

Programme Specification: Undergraduate

For Academic Year 2025/26

1. Course Summary

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

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

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

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

Apprenticeship Specific Requirements: it is important to note that whilst the BSc Midwifery programme course plan is the same for all students, there are some specific requirements that apprenticeship students need to meet to comply with the apprenticeship standard. These are highlighted throughout this document - regardless of your funding arrangements you will be studying this programme as a full time midwifery student for three years and will be supernumerary for the entirety of the programme (NMC, 2023a).

2. What is a Single Honours programme?

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

3. Overview of the Programme

The midwifery programme provides an academic degree honours award and eligibility to register as a midwife with the Nursing and Midwifery Council. The programme has been informed by the professional requirements stated in the NMC Standards for pre-registration midwifery programmes, (NMC, 2023a), Standards of proficiency for midwifery programmes, (NMC, 2019), The Code: professional standards, practice and behaviour for nurses and midwives, (NMC, 2018) and Standards for Student Supervision and Assessment, (NMC,

2023b). The Framework for Quality Maternal and Newborn Health from the Lancet Series on Midwifery 2014, (NMC, 2019b) is the foundation of this programme together with the academic requirements stated within the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, (Quality Assurance Agency (QAA 2014). The programme will educate graduate midwives to provide....

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

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

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

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

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

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

Midwifery at Keele

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

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

Midwifery students at Keele are part of a wider Faculty of Medicine and Health Sciences, which enables a wide range of meaningful inter-professional working and learning. Midwifery students work alongside students from medicine, paramedic science, physiotherapy, nursing, pharmacy and social work in a planned programme in each year.

In addition, a number of innovative learning experiences, for example advanced Inter-Professional Education (IPE) workshops, are organised between specific professional groups with whom midwives will work closely after qualification. Students are prepared to practice advanced clinical skills relevant to midwifery using simulation within the clinical skills laboratories.

The high quality of midwifery education at Keele is evidenced by the outcomes of the National Student Survey 2023 results with top rankings in course satisfaction and an intellectually stimulating programme. The School of Nursing & Midwifery and Faculty of Medicine and Health Sciences is consistently rated highly featuring in the top 10 institutions. Additionally the university has been awarded the following accolades:

- 1st in the UK for Crowd University Awards, Britain's Best University 2022

- Good - Ofsted Apprenticeship & Skills Provision 2023
- 10th in UK for Student Satisfaction: National Student Survey 2021
- Gold in the Teaching and Excellence Framework
- Silver Athena Swan (School of Nursing and Midwifery)

The School and midwifery team have an excellent relationship with our local Trust which provides support for students to achieve an excellent standard of practice. The School is committed to developing a vibrant and supportive environment for students which facilitates development of confidence and competence in academic studies and clinical performance and a commitment to engage with the wider community.

Keele Graduate Attributes

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

4. Aims of the programme

The broad aims of the programme are to:

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

5. What you will learn

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

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

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

6. How is the programme taught?

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

A variety of learning and teaching methods will be used throughout this programme in recognition of the range of subject matter and skills needed by students to develop competency for entry to the professional register. Methods such as lead lectures, case based scenarios, Directed study, Case Loading, Workshops, Independent study, Keele Learning Environment, Interprofessional Education (IPE), Simulation, Tutor led tutorials and Clinical Practice learning. Teaching will be undertaken both theoretically at the university, through asynchronous, in situ and synchronous online sessions and within clinical placement environments.

The School of Nursing and Midwifery embraces the Keele Learning Principles ([Learning Principles - Keele University](#)) and further addresses

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

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

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

Service User and Carer (SUC) involvement:

The Faculty of Medical and Health Sciences User and Carer Liaison group provides links to information that provides a backdrop from which we work with service users and carers. The SUC group representatives link to the Faculty Service User and Carer strategy <https://www.keele.ac.uk/health/about/fucig/>

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

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

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

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

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

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

1. Lead lectures: the lecturer will impart information, stimulate interest and provide a medium for the considered application of theory to practice and provide students with a framework and context for further reading and independent study, to broaden and deepen existing professional knowledge and understanding of the core principles of midwifery. This may be in situ or online.
2. Tutor led tutorials: the lecturer will focus on a topic of interest and relevance to the module with in depth discussion in a small group to further develop student confidence, competence and communication skills. Tutorials will be arranged as both individual and small group sessions with an emphasis on individual student development and opportunity given to: Explore specific learning intentions and /or any difficulties; Provide formative feedback and clarification of learning; Create a climate for learning through structured reflection on practice and the interrelationship with knowledge and research; Provide effective support for students.
3. Student led tutorials, seminars & small group presentations: students will lead the discussion on a topic of interest and relevance to the module as part of a small group or on a one to one basis. This enables students to explore a topic to considerable depth and to rationalise their opinions and actions within the safe but challenging company of their peers, e.g. spinning seminars. This promotes independent study and the development of presentation skills.
4. Case based scenarios: case-based scenarios will be used to focus student attention and develop problem-solving skills to facilitate linking of theory and practice. Scenarios encourage critical analysis and evidence-based discussion as students are drawn into the rhetoric/reality debate that such scenarios often generate.
5. Case study presentations: the lecturer and/or student will present a specific case and use this as a vehicle for discussion and critical analysis.
6. Interprofessional Education (IPE): students will undertake a series of planned learning activities in each year of their programme within groups composed of students from a variety of other programmes in the Faculty. Learning is facilitated using problem-based scenarios, exercises in root cause analysis, critical appraisal of interprofessional working in the practice environment and workshops on clinical decision making and interprofessional communication. This will facilitate understanding of each other's roles and how students might communicate and work together as practitioners.
7. Directed study: students will be allocated time and be directed to access material to contribute to their learning, development and preparation for assessments. For example this may be learning that should be undertaken prior to a lead lecture.
8. Simulation: students will engage in simulated practice learning. Simulation is defined by the NMC, (2023a) as 'used for learning and/or assessment (as) an artificial representation of a real world practice scenario that supports midwifery student development through experiential learning with the opportunity for repetition, feedback, evaluation and reflection. Effective simulation facilitates safety by enhancing knowledge, behaviours and skills. Simulated practice learning takes place in the clinical skills laboratories within the Clinical Education Centre on the Royal Stoke Hospital site and in the simulation buildings available on campus. In your programme you will sometimes be expected to role play and engage in simulated clinical scenarios with other students, such as the practice and observation of practical skills in physical contact with other students. For some specific practices this may necessitate modification of dress - eg shorts and T-shirt. These activities will be conducted in a professional, safe, respectful and culturally sensitive way under the supervision

of academic staff according to a defined protocol.

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

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

The format differs in each year as follows:

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

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

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

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

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

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

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

7. Teaching Staff

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

Staff are actively encouraged to hold honorary contracts with health care provider organisations and to utilise this to ensure they remain updated with contemporary issues within midwifery. A number of staff have additional roles or memberships with external organisations for example, range of local, regional and national networks, External Examiners at other HEIs, Members of Professional and Clinical National Committees and Local Provider Committees. There is a robust professional development strategy which includes an annual research and scholarship programme, alongside annual appraisal and personal development planning. Honorary lecturers, visiting lecturers and leading clinicians are integral to the delivery of modules within the programme and are used where appropriate; in addition the School regularly offers secondment opportunities to clinical staff.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard. Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

8. What is the structure of the Programme?

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

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

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

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

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

Module Lists

Level 4

There are 4 modules within this year:

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

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

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

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

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

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

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

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

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

Level 4 Module Rules

All modules and each assessment must be passed

Level 5

This year consists of 4 modules:

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

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

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

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

6 weeks: ward based antenatal and postnatal care

6 weeks: intrapartum care of a high risk setting

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

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

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

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

Level 5 Module Rules

All modules and each assessment must be passed

Level 6

There are 3 modules in year 3:

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

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

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

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

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

7 weeks: 7 weeks Community

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

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

Level 6 Module Rules

All modules and each assessment must be passed

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.

| Subject Knowledge and Understanding | |
|--|---|
| Learning Outcome | Module in which this is delivered |
| Demonstrate knowledge of differential care and referral pathways in maternity and discuss an evidence-based approach to care and documenting care appropriately. | Introduction to maternal, fetal and neonatal care and wellbeing - NUR-10059 |
| Discuss the psychosocial elements which may impact the perinatal period and across the life course adapting care provision to meet their needs | Introduction to maternal, fetal and neonatal care and wellbeing - NUR-10059 |
| Demonstrate knowledge and understanding of the anatomy, physiology and genetics of women and men throughout their reproductive life. | Biological Processes in Midwifery - NUR-10058 |
| Demonstrate knowledge and understanding of the anatomy, physiology and genetics of the fetus and the neonate. | Biological Processes in Midwifery - NUR-10058 |
| Demonstrate knowledge and understanding of the anatomy, physiology and epigenetics of infant feeding. | Biological Processes in Midwifery - NUR-10058 |
| Discuss the need to work sensitively and inclusively and develop recognition for diversity and differences in approaches to care | The Role of the Midwife in the 21st century - NUR-10060 |
| Discuss factors which may impact women and their families including socio-cultural influences, health inequalities, human rights of women and newborn infants, including women's sexual and reproductive rights. | The Role of the Midwife in the 21st century - NUR-10060 |
| Demonstrate awareness of the emotional context of midwifery for the woman and her family and the impact on the student midwife. | The Role of the Midwife in the 21st century - NUR-10060 |
| Recognise professional and ethical implications that may arise in contemporaneous midwifery practice and the impact on the woman, her family and the health professional team | The Role of the Midwife in the 21st century - NUR-10060 |

| Subject Knowledge and Understanding | |
|--|---|
| Learning Outcome | Module in which this is delivered |
| 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 4 and across mapped domains (NMCb, 2019) | Clinical Midwifery Practice 1 - NUR-10061 |
| Discusses the midwifery care for a woman/fetus/neonate to optimise normal physiological processes | Clinical Midwifery Practice 1 - NUR-10061 |
| Demonstrate knowledge of the role and scope of the midwife in the 21st Century, with regards to The Code (2018) and other relevant legislation and frameworks considering the need for effective documentation. | The Role of the Midwife in the 21st century - NUR-10060 |
| 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 |
| With regards to women with additional care needs, evaluate the impact of working collaboratively with other professional agencies when implementing evidence-based care to maximise perinatal outcomes. | Maternal Complexities in pregnancy - NUR-20153 |
| Address 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 |
| 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 |
| 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 an 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 |
| 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 multiagency 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 |

| Subject Knowledge and Understanding | |
|---|--|
| Learning Outcome | Module in which this is delivered |
| 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 |

| Key or Transferable Skills (graduate attributes) | |
|--|---|
| Learning Outcome | Module in which this is delivered |
| Demonstrate effective use of digital technology to enhance learning. | Biological Processes in Midwifery - NUR-10058 |
| Gather information and data from a range of resources including media and the arts, which influences current midwifery practice. | The Role of the Midwife in the 21st century - NUR-10060 |
| 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 Fetal Complexities in pregnancy - NUR-20152 Developing Leadership in health promotion - NUR-20154 Maternal Complexities in pregnancy - NUR-20153 |
| 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 (NMCb, 2019) | Clinical Midwifery Practice 2 - NUR-20155 |
| Demonstrates ability to apply knowledge and understanding safely and effectively, using evidence-based practice | 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 |
| Evaluate how effectively the organisation of care prioritises the needs and preferences of women and newborn infants and provides an accessible service. | Developing Effective Practice - NUR-30228 |
| Critically reflect on your strategies to support sustainable health and well-being which contribute to safe and effective practice for yourself and for others | Professional Leadership - NUR-30229 |
| Demonstrate skills of digital and technological literacy needed to ensure safe and effective midwifery practice (standard of proficiency 1.23, NMC, 2019b) | Developing Effective Practice - NUR-30228 Clinical Midwifery Practice 3 - NUR-30230 Professional Leadership - NUR-30229 |

| Subject Specific Skills | |
|--|---|
| Learning Outcome | Module in which this is delivered |
| Evidence of achievement of progression point 1 under observation and participation meeting the proficiencies, skills and values as required of the programme and NMCb (2019) standards | Clinical Midwifery Practice 1 - NUR-10061 |
| Evidence of achievement of accurate drug calculations for a range of medicines as required by standard 3.19 (NMC, 2019a) & 6.49.5 (NMC, 2019b) in part 1 of the programme | Clinical Midwifery Practice 1 - NUR-10061 |
| Recognise the importance of informed consent and respecting the woman's rights and choices. | Clinical Midwifery Practice 1 - NUR-10061 |
| Demonstrates ability to perform clinical skills and apply knowledge safely and effectively, using evidence-based practice | Clinical Midwifery Practice 1 - NUR-10061 |
| Demonstrate effective compassionate and meaningful communication and interpersonal skills; whilst demonstrating a respectful and non-discriminatory approach | Introduction to maternal, fetal and neonatal care and wellbeing - NUR-10059 |
| Demonstrate ability to use evidence-based approaches for building relationships, caregiving and communicating information in the maternity setting. | Clinical Midwifery Practice 1 - NUR-10061 |
| Evidence of achievement of progression point 2 under decreasing supervision meeting the proficiencies, skills and values as required of the programme and NMCb (2019) standards | Clinical Midwifery Practice 2 - NUR-20155 |
| Evidence of achievement of accurate drug calculations for a range of medicines as required by standard 3.19 (NMC, 2019a) & 6.49.5 (NMC, 2019b) in part 2 of the programme | 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 NMCb (2019) standards | Clinical Midwifery Practice 3 - NUR-30230 |
| Demonstrates ability to apply knowledge and understanding safely and effectively, using evidence based practice to optimise outcomes for women and newborn infants in clinical practice at academic level 6 and across mapped domains (NMCb, 2019) | Clinical Midwifery Practice 3 - NUR-30230 |
| Evidence of achievement of accurate drug calculations for a range of medicines as required by standard 3.19 (NMC, 2019a) & 6.49.5 (NMC, 2019b) | Clinical Midwifery Practice 3 - NUR-30230 |
| Evaluate evidence-based, best practice to support decision making in response to signs of deterioration and compromise in the woman, fetus and newborn infant | Clinical Midwifery Practice 3 - NUR-30230 |
| Evaluate evidence-based, best practice to support decision making in response to emerging obstetric complications, additional needs and emergencies in the woman, fetus and newborn infant | Clinical Midwifery Practice 3 - NUR-30230 |
| Identify and implement an effective strategy for support, referral, interdisciplinary and multiagency team working, including escalation and follow up whilst providing midwifery care | Clinical Midwifery Practice 3 - NUR-30230 |
| Evidence of achievement of proficiency in undertaking the full systematic physical examination of the newborn infant in line with local and national evidence-based protocols as required by the programme | Clinical Midwifery Practice 3 - NUR-30230 |

| 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 |

9. Final and intermediate awards

The programme is designed to educate midwifery practitioners. Consequently the expectation is that students will complete the full

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

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

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

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

10. How is the Programme Assessed?

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

In recognition of the varied learning styles of adult learners and the complex range of skills required of a registered midwife, a multimethod approach to assessment is used throughout the programme to test the application of midwifery knowledge to practice as well as facilitating students' development and progression.

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

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

Management of the assessment process will be in accordance with University academic regulations. Students need to refer to the Programme Handbook and University Handbook on the KLE for general guidance including the policies, processes and regulations surrounding assessments and exceptional circumstances which are the adjustments due to personal circumstances. Management of the assessment process will be in accordance with the University academic regulations. Students have 2 attempts at each assessment: there will be a date for submission for each assessment within the module with a further assessment opportunity within the retrieval period. All module assessments must be successfully completed in order to pass the progression point before commencing the next year of the programme. Where there are exceptional circumstances or reasonable adjustments which have been approved, this period may be lengthened with an extension of a final 12-week period within the following module of the next year to allow for a further assessment

opportunity. This does not apply to practice-based assessments.

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

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

Table 2: Overview of Summative Assessment Strategy

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

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

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

Table 3: Formative and Developmental Feedback Assessment Strategy

| Year One | | | | | | | |
|---|--|--|-----------------|------------------------------|------------------|---------------------|--------------------------------|
| Module | Method | | Formative | Feedback | Summative | Feedback | Feed Forward |
| Biological Processes in Midwifery | MCQ | | Practice MCQ | Review of questions | Pass 40% | Review of questions | Ongoing development plan (ODP) |
| Introduction to maternal, fetal & neonatal care & wellbeing | Communication exercise & reflective account | | Mock | Tutorial Written & verbal | Pass 40% | Written and verbal | ODP |
| The role of the Midwife in the 21st Century | assessment 1 - artistic depictions through the childbearing continuum project assessment 2 - discussion paper | | Tutorials | Written & verbal | Pass 40% | Written and verbal | ODP |
| | Numeracy - online tool | | Open practising | Online feedback | Pass/fail at 70% | Online feedback | ODP |

| | | | | | | | |
|---------------------|--|---------------------------|--------------------------------------|-------------------------------|-------------------------------------|---|------------------|
| Clinical Practice 1 | *Practice assessment: | *Proficiencies | Continuous from practice supervisors | Continuous written and verbal | Each placement pass/fail | Written & verbal Service user feedback | ODP |
| | | *Professional behaviour | | | Each placement pass/fail | | |
| | | *Practice episode records | | | Completed by end of final placement | | |
| | | *Holistic assessment | | | Pass 40% each placement | | |
| | Objective Structured Clinical Examination (OSCE) | | | Group & peer mock | Verbal | Pass 40% | Written & verbal |

Year Two

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

Year Three

| Module | Method | | Formative | Feedback | Summative | Feedback | Feed Forward |
|-------------------------------|--|-------------------------|--|-------------------------------|--------------------------|--------------------|--------------------------------|
| Developing Effective Practice | Service improvement project 8,000 words | | Literature review tutorial | Written & verbal | Pass 40% | Written and verbal | Ongoing development plan (ODP) |
| Professional Leadership | Theme board & reflection | | Present theme board | Written & verbal | Pass 40% | Written and verbal | ODP |
| Clinical Practice 3 | Numeracy- online tool | | Open practising | Online feedback | Pass/fail at 100% | Online feedback | ODP |
| | *Practice assessment: | *Proficiencies | Continuous from practice supervisors Interim meeting with practice assessor | Continuous written and verbal | Each placement pass/fail | Written & verbal | ODP |
| | | *Professional behaviour | | | Each placement pass/fail | | |
| | | | | | | | |

| | | | | | | | |
|--|--|--|-------------------|--------|-------------------------------------|------------------------|-----|
| | | *Practice episode records including NIPE | | | Completed by end of final placement | Written & verbal | ODP |
| | | *Holistic assessment | | | Pass 40% each placement | Service user feedback | |
| | OSCE - obstetric emergencies | | Group & peer mock | Verbal | Pass 40% | Written & verbal | ODP |
| | Care of critically ill women - non-obstetric emergencies | | Workshops & MCQ | Verbal | Not assessed | Use formative feedback | ODP |

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

Assessments have also been designed to facilitate the development of transferable skills that can be applied for the benefit of service users, families and the student. Similarly, the preparation of assessments will offer the student the opportunity to demonstrate knowledge and application of their developing research skills (i.e. literature searching and reviewing, application and critique of research methods and evaluation of evidence). Each student must successfully complete all assessments and also demonstrate professional conduct and good health and character in line with NMC Standards (NMC 2023a) to achieve the BSc award and apply for entry to the professional register.

10.1 Practice Placement

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

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

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

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

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

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

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

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

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

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

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

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

documented in the assessment section.

Table 5 (click on the link to view) explains the assessment strategy identifying the steps involved within each placement to support students to progress towards achieving the level required in each year. Students must achieve the proficiencies at the required level in each year of the programme. The assessment process aims to ensure validity and reliability of assessment of practice. Support and guidance will be available to assessors and supervisors in update sessions and from link lecturers and Academic Mentors. There will be a placement debrief after each placement block and the student will be expected to reflect on their experiences.

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

10.2 Progression

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

11. Contact Time and Expected Workload

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

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

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

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

Activity

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

12. Accreditation

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

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

13. University Regulations

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

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

14. 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/carers involvement and is reviewed annually. The Admissions Policy relating to 2025/26 is available on the School website:

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

This policy is reviewed annually and subject to change.

Apprenticeship Specific Information: Students following an apprenticeship route, will require Occupational Health clearance via their employer. In addition, eligibility and onboarding follows additional processes which include the employer and are led by the university apprenticeship team.

Academic Entry Criteria

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

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

Prerequisites for entry to the BSc (Hons) in Midwifery

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

- Meet the School's entry criteria;
- Must demonstrate occupational health clearance by the University's Occupational Health Unit, and if required the School's Health and Conduct Committee (and reasonable adjustments need to be agreed with our practice partners; as above students following the apprenticeship route will require occupational health clearance via their employer);
- Demonstrate good character through reference(s)x1;
- Demonstrate a satisfactory enhanced Disclosure and Barring Service (see below);
- Provide evidence of minimum residency / English language requirements (see below).

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

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

English for Academic Purposes

Please note: All new international students entering the university will provide a sample of Academic English during their registration. Using this sample, the Language Centre may allocate you to an English language module which will become compulsory. This will replace any GCP modules. *NB:* students can take an EAP module only with the approval of the English Language Programme Director and are not able to take any other Language modules in the same academic year.

English Language Modules at Level 4:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2)
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

English Language Modules at Level 5:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2)
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

English Language Modules at Level 6:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2); ENL-90005 Advanced Business English Communication
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

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

Admission with advanced standing

All students must complete a minimum of three years full-time preregistration midwifery education (NMC, 2023a, 2.9.1) and therefore there is no provision in this programme for advanced standing or recognition of prior learning.

Transfer between institutions

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

15. How are students supported on the programme?

You are supported in your academic studies, in practice settings, and pastorally during your programme. All work submitted by you is given robust and constructive feedback to support academic development. In practice, your progress is continually reviewed, and progression plans are developed where necessary to enable you to set goals for improvement of clinical performance.

The School of Nursing & Midwifery aims to provide an outstanding experience, which is rewarded academically while being personally fulfilling for students who achieve their potential and complete their midwifery programme.

Listed below are some of the university-wide support services available to students.

Student Experience Support Officer:

The school has a dedicated student experience support officer (SESO) who is independent of academic colleagues and is able to give advice and signpost students to any pastoral support that helps students, whilst they are on their programme.

Wider Network of Student Support:

You 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
- Occupational Health
- Apprenticeship Team

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 ASK - Advice and Support at Keele SU.

School of Nursing and Midwifery

Student Voice

The student voice is valued and the Midwifery Forum, which is programme specific, and the School Student-Staff Voice Committee ensures that the students 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 students time to concentrate on their work and use the feedback to guide their learning. The teaching and learning methods support collaborative learning through working in groups, helping to learn to work with others and develop their own sense of managing their development. Self-direction is encouraged as the student develops strength and confidence in their abilities and attaining their goals. There is a range of staff and services supporting their progress that we invite students to access:

Midwifery Programme

Support from Academic Mentors/Assessors

As a student registered on the BSc (Hons) Midwifery programmes you are allocated an Academic Mentor/Assessor (AM/A) who is a midwifery academic. The AM/A is available to provide academic advice to their allocated students. In addition to providing support and advice, AM/A review their students' progress in theory and practice, and meet with each student formally at least four times per year. Academic Mentors are allocated to students for each part of the programme throughout their pre-registration studies in the School. All AM/A are accessible to students by email or MS Teams. Students are allocated an alternative AM/A, should their AM/A be absent from the School for a prolonged period of time. Guidance Notes for Academic Mentors 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 Academic Mentoring on the University's website: <https://www.keele.ac.uk/personaltutoring/>

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

Apprenticeship Specific requirements: Students who are on apprentice routes will be supported by their AM/A who links in with the employing organisation (Practice Education Facilitator/Clinical practice Facilitator). The AM/A will facilitate the Tripartite meetings with you and your employer four times per year to monitor your progress in meeting the apprenticeship standard.

Module Support

Module Lecturers: will provide support to you regarding specific aspects of learning and teaching. Module Lecturers may offer guidance on assessment work but will not suggest likely grades. Please note that assessments may be marked by any member of the module team and follow quality monitoring processes of the University. Any specific queries should always be addressed to the module team member or the module leader in the first instance.

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

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

Disability Inclusion Tutor:

The School has a disability inclusion tutor whose role is to support students with disabilities and ensure reasonable adjustments are implemented. The Disability Inclusion Tutor can advise you on matters relating to disability, including Dyslexia/Specific Learning Difficulties, DBS and Occupational Health clearance. This is a University role and involves liaison with Academic Mentors, student support services and occupational health. This is requirement of standard 3.7 (NMC, 2023a).

Support in Practice Settings

Support from Practice Supervisors/Practice Assessors:

To support you in achieving your learning needs during placements, you will meet with your named supervisor/s early in the placement using your practice documentation 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 in your practice documentation any areas for development that have been previously identified. To assist with your progression from one placement to the next, you will use your practice documentation, ongoing achievement record to discuss with your practice supervisor/practice 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.

The nominated person for the practice area (who is normally the Clinical Placement Facilitator) acts to support student concerns in practice. The Multi-disciplinary Team (MDT), including midwives, nurses and other practitioners, and Clinical Placement Facilitators (CPFs) and Practice Educator Facilitators (PEFs) also support student learning in practice.

Clinical Placements:

All areas used for clinical placements for students on courses leading to entry to the Nursing & Midwifery Council register have to meet agreed standards relating to health and safety and risk management prior to placement of any student.

Before being allowed to commence/continue the clinical component of the Course, you must have received clearance from:

- A. the DBS (Disclosure and Barring Service)
- B. the Occupational Health Department
- C. the practice placement area (if applicable)

Apprenticeship Specific Guidance:

Support in Practice for Apprenticeship Students: To meet the apprenticeship requirements, apprenticeship students will also normally have four tripartite meeting each year between their supervisor or other employing organisation representative, a representative from the university, and themselves to ensure that progress is taking place, and that the apprenticeship student feels supported on their programme.

16. Learning Resources

The School of Nursing and Midwifery has excellent facilities, based centrally on Keele campus in the David Weatherall building and at the Clinical Education Centre (CEC). Academic colleagues and professional support staff from the school have a base on campus. The Darwin building contains a large lecture theatre, flexible learning teaching spaces and a range of classrooms, computer suite and seminar rooms. In addition, there are two health houses available for skills and simulation. The CEC based at the University Hospitals of North Midlands NHS Trust (UHNH) provides a modern clinical learning environment, which is shared between the Schools of Nursing and Midwifery and Medicine. The clinical skills suite is equipped to a high standard to facilitate a wide range of clinical skills learning and simulation. The school has purchased a range of electronic learning packages and licences to aid dynamic, flexible individualised learning including drug calculation software, clinical skills packages, electronic practice assessment document and an e-portfolio.

In addition to the University Library facilities on main campus, the School provides excellent facilities with a multidisciplinary health library. This provides an extensive range of books, journals and electronic resources <http://www.keele.ac.uk/healthlibrary/>. Information skills training and academic writing skills sessions are available from library staff. The Library have extended opening hours. The virtual learning environment will be utilised via Blackboard as a resource to support and complement the learning and teaching approach of the curriculum. Additionally the school has a range of electronic packages and licences to aid dynamic, flexible individualised learning including online drug calculation and e-MORA.

17. Other Learning Opportunities

Quality Monitoring of placements

An audit process is in place to ensure the maintenance of educational standards in practice. Implementation of the NMC standards (NMC, 2023a) to support the supervision of assessment in practice is overseen in partnership by the Lead Midwife for Education and the Heads

of Midwifery from our clinical partnership, Lead Clinical Placement Facilitators (CPFs). Students will be supported in practice by practice supervisors and assessors in line with Standards for Student Supervision and Assessment, (NMC, 2023b).

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

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

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

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

Interprofessional Education in the Pre-Registration Curriculum (IPE)

The NHS Interim People Plan (2019) calls for partnership and cooperation at all levels to ensure a seamless service to support and deliver person-centred health care. Communication between professionals is a central issue for provision of safe and effective maternity services (Kirkup, 2015; MBRRACE, 2019; Royal College of Midwives/Royal College of Obstetricians and Gynaecologists, 2018) underlining the need for education and training which is genuinely multi-professional to promote:

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

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

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

Internationalisation

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

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

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

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

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

| COUNTRY | ORGANISATION |
|---|--|
| Australia | Edith Cowan University |
| Bahrain | Royal College of Surgeons in Ireland Medical University of Bahrain |
| Sri Lanka | General Sir John Kotelawala Defence University |
| Hong Kong | The Chinese University of Hong Kong |
| Republic of Georgia | School of Nursing, Tbilisi State Medical School |
| Range of countries for example Nepal, Sri Lanka, and Tanzania | Work the World Organisation |
| Thailand | Ramathibodi School of Nursing, Mahidol University, Bangkok |
| Zambia | Levy Mwanawasa University Teaching Hospital Lusaka University |

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

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

18. Additional Costs

Travel for placements

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

A student's geographical location, when possible, is taken into account when allocating to clinical placements and, whilst efforts are made to limit student travel, it is not possible to guarantee that placements will be in particular locations and students may be required to travel some distance for their placements. Clinical placements currently in use by the School of Nursing and Midwifery are within a 60 mile radius, most being 30 miles or less, from the University.

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

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

Disclosure and Barring Service (DBS)

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

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

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

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

Uniform

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

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

ID Cards

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

Occupational Health Clearance

The commencement of your course will depend upon a health fitness report being provided by the University's Occupational Health Service. As part of this process you MUST complete a health questionnaire prior to the start of your programme and have it verified by your GP. You must also undertake as necessary immunisations and/or blood tests to meet practice learning requirements. You will be responsible for any fee that may be required by your GP and for occupational health visit costs including any non-attendance.

Apprenticeship students will receive occupational health clearance via their employer.

Optional Costs

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

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

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

Additional Financial support:

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

Apprenticeship Specific Requirements:

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

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 Revalidation process.

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

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.

- Feedback received from representatives of students in all three years of the programme is considered and acted on at regular meetings of the Student Staff Voice Committee and the Midwifery Forum.

Programme management

The Programme is led by the Lead Midwife for Education with responsibility for providing academic and managerial leadership for the programme and assuring compliance with NMC standards.

The Programme is managed by an Award Management Committee (AMC) which meets twice per year. Membership consists of the LME, Programme Lead, module leads, Director of Education, student representatives, managers representing partner Trusts, practice supervisors and assessors, Clinical Placement Facilitators and Service User and Carer representatives. Other individuals may be co-opted for attendance as required. Portions of the meeting may be closed to student representation.

The AMC has responsibility to monitor and co-ordinate course content based on best evidence according to local and national need, monitor and co-ordinate course delivery and curriculum compliance, monitor the consistency, equity and effectiveness of assessment processes, receive and discuss examination questions/assessments prior to approval by external examiners on an annual basis, receive and discuss course plans on an annual basis, monitor and develop the effectiveness of clinical placement provision, monitor and act on student issues, monitor student recruitment and retention.

An Annual Programme Review is conducted each year to facilitate the opportunity for a representative sample of senior staff from providers of NHS commissioned services and university staff to mutually take stock, review and agree action required to ensure that course content and delivery is suitable for ensuring a workforce that is fit for purpose. The review will take account of relevant regulatory and professional requirements, national/contemporary issues and developments in health and social care alongside local service delivery needs. The meeting will review student feedback and evaluation, receive an overview of current of programme content, identifying areas of best practice and those requiring enhancement, receive an overview of anticipated national and local service delivery developments and needs and determine areas of course content and delivery that require revision and agree plan of action to facilitate these changes.

Quality monitoring and enhancement is led by the Director of Undergraduate Programmes, the LME and Director of Education, Marketing, and Admissions, and encompasses both internal and external quality developments and reviews.

External Examiners

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/ga/externalexaminers/currentexternalexaminers/>

Institute for Apprenticeships (IFATE): As this programme is approved as an apprenticeship it will also meet the quality standards of the ESFA. This programme is also regulated and monitored by Ofsted.

Apprenticeship specific requirements: any apprenticeship student disciplinary issues will be fully discussed in partnership with the employing organisation.

20. The principles of programme design

Keele University policies and procedures have been utilised in the design of the programme and are referred to in the relevant sections. Specific national and local health drivers alongside professional requirements have been factored into the programme design. This has been achieved through the establishment of a curriculum steering group, which involved key stakeholders, alongside a range of curriculum development subgroups and consultation meetings. The NMC Standards for pre-registration Midwifery Education (NMC, 2018a, 2019b & 2023b, c, d) have shaped the curriculum development process and are dealt with throughout this document. The programme design has been developed to be creative in developing a range of the theory and practice modules. By creating assessment opportunities in practice, this gives a balance of assessments across the curriculum

QAA subject benchmarks for midwifery are met. Some additional NMC requirements that are not within specific sections of this document are detailed below:

- Stakeholder Engagement - The School of Nursing and Midwifery has well established relationships with local stakeholders, which are operationalised on a number of levels including:
 - Keele and Trust Partnership meetings, where senior School and placement provider representation/employers meet bimonthly.
 - Award Management Committee.
 - Placement Quality Partnership meetings between the school PPQL and local CPF's.
 - Annual Programme Review.
 - Student Evaluation Review.
 - Service users and carer engagement.

In addition to this, the current Lead Midwife for Education regularly meets with the Director of Midwifery within local NHS Trusts on a one-to-one basis. Regular Trust practice partnership meetings take place to gain feedback.

Safeguarding the Public

Safeguarding the public is a prime duty of academic education providers and is achieved as part of the admissions process via occupational health clearance, references and a satisfactory DBS check. Any prospective student who has any identified health issues that may impact on their ability to engage with the programme and / or criminal conviction will be reviewed by the school Health and Conduct panel which has senior NHS Trust representation to determine suitability for the programme. Subsequently, students are required to identify any change in circumstances in a timely manner alongside completion of an annual self-declaration form.

The University Fitness to Practise procedures ensure that any concerns regarding student conduct are dealt with appropriately in a manner that is fair and equitable whilst protecting the public (See website for more details

<https://www.keele.ac.uk/regulations/regulationb5/>).

Students are made aware of their responsibilities and know how to raise concerns when they believe the safety of service users is at risk.

The School has developed a safeguarding policy within a local multi-agency partnership which focuses on safeguarding and child protection.

Equality, Diversity and inclusion

As a leading example of an open and integrated community Keele University strives to be a place where learning, living and working is a positive experience for all.

Equality, diversity and inclusion are core values underpinning the University's mission to making a difference in society by providing innovative, high-quality education for students from all backgrounds and by undertaking world-leading research that transforms understanding and brings benefit to society, communities and individuals (Keele University - Our Vision 2020).

Observing Keele's founding ethos of 'the pursuit of truth in the company of friends', the University is committed to the following values:

- The transformative capacity of education for individuals, communities and society
 - Equality of educational opportunity
 - Advancing knowledge through independent research and academic enquiry
 - Environmental sustainability for the sake of future generations
 - Delivering exceptional service and experience in all its activities
 - Valuing the rights, responsibilities, dignity, health and well-being of individuals through its commitment to equality and diversity
 - Valuing probity and integrity in all its activities
 - Exemplifying the highest standards of leadership and governance in the Higher Education sector
- The equality, diversity and inclusion strategy 2018-2022 sets out core principles and priorities for Keele University in support of this commitment, and provides an underpinning foundation for the development of a range of complementary policies, practice and procedures. [EDI strategy and objectives - Keele University](#)

The School of Nursing and Midwifery is committed to operationalising principles of equality and diversity throughout our programmes. The aims and objectives of the University Strategy are mirrored in the Schools approach to Equality and Diversity. The School's Disability Inclusion Tutor (DIT) and School Equality and Diversity representative (EDR) enables congruence between the support available to students and the requirements of the Public Equality duty.

We support a range of Widening Participation initiatives, as part of the Faculty of Medicine and Health Sciences Widening

Participation and Schools and Colleges Liaison Strategy. We work closely with local healthcare providers; the private, independent, and voluntary sector; schools and colleges; and many other organisations to facilitate and encourage prospective candidates from a range of backgrounds to enter Higher Education. The Faculty of Medicine and Health Sciences Widening Participation and Schools and Colleges Liaison team engages in many outreach activities across the region aimed at promoting awareness of the benefits of Higher Education.

The School's admissions team of regular interviewers has undergone Equality and Diversity training for the selection of preregistration students.

The School's policies and procedures are subject to Equality Impact Assessments through Keele University Human Resources Unit. Staff within the School are trained to undertake Equality Impact Assessments on the School's policies and procedures.

The role of the Disability Inclusion Tutor (DIT) in relation to the protected characteristic of Disability:

The main responsibilities of the role are:

Liaison with Disability Support & Inclusion (DSI) Services on main campus.

Management of reasonable adjustments for disabled students for both theory and practice, within the School of Nursing & Midwifery.

Provision of support and advice for disabled students and for members of staff within the School.

Keele University has developed four equality objectives in line with its duties under the Equality Act 2010 and the public sector equality duty. The objectives have been developed in collaboration with our staff, students, and Staff Unions.

The equality objectives support all three aims of the general duty (to eliminate unlawful discrimination, advance equality, and foster good relations) and are specific and measurable. The four equality objectives are listed below and they are further detailed in our Equality, Diversity and Inclusion (EDI) Strategy. Work to ensure relevant action is taken and monitored is carried out by our Directorates EDI Action Group together with EDI groups in academic departments. Strategy is driven by the EDI Steering Group with oversight from a committee including members of Council and UEC (the EDI Oversight Group).

EQUALITY OBJECTIVES

1. Inclusive leadership and decision making at all levels of the organisation.
2. Inclusive student experience/student lifecycle.
3. Accessible and inclusive campus.
4. Progressive, informed, diverse and supported workforce.

Service user and Carer Involvement

Nationally, professional and regulatory bodies have adopted policies that ensure that user consultation and participation is central to development in policy, practice and education. A vitally important driver for change in curricula is the service user and carer's voice (Griffiths et al. 2011). The Standards for Pre-Registration Midwifery Education (NMC, 2018) is a key driver to ensure that the qualities service users seek in nurses are enhanced by appropriately designed graduate programmes (Griffiths et al. 2011).

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

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

European Union. (2005). Standards for Nursing and Midwifery: Information for Accession Countries: Midwifery Training Articles 40-42 of 2005/36/EC: http://www.euro.who.int/_data/assets/pdf_file/0005/102200/E92852.pdf 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 accessed 10.12.19
- Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>
- Kirkup, B. (2015). The Report of the Morecambe Bay Investigation.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/408480/47487_MBI_Accessible_v0.1.pdf accessed 10th January 2020
- Knowles, M., Holton, E., & Swanson, R. (1998). *The Adult Learner: The definitive Classic in Adult Education and Human Resource Development* (5th Ed.). Boston: Butterworth-Heinemann
- MBRRACE-UK. (2019). Saving Lives, Improving Mothers' Care - lessons learned to inform maternity care from the UK and Ireland Confidential Enquiries into Maternal Deaths and Morbidity 2015 - 17. <https://www.npeu.ox.ac.uk/downloads/files/mbrrace-uk/reports/MBRRACE-UK%20Maternal%20Report%202019%20-%20WEB%20VERSION.pdf> Accessed 10th January 2020
- McCarthy, R., Nuttall, J., Smith, J., Martin, C., (2014). A method of teaching critical care skills to undergraduate student midwives using the Maternal-Acute Illness Management (M-AIM) training day, *Nurse Education in Practice*, 1- 5
- Midwifery Practice Assessment Collaboration Steering Group. (2020a). *Midwifery Ongoing Record of Achievement (MORA) Frequently Asked Questions (FAQs)*. NHS Health Education England, London region.
- Midwifery Practice Assessment Collaboration Steering Group. (2020b). *Midwifery Ongoing Record of Achievement (MORA)*. NHS Health Education England, London region.
- Mothers and Babies: Reducing Risk through Audit& Confidential Enquires across the UK (MBRRACE). (2016) *Saving Lives, Improving Mothers' Care Surveillance of maternal deaths in the UK 2012-14 and lessons learned to inform maternity care from the UK and Ireland Confidential Enquiries into Maternal Deaths and Morbidity 2009-14*. <https://www.npeu.ox.ac.uk/downloads/files/mbrrace-uk/reports/MBRRACE-UK%20Maternal%20Report%202016%20-%20website.pdf> Accessed 1st June 2017
- National Health Service. (2016). *Better Births: Improving Outcomes of Maternity Services in England - a five year forward view for maternity care*. <https://www.england.nhs.uk/publication/better-births-improving-outcomes-of-maternity-services-in-england-a-five-year-forward-view-for-maternity-care/> Accessed 10th January 2020
- National Health Service. (2019). *Interim NHS People plan*. https://www.longtermplan.nhs.uk/wp-content/uploads/2019/05/Interim-NHS-People-Plan_June2019.pdf Accessed 10th January 2020
- National Health Service. (2020). *Better Births Four Years on: A review of progress* <https://www.england.nhs.uk/publication/better-births-four-years-on-a-review-of-progress/> Accessed 20th April 2020
- Nuffield Trust, Health Foundation and Kings Fund. (2019). Closing the gap - Key areas for action on the health and care workforce. https://www.nuffieldtrust.org.uk/files/2019-03/1553101044_heaj6918-workforce-briefing-190320-web.pdf (accessed 6.2.2020)
- Nursing and Midwifery Council. (2018a). *The Code: professional standards, practice and behaviour for nurses and midwives*. <https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf> Accessed 16th Dec 2019
- Nursing and Midwifery Council. (2023b). *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. (2023a). *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* <https://www.nmc.org.uk/globalassets/sitedocuments/standards/standards-for-pre-registration-midwifery-programmes.pdf> Accessed 16th Dec 2019
- Quality Assurance Agency. (2018). *UK Quality Code for Higher Education*. <https://www.qaa.ac.uk/quality-code> Accessed 16th Dec 2019
- Royal College of Midwives (RCM) and Royal College of Obstetricians. (2018). *RCM/RCOG joint statement on multidisciplinary working*. <https://www.rcog.org.uk/en/news/rcmrcog-joint-statement-on-multidisciplinary-working/> Accessed 16th Dec 2019

21. Annex - Programme-specific regulations

Programme Regulations: Midwifery

| | |
|-------------------------------------|---|
| Final Award and Award Titles | BSc (Hons) Midwifery |
| Intermediate Award(s) | Diploma in Higher Education Certificate in Higher Education |
| Last modified | July 2025: DBS and OH information added September 2025: Repeat year text clarification (Variation) |
| Programme Specification | https://www.keele.ac.uk/qa/programmespecifications |

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

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

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

A) EXEMPTIONS

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

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

- **No exemptions apply.**

B) VARIATIONS

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

- Regulation B5 - fitness to practise - in addition to the University regulation students are required to inform the School of any change in their physical or mental health status following their initial assessment as fit to practise. The School may refer any student whose fitness to practise is in doubt to the University's Occupational Health Unit for reassessment in partnership with the organisation employing the student. Such students may also be subject to the School's Health and Conduct arrangements. Students are required to inform the School and their organisation (where appropriate) of any change to their status regarding criminal convictions and / or cautions following their initial enhanced disclosure by the Disclosure & Barring Service (DBS). Where there are grounds to do so, a further DBS check may be requested in partnership with the organisation sponsoring the student. Any student who has taken a prolonged period of leave of absence or sickness may be subject to the arrangements above.
- Regulation C1 1.1 - the maximum period of registration is 5 years due to clinical partners request.
- Regulation C3 5.10 & D1:8 - recognition of prior learning is not permitted for pre-registration midwifery programmes in line with standard 1.3 in Part 3: Standards for pre-registration midwifery programmes, (NMC, 2019 a).
- Regulation D1:9 and D5:1 - all assessments must be passed to progress - there is no condonement or compensation on the BSc (Hons) Midwifery. No compensation is permitted for modules within the BSc (Hons) Midwifery programme (NMC 2018 Part 1: Standards Framework for Nursing and Midwifery Education 5.16). A student must be successful in all summative assessments and all modules must be completed.
- Regulation D1.12 All outcomes must be achieved within the assessed period for that part of the programme. Any outstanding outcomes must be met and confirmed within 12 weeks of the student entering the next part of the programme. Only one theory module or theory element attached to a practice module is permitted under the School's 12-week rule.
- Regulation D2 (1.1.4, 1.2.4 and 1.6.4): the repeat year options outlined in the regulation will be subject to approval by the Progression and Award Board. In making decisions, the Progression and Award Board will offer repeat options based on the prospect of the student progressing or completing the failed modules or assessments. Students with approved exceptional circumstances will be granted repeat options, subject to the caveat noted below. For students without approved exceptional circumstances, Progression and Award Boards will take the following into account when making decisions: students should normally have achieved a module mark on all failed modules within 10 percentage points of the module pass mark and demonstrated engagement with their studies through an attendance record of at least 80% (not including reported absences) to be eligible for a repeat year option.

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

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

This programme varies from Regulation C3, Section 5.1a:

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

This programme varies from Regulation D2, Section 1.3:

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

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

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

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

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

Additional Requirements

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

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

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

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

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

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

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

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

Additional requirement 2: Occupational Health

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

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

Additional requirement 3: Regulations relating to placements

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

Student Additional Placement Requirement

An additional placement requirement may be required where you

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

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

Work Based Placement Provision

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

Work Based Placement Pathway

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

Additional Work Based Placements

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

Additional Work Based Placement Considerations

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

Additional Work Based Placement Requests

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

Additional Work Based Placements Timings

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

Additional Work Based Placement Progression Delay

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

Additional Work Based Placement Travel and Accommodation

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

Programme Progression

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

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

Version History

This document

Date Approved: 16 September 2025

What's Changed

Repeat options wording clarified

Previous documents

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