LEARNING OUTCOMES AGAINST CORE DOCUMENTS (click for link to the Mapping tables)**

## 9. Final and intermediate awards

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

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

<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?

**This information relates to your first year from 2019/2020:**

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

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

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

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

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

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

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

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

**From September 2020 your assessment strategy is as follows:**

The design of your assessments has been shaped by the Quality Assurance Agency guiding principles on assessment, (QAA, 2018b) and taken account of your stage of development, different learning styles, levels of study, course requirements and the skills and competencies needed. Your needs as a student have been considered in developing the range and flexible approaches within the assessment methods so you can perform at your best. Each assessment serves a purpose and is aligned to module and programme learning outcomes and teaching activities (QAA, 2018b). You can benchmark your own development through formative and summative feedback to support your reflection on your learning and enhance your 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 with you 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. Your 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. Your 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 your module KLE site together with the **assessment calendar**. Table 3 provides an overview of the summative assessment strategy adopted for each module. Table 4 provides an overview of the formative assessment strategy which is designed to provide you with feedback to develop your assessment literacy skills and enhance your attainment and progression. You will have a formative workshop in year 3 on M-AIM - Maternity Acute Illness Management - which will support you to develop skills and confidence in managing deterioration in women in non-obstetric situations. The starred \* items take place in the clinical learning environment whilst the remaining assessments take place within the academic setting.

You 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. You 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.**

Year Two 2020/2021						
Module	Method	Formative	Feedback	Summative	Feedback	Feed Forward
Developing Leadership in Health Promotion	Create a health promotion tool & supporting paper	Tutorials	Written & verbal	Pass 40%	Written and verbal	Ongoing development plan
Maternal Complexities in Pregnancy	Case study	Tutorials	Written & verbal	Reflection Pass 40%	Written and verbal	ODP
Fetal Complexities in Pregnancy	Collaborative Website with Supporting work - video/audio/podcast/blog	Tutorials	Written & verbal	Pass 40%	Written and verbal	ODP
Clinical Midwifery Practice 2	Numeracy- online tool	Open practising	Online feedback	Pass/fail at 80%	Online feedback	ODP
	*Practice assessment:	*Proficiencies	Continuous from practice supervisors	Each placement pass/fail	Written & verbal Service user feedback	ODP
		*Professional behaviour		Each placement pass/fail		
		*Practice episode records	Interim meeting with practice assessor	Completed by end of final placement		
		*Holistic assessment	Pass 40% each placement			
Objective Structured Clinical Examination	Group & peer mock	Verbal	Pass 40%	Written & verbal	ODP	
Year Three 2021/2022						
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	Each placement pass/fail	Written & verbal Service user feedback	ODP
		*Professional behaviour		Each placement pass/fail		
		*Practice episode records including NIPE	Interim meeting with practice assessor	Completed by end of final placement		
		*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	

#### Overview of Summative Assessment Strategy for academic year 2019/2020

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

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;
- 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 character as 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.

#### 11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of

students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

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

#### As from September 2020:

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)	19%	28%	53%
Year 2 (Level 5) from September 2020	16%	35%	49%
Year 3 (Level 6)	13%	32%	59%

## 12. Accreditation

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

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

## 13. University Regulations

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

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

## 14. 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 2018/19 is available on the School website:

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

This policy is reviewed annually and subject to change.

#### Academic Entry Criteria

All candidates for the Pre-Registration Midwifery programme are required to meet or exceed Nursing and Midwifery Council requirements, including literacy and numeracy skills. A variety of entry qualifications are accepted and can be found at:

<http://www.keele.ac.uk/nursingandmidwifery/undergradatestudents/midwifery/>

Students applying on the basis of courses with a UCAS Tariff require a minimum tariff score of 128 points on the revised tariff system; the exact score will be determined by the student's educational profile and individual application.

#### 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)x2;
- 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.

**Not updated for September 2020 as students re already enrolled on the programme.**

#### Admission with advanced standing

All students must complete a minimum of three years full-time preregistration midwifery education (NMC, 2009) and therefore there is no provision in this programme for advanced standing.

#### 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, 2009). The process for transfer will comply with University and School policy and guidance.

As from September 2020:

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?

Students are supported in their academic studies, in practice settings, and pastorally during their programme. All work submitted by students is given robust and constructive feedback to support academic development. In practice student progress is continually reviewed, and learning progression plans are developed to enable students to set goals for improvement of clinical performance. Below is a diagram (Figure 14.1) which indicates a range of student support structures, showing the personal tutor playing a central, pivotal role.

From September 2020:

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 your 'self, mind and voice' as a midwife and as a person. This growth may challenge you, e.g. by personal emotional triggers or from

traumatic clinical events (HEE, 2019), an there is an emotional impact in learning to be and practising as a midwife however there is a network of support and resources to guide you. Practices have been redesigned so that the growth of your 'self, mind and voice' are supported and promoted and that you learn how to support the growth of others.

Figure 15.1: [Student Support Structures \(click link to view image\)](#)

#### Support from Personal Tutors

All students registered on the BSc (Hons) Midwifery programme are allocated a Personal Tutor from the midwifery teaching team to provide support and advice. Personal Tutors review students' progress in theory and practice, and meet with each student formally at least three times a year. Personal Tutors are allocated to students from the start of the programme and reviewed annually. Ideally the aim is that the allocated Personal Tutor will remain your Tutor throughout your pre-registration studies in the School, however staff turnover, for example where key members of staff leave or fall ill, may result in changes to the Personal Tutor allocation. All Personal Tutors are accessible to students by email and personal answer phones. Students will be allocated an alternative tutor, should their Personal Tutor be absent from the School for a prolonged period of time.

Guidance Notes for Personal Tutors have been developed to assist new colleagues and to ensure a reasonable degree of consistency amongst all those undertaking the role. This guidance has been developed taking account of the relevant programme and the Guidelines and Code of Practice for Personal Tutoring on the University's website: <https://www.keele.ac.uk/personaltutoring/>

#### Support from Module Leaders

Module Leaders as members of the midwifery academic team, co-ordinate the module timetable and provide guidance on the modular content.

#### Support from Link Lecturers

Each placement has a named Link Lecturer who is a member of the midwifery academic team and who provides advice, support and guidance to both students and practice supervisors and assessors in relation to learning and assessment during their placements. Details of the link lecturers are made available to you.

#### Disability Liaison Officer

The School has a disability liaison officer whose role is to support students with disabilities and ensure reasonable adjustments are implemented. This is a University role and involves liaison with Personal Tutors, student support services and occupational health.

#### Wider Network of Student Support

Students have 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.

The Students' Union also offers support through their sabbatical officers and the Independent Advice Unit.

#### Support from Clinical Midwives (please note this is subject to change during 2019/2020)

To support you in achieving your learning needs during placements, you will be allocated a clinical registered midwife in each placement who has additional training to guide and assess you in practice. You will work with several midwives during a midwifery placement. At the time of writing this role is undertaken by the sign-off mentor. This will change during your programme (due to NMC changes) to a practice supervisor and assessor. With either role, your clinical midwife will early in each placement meet with you for an initial interview during which you will be inducted to the placement environment, discuss the learning opportunities available and how these may be facilitated, and to identify and record any areas for development that have been previously identified. To assist with your progression from one placement to the next, you will use evidence from your clinical documentation to discuss progress with your allocated midwife assessor, your reflections and achievements from the current and previous placements along with areas of your practice that have been identified as requiring further development.

#### Peer support

Student midwives had previously organized a buddy system which had been implemented for the last two years. This innovation has now become University wide Peer Mentoring. All Peer Mentors receive training and ongoing support from the Students' Union. The Peer Mentoring is available as a point of contact and support from the outset of the course and maintains formal and informal contact with your allocated student as the programme progresses.

#### From September 2020 onwards:

##### 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**. You will get to know the academic team and the range of staff involved in supporting your learning in the clinical settings. A **Buddy** is allocated to you before you start the programme and is a fellow student from another year. Their role is to help you with queries and support your progress on the programme. Each buddy/peer mentor has been trained by the Student Union to develop additional skills for working with you. **Get together 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 you to get involved with.

##### Your Health and Well-Being:

Wherever possible the curriculum has integrated as much **flexibility and choice** as possible so that you can make decisions for your self and determine your pathway through the midwifery programme. **'Well-Being Wednesdays'** are protected for you as much as possible, so you have time to participate in University activities, time to reflect or time to do whatever you choose on these days. The programme will challenge you and when there are **difficult times**, there is support for you to discuss what has happened and how you feel. Managing your emotional response to events is important to support your health and well-being. You will have sessions on managing how you feel and there are members of the midwifery academic team with additional training in critical incident support management who can support you through difficult times and direct you to student support services if required. The wider network of **Student Support service** will provide you 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 you to consider and can be a few days or weeks or maybe longer - discuss this with your personal tutor.

##### Your Curriculum:

Your **voice** is valued and the Midwifery Forum, which is programme specific, and the School Student-Staff Voice Committee ensures that your 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 you time to concentrate on your work and use the feedback to guide your learning. The teaching and learning methods support **collaborative learning** through working in groups, helping to learn to work with others and develop your own sense of managing your development. **Self-direction** is encouraged as you develop strength and confidence in your abilities and attaining your goals. **There is a range of staff and services supporting your progress** that we invite you 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 to you. You will meet your Personal Tutor to review your 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 to you each year. Should your Personal Tutor be absent from the School for a prolonged period, an alternative member of the midwifery academic team will support you.

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

**Module Teams/Leaders:** Each module has a module team of midwifery academics who support you through the module. Module Leaders have overall responsibility for co-ordinating the module and will support you 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 you to 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 your 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. You will meet your PMA.

## What if I am Worried About A Placement or Experiencing Difficulties?

We want you to do well, progress through the programme and qualify as a confident and safe midwife. If you are having any doubts or any difficulties, please talk to your personal tutor or any member of the academic team or your practice nominated person. There are options available which we will discuss and talk through with you and there are policies and processes to support you should you wish to raise any concerns. Possible options that we can discuss include submission of exceptional circumstances, leave of absence, transfer to another midwifery education programme provider or leaving the programme. These are significant decisions that need to be discussed and arranged with the Lead Midwife for Education (LME). Our discussions may lead to other ways of resolving any difficulties you are experiencing. There is the Student Support Service or the Students Union with staff available to offer support and guidance.

## 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

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.

### 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.

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:

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

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

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<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

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

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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 Enquiries 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

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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

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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

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(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

## 22. Annex - Programme-specific regulations

### Programme Regulations: Midwifery

Final Award and Award Titles	BSc (Hons) Midwifery
Intermediate Award(s)	Diploma in Higher Education Certificate in Higher Education
Last modified	June 2020
Programme Specification	<a href="https://www.keele.ac.uk/qa/programmespecifications">https://www.keele.ac.uk/qa/programmespecifications</a>

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

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

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

#### A) EXEMPTIONS

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

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

- **No exemptions apply.**

#### B) VARIATIONS

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

This programme varies from Regulation C3, Section 4.1:

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

This programme varies from Regulation C3, Section 14:

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

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

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

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

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

#### Additional Requirements

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

##### Additional requirement 1: NMC Professional Registration

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

- Met the attendance requirements of the curriculum. A student who has not achieved the minimum professional requirement during the Programme will be required to make up time in placement and demonstrate sufficient evidence of engagement with the theoretical content to meet the minimum professional requirements. Students who do not achieve the minimum professional requirements will make up the requisite

- time at the end of their final year. Bursary payments will not be paid to students making up time at the end of the programme;
- Have experienced a range of placements and met the relevant EU requirements for registration;
- Passed all theory and practice assessments for all modules;
- Have a declaration of good health and good character signed by the Lead Midwife for Education (Standard 3, NMC, 2009).

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

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

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

#### From September 2020 onwards

##### 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 character as 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/>.

## Version History

### Rationale

years 2 and 3 of the new programme approved 19.6.20 added including learning outcomes, assessment strategy and practice learning

### Previous documents

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