All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
UCLan Mission statement

Mission and Values

We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

Our values:

- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

Student Charter

The Student Charter has been developed by the University and the Students’ Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or ‘Contract’ between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students.

Read the full Student Charter

Supporting Diversity at UCLan

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to:-

- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information
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1. Introduction
1.1 Welcome to the course
Welcome to our new students and hello to the 2\textsuperscript{nd} and 3\textsuperscript{rd} year returning students to the BSc (Hons) Midwifery course. Please take the time to read this handbook as it will help you understand the organisation and structure of your course and the responsibilities required to enable you to complete the course successfully. Throughout your course communication with the Course and module leaders will be essential and not reading the handbooks and following instructions may have a detrimental effect on the successful completion of your course.

If you require this handbook in a different format please inform your course leader – Jacqui Gibson.

*Please note: The contents of this handbook are not binding on the part of the University but serve only to provide a basis of information. The information given is subject to alteration without notice.*

1.2 Rationale, philosophy, aims and learning outcomes of the course

**Relationship to Professional and Accreditation Bodies**
The programme has conjoint validation with the Nursing and Midwifery Council, and the University of Central Lancashire. Successful completion of the course leads to registration on the NMC Professional Register as a registered Midwife and the award BSc (Hons) Midwifery from the University of Central Lancashire.

**Educational Philosophy**
The course philosophy reflects the distinctive approach adopted by the midwifery teaching/clinical team towards the provision of Midwifery Education, which is seen as an investment for the future of the Midwifery Profession and the services provided to mothers, babies, their families and the wider community.

Within the educational environment, students are seen as equal partners and participants in the learning process. As a student you are expected to take responsibility for identifying and fulfilling your individual learning needs. Partnership and support throughout the course from lecturers, clinical mentors, other members of the health care and social care team and peers, is seen as essential in the provision of opportunities to share knowledge and experience between all disciplines.

Implicit within the course is the belief that midwives educated in this way are able to empower women during their childbearing experience and provide individualised client care, where clients are viewed as equal participants in the delivery of care. The educational programme is supported by an ethical framework, which reflects the rights of women and promotes moral and ethical values such as advocacy, confidentiality, professional integrity and personal autonomy.

Midwifery students are encouraged to build on the body of midwifery knowledge through research-based and reflective practice. Self-appraisal and development is fostered through recognition of the individual's contribution, and the value of their previous personal and professional life experiences. This will be demonstrated through the development of a Portfolio of Professional and Personal Development.
Midwifery education recognises that complementing theory with clinical experience enables adaptation to the variety, as well as changes in approaches to care. This is reflected in the ultimate achievement of a safe, competent and reflective practitioner.

Midwifery Philosophy
The development of our midwifery education programme has been underpinned by a salutogenic orientation to health care (Antonovsky, 1979). This represents an approach that has moved away from the traditional pathological paradigm of dichotomising normal/abnormal and low risk/high risk to perceiving health on a continuum. The curriculum is designed to ensure that learning, skill development and care delivery are focused on the promotion of health and wellbeing irrespective of the classification of risk assigned to the woman, baby or family, and that both education and practice are sensitive to the sociocultural context of all individuals concerned.

Reference

Course Aims:
The overall aim of the programme provide opportunities for the student to meet the requirements for initial entry to the NMC Professional Register as a Registered Midwife and achievement of the award of Bachelor of Midwifery (Hons) within the University. Implicit within this overall aim, the programme specifically aims to:

- enable the student to achieve the competencies in the NMC standards for entry to the Professional Register
- develop midwives who provide a woman-centred, salutogenic approach to care based on partnership which respects the individuality of the woman and her family
- facilitate the student’s acquisition of the knowledge, skills and attitudes necessary to become an effective midwife able to provide high quality care based on the best available evidence
- provide a challenging and broad based education experience that develops the student’s personal, professional and academic competence and abilities
- develop midwives who promote ethical and non-discriminatory practice
- develop midwives able to lead midwifery practice and maternity service provision through the challenges and changes in the years ahead
- enable students to work effectively in collaboration with service users, carers, professionals and other agencies
- develop the concept of lifelong learning in students, encompassing key employability skills

Course Learning Outcomes
These are determined by NMC Standards for pre-registration midwifery education (2009) – specifically Standard 17 – As outlined in the programme specification (appendix 1)
1.3 Midwifery Course Team

Academic Teaching Staff 2013

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Telephone No</th>
<th>Email</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqui Gibson</td>
<td>Lead Midwife for Education Principal Lecturer</td>
<td>01772 893820</td>
<td><a href="mailto:Jgibson1@uclan.ac.uk">Jgibson1@uclan.ac.uk</a></td>
<td>BB214</td>
</tr>
<tr>
<td>Elizabeth Gomez</td>
<td>Senior Lecturer Supervisor of Midwives</td>
<td>01772 893819</td>
<td><a href="mailto:eagomez@uclan.ac.uk">eagomez@uclan.ac.uk</a></td>
<td>BB222</td>
</tr>
<tr>
<td>Anna Byrom</td>
<td>Senior Lecturer</td>
<td>01772 893419</td>
<td><a href="mailto:abyrom@uclan.ac.uk">abyrom@uclan.ac.uk</a></td>
<td>BB225</td>
</tr>
<tr>
<td>Shelagh Heneghan</td>
<td>Senior Lecturer</td>
<td>01772 893762</td>
<td><a href="mailto:MSHeneghan@uclan.ac.uk">MSHeneghan@uclan.ac.uk</a></td>
<td>BB221</td>
</tr>
<tr>
<td>Judith Shaw</td>
<td>Senior Lecturer</td>
<td>01772 893817</td>
<td><a href="mailto:Jshaw5@uclan.ac.uk">Jshaw5@uclan.ac.uk</a></td>
<td>BB325</td>
</tr>
<tr>
<td>Alison Holt</td>
<td>Senior Lecturer</td>
<td>01772 893821</td>
<td><a href="mailto:ahol3@uclan.ac.uk">ahol3@uclan.ac.uk</a></td>
<td>BB222</td>
</tr>
<tr>
<td>Anne Lomax</td>
<td>Senior Lecturer</td>
<td>01772 893889</td>
<td><a href="mailto:alomax@uclan.ac.uk">alomax@uclan.ac.uk</a></td>
<td>BB225</td>
</tr>
<tr>
<td>Mercedes Perez Botella</td>
<td>Lecturer</td>
<td>01772 892749</td>
<td><a href="mailto:MPerez-Botella1@uclan.ac.uk">MPerez-Botella1@uclan.ac.uk</a></td>
<td>BB222</td>
</tr>
<tr>
<td>Neesha Ridley</td>
<td>Lecturer</td>
<td>01772 893778</td>
<td><a href="mailto:NRidley@uclan.ac.uk">NRidley@uclan.ac.uk</a></td>
<td>BB221</td>
</tr>
<tr>
<td>Kerry Taylor</td>
<td>Lecturer</td>
<td>01772 895486</td>
<td><a href="mailto:KTaylor18@uclan.ac.uk">KTaylor18@uclan.ac.uk</a></td>
<td>BB221</td>
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1.4 Academic advisor / site link lecturer

On commencement of the course you will be allocated an academic advisor from the midwifery team. Your academic advisor is there to give guidance and support, to liaise with other staff regarding student related issues and to serve as a resource for supervisors, mentors and students. Throughout the year all students will meet with their academic advisor on at least 2 occasions to discuss clinical and theoretical progress and pastoral issues.

All Midwifery lecturers are linked with one Clinical Trust (see table over page) and this role is referred to as a site link lecturer. The role of the site link lecturer is to provide support and facilitate communication for clinical staff and students within each clinical area. This includes monitoring student experiences and mentoring whilst on placement and undertaking mentor updates and student tutorials. Site liaison also allows for the coordination and maintenance of all educational links with clinical sites and the University. In some instances your academic advisor and site link lecturer will be the same person, however, as some sites have more than one site link lecturer allocated to the Trust, for most students more than one midwifery lecturer could deal with site related issues.
1.4.1 Clinical Link Midwives

Each Trust has an identified clinical link midwife who liaises with the site link lecturer the Course Leader, BSc Midwifery team and Placement Unit. If you are experiencing a site related issue during clinical placement the clinical links are often a useful first point of contact.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Telephone No.</th>
<th>Email</th>
<th>NHS Trust</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne Marie Weller</td>
<td>Practice Development Midwife</td>
<td>01282 803079</td>
<td><a href="mailto:Anne-Marie.Weller@elht.nhs.uk">Anne-Marie.Weller@elht.nhs.uk</a></td>
<td>East Lancashire Blackburn Burnley</td>
</tr>
<tr>
<td>Gill Bjork</td>
<td>Practice Education Facilitator</td>
<td>01704704403</td>
<td><a href="mailto:gill.bjork@nhs.net">gill.bjork@nhs.net</a></td>
<td>Southport &amp; Ormskirk</td>
</tr>
<tr>
<td>Kim Parek</td>
<td>Midwife Supervisor of Midwives</td>
<td></td>
<td><a href="mailto:Kim.Parekh@ltlhr.nhs.uk">Kim.Parekh@ltlhr.nhs.uk</a></td>
<td>Lancashire Teaching Hospitals Preston/Chorley</td>
</tr>
<tr>
<td>Lisa Young</td>
<td>Clinical Link Midwife</td>
<td></td>
<td></td>
<td>Blackpool Fylde and Wyre</td>
</tr>
</tbody>
</table>

1.4.2 Statutory supervision of midwives

Statutory supervision of midwives has operated in the UK for over 100 years. It has developed to become a means by which midwives are supported in, and with, their
practice. As a modern regulatory practice, statutory supervision of midwives supports protection of the public by:

- promoting best practice and excellence in care
- preventing poor practice
- intervening in unacceptable practice.

Effective use of the supervisory framework leads to improvements in the standard of midwifery care and better outcomes for women.

Statutory supervision of midwives is a valuable resource for midwives, their employers and the profession because it enables midwives to provide safe and effective care. Supervisors also have a role in advising and supporting women who use midwifery services.

Supervision is a valuable component of midwifery practice and its success reflects the ability of those who are Supervisors of Midwives. It is therefore important to get the right person into the role. Good quality preparation of supervisors and on-going assessment of their performance is essential to effective supervision of midwives. (NMC 2014)

All students will be allocated a Supervisor of Midwives (SoM) who is based in the clinical area. Students should feel free to approach their SoM should they have any concerns within the clinical environment.

Reference

1.5 Administration details
ADMISSIONS REQUIREMENTS
Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University’s website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

Campus Admin Services provides academic administration support for students and staff and are located at BB2044 and is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Course specific information is also available via school Blackboard sites.

The hub telephone number is 01772 891992 -891993

The hub email contact is brookhub@uclan.ac.uk

1.6 Communication
The University advises you to use your UCLan email address for contact with the university. You need to check regularly for messages from staff. NB: If you send email messages
from other addresses they risk being filtered out as potential spam and discarded unread (see appendix 7 for email protocol and guidance).

Please note that allowing for other commitments such as annual leave, staff aim to reply to your email within 3 working days of its receipt. The School admin team – details above – are available to offer assistance between Monday – Thursday 08:45hrs – 17:15hrs and Friday 08:45hrs – 16:00hrs.

The University recommends you access elearn on (Blackboard) for your Course, module and timetable information and also student portal UCLan for your personal timetable. These should be accessed daily to ensure you are fully informed of any unforeseen changes.

Please also refer to the School of Health student handbook, page 9, 1.6 for further information on communication.

1.7 External Examiners

The University has appointed two external examiners, named below. External examiners assist in ensuring that the standards of the course are comparable to those provided at other higher education institutions in the UK. Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. If you wish to make contact with the external examiner, you should do this through your Course Leader and not directly.

Anna Harris – University of East Anglia

Susan Moore – University of Swansea

1.8 Induction information

Induction information is forwarded to students prior to commencement of the course.

All students are encouraged to access peer mentors either through the Course/ School /UCLan scheme. M & M Peer Mentoring is encouraged and designed to enable existing students to help new students settle into University life, make new friends, discuss personal issues and obtain advice on general academic queries.

1.9 Occupational Health clearance

1st Year Students

You will not be able to start clinical placement until satisfactory medical clearance has been received. You should have been contacted by our Occupational Health Provider (Well Being Partners) prior to your commencement in September about completion of an on-line assessment and arrangements made for appointments to have vaccinations or medical assessments conducted.

2nd & 3rd Year Students
All returning students are required to sign a declaration of good health and character at the commencement of the year. It is therefore, important that any new physical or mental health or disability issues should be disclosed to the course leader or your academic advisor especially if you require support measures put in place academically or clinically, or if you will require occupational health assessment referral. Failure to disclose a new or ongoing physical or mental health that results in putting clients, staff or students at risk is likely to lead to a fitness to practice hearing.

**All Students**

*It is important that you are aware of the following with regards to charges for any missed occupational health appointments.*

Namely;
If you are called in for an appointment it is essential that you attend. Failure to do so will result in you being charged a £40 non-attendance fee. If you need to re-arrange your appointment you must do this 24 hours in advance otherwise you will still be charged the £40 fee. You will be charged each time you miss an appointment. This charge also applies if you are offered a place on the course but fail to enrol.

Please be advised that this amount may be significantly higher if the appointment missed is with a Nurse or Consultant.

This charge also applies to any appointment missed whilst on the Course.

Occupational health departments are primarily responsible for monitoring both the health and sickness of all grades of staff, so that their physical, psychological and social health is protected from any problems occurring within the working environment. For this reason students who have serious or long term sickness or who are exposed to infection risks are referred to occupational health departments for advice. Students who display any signs of infection, especially gastro-intestinal, sore throats or rashes must contact staff health departments before proceeding to go on duty in the clinical area. Needle-stick injuries must be reported immediately.

2. **Structure of the course**

**OPTIONS** (where a course has options)
The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option. When accepting your offer of a place to study on this course, you are accepting that not all of these options will be running. At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options.

2.1 **Overall structure**

Course Structure and Progression
The course is designed through modules of learning and is based on a framework that meets the Nursing and Midwifery Council requirements of 40% theory, 50% clinical practice and 10% of time which is used in a flexible manner and is individualised to each student, these
elements are integrated throughout the course. Students’ allocation in the clinical areas will be reviewed annually, to reflect the changing patterns of delivery of midwifery care within the participating Health Care Trusts.

The focus of the curriculum is demonstrated in the following graphic:

The graphic highlights the central themes of the programme and the following supporting strands

- Politics, policies and public health
- Evidence based midwifery theory, practice and skills
- Culturally sensitive care
- Law, ethics and professionalism
- Anatomy and physiology applied to midwifery
- Transferable / employability skills

The course is divided into blocks of theory and clinical practice with practice/theory weeks built in to support learning in practice (see course plan)

**Academic study:**
During theory weeks, which equate to a maximum of 5 days study, you will be undertaking academic activity which consists of attending university for timetabled sessions, directed and self-directed study.
Practice experience/study:
You will be required to work 37.5 hours per week in the clinical environment, this will involve providing care over a 24 hour period based on an allocated duty rota.

Practice/Theory weeks
During weeks indicated as theory practice (T/P) on your course plan, you will be undertaking a flexible mixture of clinical and theory experience in the same week, this where you will be required to attend the university on timetabled/reflective days and attend pre-arranged shifts/clinical teaching/tutorial sessions based in the clinical practice environment.

Collaborative working and learning:
There will be times during your course within theory sessions or within the clinical setting when you will be required to work closely with students’ and other professionals from different disciplines, or organise independent experiences to enhance your knowledge skills and understanding of health and social care environments.

Holidays
This programme comprises of 3 years full-time study, each year will consist of 45 programmed weeks, (please see course plan). There are seven weeks holiday timetabled in each year. If there is an interruption to the programme the student would normally have to course within no more than 5 years of full time study.

2.2 Modules
You will complete eleven core modules over three years, 120 credits per year, there are no option or elective modules on this programme. Refer to Appendix 1, Programme Specification for module titles. A module information pack is available for every module, which outlines the content, aims, learning outcomes, assessment strategies and other useful information about the module. This pack can be accessed and downloaded from Blackboard prior to the commencement of each module.

2.2.1 Progression
A progression point is defined as ‘a point (or points)’ established for the purpose of making summative judgements about safe and effective practice in a programme’ (NMC 2009: Standard 15 Pg 17&18). The university course board Progression points for this course occur in September of each successive year of study where you will be progressed onto the next year of study.

Should you have any outstanding work at this point, which includes either/both theory or clinical practice assessments, then a 12 week time limit is applied, from the start of the academic year in which all work must be completed. The 12 week limit includes holidays and no extensions are permitted to this period (NMC 2009: Standard 15 Pg17 &18).

2.3 Study Time
2.3.1 Weekly timetable
Please refer to the course plan and UCLan’s elearn and student portal for specific module information.

2.3.2 Expected hours of study
The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per credit you need to achieve – this includes attendance at UCLan, time spent in private study and in addition clinical placement hours. Thus, for example, a 40 credit module would require 400 hours of study of which, around 200 would be timetabled activities and 200 self-directed. To view your academic timetable you need to log into the Student Portal where you will find the link to your timetables. You access your timetable on a mobile device.
Either scan the QR code or go to the following web link https://apps.uclan.ac.uk/mobilett.

![QR Code](image)

2.3.3 Attendance Requirements

Students are reminded of the NMC requirement of 100% attendance on all validated programmes of study. Student attendance for theory and practice is closely monitored and recorded on student records kept in the Placement Learning Support Unit.

Student attendance at timetabled learning activities (both theoretically and clinically) is a requirement of the course. You are required to attend all timetabled learning activities for each module. A register will be taken at the commencement of each session this could be either through University Student Attendance monitoring system (SAM) or a handheld register. It is your responsibility to ensure you register your attendance at a theory session failure to do so could result in you been recorded as absent.

Students should report non-attendance to the hub email - BrookHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891993.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

Whilst the expectation is that you are required to have 100% attendance it should be noted that if your attendance for a module falls below 80% then this could result in you not being eligible to complete the assessment and ultimately your progress on the course. Should you
miss a theory session due to sickness then please see your module leader as to how this can be repaid and a form will need to be completed by student and module leader to verify theory hours have been repaid (Appendix 3).

Clinical attendance should be recorded and verified on a monthly timesheet details for completion can be found later in this document under clinical experience on page 20 and copies of this timesheet are found in Appendix 4. Any time missed through any type of absence has to be made up and this will be in the student's own time i.e. days off, holidays. Clinical time cannot be made up in dedicated theory periods.

In the event of absence due to illness, a self-certificate (available on blackboard under course information) if you are absent for up to six days, or a medical certificate must be submitted to PLSU if you are absent for seven or more days.

Exceptional requests for leave of absence must be made to the Course Leader – Jacqui Gibson.

Notifications of illness is as follows; if you are unable to attend clinical duty or theoretical study at the University, please refer to page 21 Guidelines for Reporting Sickness and Absence, for information on who you need to inform, unauthorised absence is not acceptable and may attract academic or disciplinary penalties (refer to Appendix 3 for an example)

Student attendance at timetabled learning activities (both theoretical and clinical) is a mandatory requirement of the course. If you are unable to attend clinical duty or theoretical study at the University, please refer to page 20; Guidelines for Reporting Sickness and Absence. Unauthorised absence is not acceptable and may attract academic or disciplinary penalties. If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

2.3.4 Non-curricula activity authorisation

Whilst on clinical placement up to 30 hours per year per student of non-curricula activity / attendance can be sanctioned or approved if deemed to be of extra or added value to clinical learning experiences;

• This can only be undertaken in Midwifery clinical placement time and NOT during scheduled theory sessions or specialist clinical placements
• Each day must be agreed and approved in advance by your academic advisor or course leader and recorded on the non-curricula activity authorisation form available on blackboard under course information. Each request will be decided on an individual basis.
• Evidence of attendance at the activity must be obtained.
• Any further non-curricula activity must be taken in the students own time.

Examples of non-curricula activity are as follows, conferences, study days, Passionate Midwifery Forum meetings. Please direct any further queries as to what constitutes non-curricula activity to the Course Leader.

2.4 Data Protection
All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of personal information, please contact the Data Protection Liaison Officer, Strategic Development Service, University of Central Lancashire, Preston, PR1 2HE.

3. Approaches to teaching and learning

3.1 Expertise of staff

All Midwifery lecturers are qualified midwives and are active on the NMC register having completed their yearly Notification of Intention to Practice. All Senior Lecturers have an NMC recordable teaching qualification.

All Midwifery lecturers have an annual supervisory meeting as is required by the NMC of all midwives on the NMC register.

Staffs particular area of interest/expertise can be found on the UClan Web profile.

3.2 Learning and teaching methods

You will be encouraged to progress to being an independent life-long learner by the end of the course. To this end you will have the opportunity to enter into and progress through the programme, identifying any specific needs and maximising on individual learning strategies to facilitate these needs. It is anticipated that this system will develop and extend into the area of assessment, particularly in the clinical areas, facilitating greater integration of theory with practice.

The emphasis, wherever possible will be on student centred activity. Case based learning will incorporate workshops, worksheets, group work, learning packages, student led discussion and debates. Use will be made of role-play, simulation and experiential learning to facilitate student insight into client feelings in various situations. All theoretical and clinical assessments require a pass grade for successful completion of the course and to achieve registration as a midwife.

You are required to keep a reflective account of your experience in both academic and clinical elements. It is hoped that this will develop skills in self- awareness as well as enable you to examine your own beliefs and attitudes. Every encouragement will be given to students to undertake seminar presentations as well as self-assessment. The aim of these strategies is to focus on the development of presentation and interpersonal skills and to enhance individual competence and confidence.

During teaching sessions, seminars, and tutorials, clinical experience will be discussed and analysed. Students are given time to apply theory to practice and to reflect on personal experiences. The development of individual potential will be important and staff will place considerable emphasis on creating an environment conducive to learning.
You will also develop your key transferable skills during the course and you will have an opportunity to discuss these with your academic advisor and record your development within your professional portfolio.

**Assessment**
Each module or part of the programme will have its own individual assessment strategy and guidelines. More detailed information can be found in the Module Information Packs.

Please refer to School of Health Student Handbook for information relating to assessment and referencing guidelines which can be located on elearn (Blackboard).

**Clinical Experience**

The School of Health, in relation to the Midwifery Course works in co-operation with 4 Health Care Trusts (refer to the course plan for further site information). Therefore your clinical experience will be obtained at one of four main sites, with students having the opportunity to work in a variety of settings both within the Hospital and Community environments to gain experience reflected in the course learning outcomes. On commencement of the course you will be assigned to one of the four Trusts for the whole 3 year course.

**Blackpool Fylde & Wyre NHS Trust (Blackpool Victoria Hospital)**
**East Lancashire Hospitals NHS Trust (Royal Blackburn Hospital and Burnley General Hospital)**
**Lancashire Teaching Hospitals NHS Trust (Royal Preston Hospital and Chorley General Hospital)**
**Southport & Ormskirk NHS Trust**

If you are based at either Lancashire Teaching Hospitals or East Lancashire Teaching Hospitals both of these Trusts have 2 main hospitals, Preston/Chorley or Blackburn/Burnley, respectively and you will be required to work across both hospital sites to obtain all relevant clinical experience. You may have to move to an alternative site for some of the non-midwifery placements.

(Appendix 2 contains further site information and you can visit the virtual placement site from the placement folder on Blackboard)

Your clinical experience will be supervised by an identified clinical ‘Sign Off’ mentor working within that clinical area. The identification of clinical ‘Sign Off’ mentors will be the joint responsibility of the site link lecturers and clinical manager. Liaison between the university, students, ‘Sign Off’ mentors, mentors and clinical staff takes place through the site link lecturers.

The programme has been tailored to address the many changes in practice during the past five years particularly the emphasis on providing a maternity service that is based on normality and women centred, which has demanded a shift towards more community based care. You will be placed at a site that has been audited for its suitability to undertake the support and clinical education of learners. This is done on a two year basis. Clinical sites are also audited annually by the Local Supervising Authority and you may over the course of your studies be involved in this activity.
You may have the opportunity at the end of year 3 to undertake an elective placement, which enables you to gain experience at another maternity unit should you wish to do so. This placement may be within our own circuit or at a unit elsewhere in the country or overseas, but must have been audited for its suitability to undertake the support and clinical education of learners. Please note elective placements undertaken overseas or outside of the Health Education North West Consortium then placements will be in an observational capacity only. All placements outside the locality have to be arranged and funded by the student.

Students who wish to undertake any elective placements be it within our own circuit or at a unit elsewhere in the country or overseas, must communicate with Anne Lomax or Mercedes Perez Botella who are responsible for co-ordinating elective placements. Any arrangements for elective placements must be with consultation and agreement with Anne or Mercedes. Further information on the requirements for an elective placement can be found in Appendix 6 in this handbook.

All theoretical, clinical and European Union Directives, and any other Course requirements must have been achieved before you can undertake an elective placement and before leaving to go on the elective the consent form (Appendix 6b) has to be signed otherwise students are not permitted to have an elective placement outside of their normal placement site.

**Uniform Policy**

When in a professional setting students must dress in a manner that adds to, and does not detract from, effective communication. The appearance of a practitioner is important and should be considered carefully; in general, male and female students should be clean and smartly dressed.

The University provides a corporate uniform for use by you whilst undertaking clinical placement activity. Each Clinical Trust has a strict uniform policy to which you must adhere. This is usually highlighted on Trust induction days. The following is guidance to ensure effective, sensitive communication and adherence to Health and Safety Guidance:

- Covering of the face is not permitted (this is true not only in clinical settings but also throughout the educational elements of all education programmes, which is built around group work with other students and tutors).
- Some practice skills sessions may be physically demanding. It is essential that students attend skills sessions wearing loose, comfortable clothing.
- When students are required to attend skills sessions wearing uniform you will be informed in advance. If this is the case, the uniform should be freshly laundered and worn correctly in accordance with Dress Code Policies.
- Footwear and clothing should be appropriate. If students attend practice skills sessions wearing inappropriate footwear, they will be asked to leave. Appropriate footwear is well fitting, with low, closed heel and closed toe.

**Travel to Clinical Sites**

Students are expected to make their own transport arrangements to clinical sites. The availability and cost of car parking varies from site to site and the arrangement of reimbursement of costs for travel may also differ. Students who are eligible to claim
expenses should submit their NHS Bursary travel claim form monthly with a copy of your timesheet. The claim forms must be submitted to the College Hub in Brook 204 for the attention of Debbie Wisby who will sign and process the completed form.

Please note; only claim for the most direct route and forms are audited and returned if this is not undertaken.
Please note: Travel claim forms that are not submitted monthly will not be processed. Please refer to Appendix 12 for further information on Bursary Travel Claims

Shift patterns
A normal working week consists of 37.5 hours, a standard working day would be 7.5 hours excluding meal breaks, the start and finish times are in accordance with individual Trust working practices.

It is noted however, that changes in ‘shift’ patterns in NHS trusts are emerging and the number of hours in a working day may vary considerably within and between Trusts, and some clinical areas may exceed the standard 7.5 hours/working day. In this instance a degree of flexibility may be applied to the ‘normal shift patterns’ when you are ‘on duty’, an example of this may be related to your mentor working longer shifts, or that your mentor is part time and the requirement of working 3 shifts per week (22.5hrs) with your named mentor needs to be met. Another example is that you may be involved in client care and choose to stay for longer than your allocated time to meet client needs. To facilitate this you may request to work longer hours (i.e. 10/12 hours). This must be negotiated with each clinical mentor and any request or change in this arrangement i.e. to work longer shifts or staying to provide care should be confirmed with the clinical mentor, the link lecturer is to be informed as soon as possible. If you do not want to work the longer shifts then you are not obliged to do so, in this instance you will work the standard shift system as set out above.

The midwifery team do not encourage students to undertake 12 hour shifts as a matter of routine; it is against European Working Time Directives (Council Directive No.93/104/EC 23rd November 1993). It is also considered educationally inappropriate and may be detrimental to your learning experience.

Request for off duty

Any request for off duty should be made a month in advance to the relevant clinical area. Any changes to off duty during a placement must be negotiated with the shift leader/mentor and recorded on the weekly time sheet to ensure there is an accurate record of completed hours for the month. Please see section on Rostered service/working unsocial hours below for changes to duty rotas.

Guidelines for rostered duty

By accepting a place on the course, you are committed to participate in providing care over a 24 hour period which includes bank holidays, weekends and nights. Should you experience difficulty in fulfilling these requirements then you must speak to your academic advisor or course leader. The following criteria have been agreed in order to clarify what is expected from students to satisfy the minimum requirements for rostered service.
1) A shift would normally consist of 7.5 hours. Where a student has worked over this
time (e.g. some midwives now work a 12 hour shift), a span of duty less than the minimum
requirement of 7.5 hours may be worked to complete any outstanding hours to ensure 37.5
hours or 150 hours over four weeks has been completed.

2) Students should complete their rostered duty hours, and once off duty has been
published any changes need to be negotiated with the mentors and person who allocates
off duty, but it is important for students to recognise that where alternative arrangements
have to be made, continuity of mentoring may be compromised. (Students should work at
least 15 hours per week with their allocated sign off mentor).

3) In order to adequately monitor and record all rostered activity, time sheets must be
signed at the end of each shift.

**Supernumerary Status**
“Students undertaking pre-registration midwifery education programmes cannot be
employed to provide midwifery care during their training – all clinical experience should be
education led with students having supernumerary status for the duration” (NMC
2009:Standard 14 Pg17)

**Recording of Clinical attendance**
All clinical shifts worked must be recorded on a time sheet at the end of each day and signed
on that day by the midwife with whom the student has been working. Any deficit in shifts
must be discussed with your academic advisor and arrangements for any shortfalls to be
made up before the commencement of the next progression point. Time sheets must be
submitted to PLSU before the 7th of the following month (see appendix 4). Please note
signed timesheets are the only evidence you will have to demonstrate completion of the
NMC clinical hours requirement to be registered as a midwife on successful completion of
the course. Failure to complete timesheets, or submit them as required could prevent you
proceeding onto the next placement or year of course or even registering as Midwife.

**Rostered shifts**
You are required to work the shifts that you are rostered for. Any changes made to original
duty rotas without prior consent from the appropriate personnel will be marked as an
absence, even if the student works the required amount of shifts within that week.

**Sickness and Absence**
You are reminded that the requirement for successful completion of the learning outcomes
requires 100% attendance for all theoretical and clinical components of the programme. Any
period of sickness/absence from clinical practice must be recorded on your time sheet.

**Procedure for Reporting Sickness and Absence**
1. On the first day of sickness/absence:
   1.1 Inform clinical area if absent/sick from clinical practice
   1.2 Inform the module leader if absent/sick from study day.
   1.3 Inform Placement Learning and Support Unit (PLSU) by telephoning the
      answer machine (Tel: 01772 892732) and leave a message
2. On the day of return from sickness/absence, inform clinical area / module leader and
   Placement Unit as before
3. Sickness certificates should be submitted to the Trust as your employer (refer to Trust guidelines) and **a copy must also be sent** to the Placement Learning Support Unit –

PLSU
Brook Building
UCLan
Preston
PR1 2HE

4. **Failure to follow the above procedure may result in a loss of remuneration and hinder your progression through the course.**

**Mandatory Training**

All students should attend any mandatory training sessions required by the trust. In addition sessions will be timetabled into your university attendance requirement. First year students will undertake online core skills Elearn packages as part of the first block of theory, prior to commencing first clinical placement. The Ongoing Record of Achievement has a section for you to record your attendance at sessions.

**3.3 Study skills**

There are a variety of services to support students and these include

**WISER** [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_33_1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_33_1)

**LIS** [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_25_1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_25_1)

There is also guidance to study skills and referencing and these will be found on Blackboard on the course pages under documentation

**3.4 Learning resources**

**3.4.1 Learning Information Services (LIS)**

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

We also have dedicated clinical skills labs with a wide range of equipment that will aid your development of clinical skills in preparation for practice. We have a Midwifery and neonatal skills lab in Greenbank that are used for clinical teaching sessions throughout your course

**3.4.2 Electronic Resources**

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. In addition other links to sources and materials required will be found on Blackboard within the relevant area pertaining to your year of study.
3.5 Personal development planning

Higher Education courses. It is a structured and supported process which will support your learning by helping you to reflect upon your learning, performance and achievement and to plan for your personal, educational and career development.

PDP will help you to:
- become a more effective, independent and confident self-directed learner
- understand how you are learning and relate this to a wider context
- improve your general skills for study and career management
- develop key transferable skills
- articulate personal goals and evaluate progress towards their achievement
- develop a positive attitude to learning throughout life.

The modules studied within your course in the School of Health will help you develop a range of skills that form part of your on-going personal and professional development and life-long learning. These are referred to as “transferable skills” and “Employability Essentials” these will form part of the PDP activities and portfolio evidence required on your course. And further information about these will be found on Blackboard and in module information packs.

3.6 Career opportunities

Successful completion of the course will enable graduates to register as a Midwife with the NMC and subsequently secure employment as a midwife.

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:
- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.
It's your future: take charge of it!

Careers offers a range of support for you including:-
- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.
4. Student support, guidance and conduct

Education Support

Contact details of the members of the academic team can be found on page 7 of this handbook. Specific course based support is provided by a range of identified staff with specific responsibilities as detailed below:

**Should you require support on a personal level please speak to your academic advisor; for support related to modules contact the module leader and your mentor/site link lecturer/named supervisor of midwives for clinical issues.**

4.1 Academic advisor/Link Lecturer
Every student is allocated an academic advisor and a link lecturer Please see page 7 in this handbook for further details.

Module Leader

Each module has an identified module leader who should be contacted if you have any queries or problems concerning the module.

Course Leader – Jacqui Gibson

The course leader has overall responsibility to ensure that all aspects of the students learning experience are well supported by staff within the team. Any issues which cannot be resolved by the module leader or academic advisor should be referred to the course leader.

Lead Midwife for Education (LME) – TBC

Lead midwives for education (LMEs) help ensure high standards in midwifery education. Midwifery education programmes in the UK can only be run at NMC-approved educational institutions.

The NMC ensures that the standard of education programmes remains high through a network of heads of midwifery education called Lead Midwives for Education (LME). The LME has a general oversight of the programme to ensure that the programme continues to meet NMC requirements and is readily available for students who have any concerns. The close working relationship between the LME, course team, clinical site representatives, and student representatives aims to provide a pre-registration course that is proactive in its management, professional and quality assured (NMC 2009).

Please note that whilst the Midwifery team have an open door policy they may not also be available on an ad hoc basis. Please email or telephone to make an appointment if you wish to discuss something in depth etc.

Sign off Mentors
For each clinical placement during the course you will be allocated a mentor/mentors. Mentors are appropriately qualified and experienced midwives who, by example and facilitation, guide, assist, support and assess students in learning new skills, adopting new behaviours and acquiring new attitudes.

**Only a SIGN OFF mentor can undertake any formal clinical assessment of a student’s clinical practice.** Thus you should ensure/confirm that the mentor you have been allocated for some or all of your clinical practice is a sign off mentor. When not working with your sign off mentor during your placement you may at some stage be supervised and supported by a trainee mentor under the supervision of a sign off mentor.

Where students are allocated to a Team of midwives it is likely that the student gains the support and supervision from more than one midwife and thus several mentors may be involved in the assessment of clinical practice. However, the named mentor will be expected to co-ordinate the student’s experience and to provide alternative clinical supervision when she/he is not on duty and complete the necessary clinical assessment documentation.

If you are experiencing difficulties with allocation of an appropriate mentor then please ensure you contact your clinical link midwife/site link lecturer as soon as an issues arises. Failure to do so could lead to assessments being invalid or documentation not being completed which may affect your progression on the course.

Preparation of clinical staff for the role of ‘Sign off’ mentor involves annual curriculum updating and a triennial review of personal documents to ensure that they have met the NMC Standards to support learning and assessment in practice (NMC 2008) and are able to maintain this status. This will take place regularly and will form part of the liaison programme between the university and Trusts each year. The department provides education programmes in its post registration portfolio to prepare new sign off mentors and provide continuing support and supervision from academic staff.

Guidelines regarding visits within community placements, which are indirectly supervised, and guidelines for the administration of medicines for pre-registration students should be read prior to undertaking these activities on placement (see Appendix 8 & 9)

### 4.2 Student Support

In addition to student support as already identified in this handbook from the Midwifery Academic and clinical team **The ‘i’** is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the ‘i’ shop and UCLan Financial Support Bursary (first year students only).

### 4.3 Students with a disability

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let the course leader/module leader know as soon as possible. With your agreement information will be passed on to the Disability
Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments. For students who disclose a disability then an Individualised learning plan can be put in place for clinical placements, so reasonable adjustments can be made where appropriate and the course leader can provide further information about this.

### 4.3.1 Assessment arrangements for students with a disability

Once the evidence has been provided as to what appropriate adjustments are required in terms of assessments, prior to any assessment please make sure the module leader is aware of requirements such as extra time, separate room etc. so the necessary adjustments can be put into place.

### 4.4 Health and Safety

As a student of the University you are responsible for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

### 4.5 Conduct

You will be expected to abide by the [Regulations for the Conduct of Students](#) in the University. UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

Please refer to Appendix 2.

### 4.6 Students’ Union

The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students’ rights is at the core of what we do and is encompassed by our tag line of, *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.
Your Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the Opportunities Centre on the ground floor of the Students’ Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the Advice and Representation Centre are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at http://www.uclansu.co.uk/.

5. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

5.1 Assessment Strategy

Assessment of Clinical Competencies
Assessment of clinical competence will take place continuously, throughout the course. All clinical assessments must be passed; failure to achieve following a second assessment attempt may result in your discontinuation from the course. Submission dates for clinical assessments are identified on the course plan and as they form part of the module assessment must be submitted at the time specified. An example of an assessment document can be found in appendix 11, this will be further explained to you prior to your first clinical placement.

Student Evaluation of Clinical Placements
This is an important process and it provides your course team with information pertinent to your experience of clinical learning. You are required to complete an online SPOPE form following each clinical placement which you can access through MyUclan.

Raising Concerns in clinical practice and the academic environment
You are required, as part of your achievement of the competencies for registration, to identify any concerns about the care environment or care provision whilst on clinical placement. Within this context, it is important that you are aware of the responsibility you have to contribute to the statutory duty of the midwife.

The Code; Professional standards of practice and behaviour for nurses and midwives (NMC 2015) outlines your responsibilities and states you must:-

16 Act without delay if you believe that there is a risk to patient safety or public protection.

17 Raise concerns immediately if you believe a person is vulnerable or at risk and needs extra support and protection.
8 Work cooperatively

8.3 Keep colleagues informed when you are sharing the care of individuals with other healthcare professionals and staff.

8.4 Work with colleagues to evaluate the quality of your work and that of the team.

9.4 Support students’ and colleagues’ learning to help them develop their professional competence and confidence.

You are also required to be aware of the Trust’s procedure for dealing with complaints by patients, clients and their families.

If you have any cause for concern, you should seek advice at the time, from your mentor or other clinical practitioner with whom you have been working. If there is some continued anxiety or if the issue involves a mentor or individual member of staff with whom you have been allocated to work, it may be necessary to seek the advice and support from your allocated Supervisor of Midwives. The Supervisor may then choose to involve the appropriate manager if the circumstances warrant such action.

It is important to note that concerns raised may include situations where you believe there to be some degree of personal harassment or bullying. Students are encouraged to share their concerns with members of the clinical team and you should not be placed in a position where situations are left unresolved. You should also refer to any local Trust policy on this matter.

In situations where you have found it difficult to discuss concerns with clinical colleagues, you may choose to contact the link lecturer or academic advisor for advice. Depending on the circumstances of the event or situation, you may be encouraged to meet with the individual(s) concerned or it may be necessary for the link lecturer/academic advisor to do likewise and or arrange to meet with the person(s) involved.

Classroom Behaviour:

Within the academic setting the issue of raising concerns is also important, as it could be construed that any student being subject to personal harassment/bullying in this environment, from either fellow students or academic staff would need to be investigated and resolved. Here you are advised to share your concerns with your academic advisor, module leader or other such member of staff that you feel comfortable speaking to. You are advised to familiarise yourself with the university guidance on bullying. It is important that you raise any issues in a prompt and timely manner.

A further opportunity to raise concern is through the twice yearly Staff Student Liaison Committee meetings where student representatives have the opportunity to raise any areas of concern that exist within and between the student cohorts. This meeting provides a platform on which students can contribute significantly to their learning environment and make positive changes across the academic setting.

References

NMC (2015) The Code: Professional standards of practice and behaviour for nurses and
5.2 Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Please speak with course leader/module leader in the first instance.

5.3 Notification of assignments and examination arrangements

Please refer to the specific module information pack

5.4 Referencing

A reference is any piece of written material, published or unpublished, to which a writer 'refers'. The purpose of this information is to enable the reader to locate the work and consult it. The reference acts as an acknowledgement of the other writer's work or the work of a group of people, such as a committee or conference report.

A key component of academic writing is the use of high quality references to support the argument and debate in your assignment. References provide a theoretical framework for the topic, and demonstrate how you have developed your argument on the basis of published work. They also allow the reader to consult the original evidence supporting your point where, for example, you refer to the results of a research study. You should always use the APA referencing system.

Please refer to Study Skills and referencing handbook, 5.3, page 26

5.5 Confidential material


If when undertaking Case Holding there are issues relating to confidentiality and communication you must speak to the module leader.

5.6 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to the module leader.

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for one extension period of between 1 and 10 working days where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, to your School office. Further information is available on
We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Policies and Procedures on Extenuating Circumstances (Academic Regulations and Assessment Handbook).

5.6.1 Extenuating circumstances
Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations).

Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

You can apply for extenuating circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester. All evidence that is provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

Further information about the submission process is available at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances_submission.php

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).

5.6.2 Late submissions
If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

5.7 Feedback Following Assessments

UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

This programme uses Turnitin on Blackboard for the submission of written assignments. An explanation of how this works and how to use it will be provided to first year students in the first semester.

5.8 Cheating, plagiarism, collusion or re-presentation

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.
The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. Please note that a proven allegation cheating, plagiarism, collusion or re-presentation could result in a fitness to practice hearing.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

5.9 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

Module information packs will provide the details of when ratified results will be published.
6. Course regulations

6.1 Course requirements
As a student undertaking this course, you are bound by the Code of Conduct as specified by Nursing and Midwifery Council and subject to the UCLan procedure for the consideration of Fitness to Practise (Regulations for the Conduct of Students).

Progression

In accordance with NMC regulations the following summative progression points are identified:

End of Year 1
End of Year 2
End of Year 3

“All outcomes within a progression point period (for example an academic year) have to be achieved and confirmed within 12 weeks of entering the next academic level. All assessments must be completed and have been passed prior to successful completion of the programme. This is designed to confirm that the student has the theoretical knowledge, practical skills and attitude to achieve the standards required for entry to the midwives’ part of the register. A student midwife shall achieve these standards under the supervision of a sign-off mentor, whose role it will be to confirm when the said standards have been met. The sign-off mentor must be a practising midwife” (NMC 2009 Standards for Pre-registration Midwifery pp 20-21).

Reassessment

Reassessment of course modules will be offered in accordance with NMC Regulations and guidelines for the approval of Institutions and Courses 1996 (section 5), NMC approval for institutional courses 1997 and the University Academic Regulations Section G. Students will normally be allowed 2 attempts at each theoretical and clinical summative assessment.

Intercalation

Students who are considering taking a temporary break from the course must discuss this with the Course Leader, as certain criteria apply to be eligible for intercalation. Periods exceeding twelve months would not normally be considered. Following a period of intercalation students are required to undertake a 2 week re-orientation into the clinical area. Students must also be aware that if they choose to intercalate they may not be able to return to the same clinical site to complete their training.

Students must be aware NHS Bursary North West will be notified by the Course leader Jacqui Gibson of their intercalation and you would not be paid a Bursary during this period of intercalation.

Students MUST also be aware that should additional attendance be required due to sickness and absence which must be repaid, as in keeping with NMC requirements of 100%
attendance on the Course that you would not be eligible for any additional Bursary payments whilst this is undertaken.

Transfer out:

Should you wish to do so it is possible to transfer out of the course and onto a midwifery programme at an alternative Higher Education Institute (HEI). To do this you will be required to provide evidence of your study and achievements to date; enquire at your preferred HEI if they can provide a place to enable you to complete your programme of study; and be within the time limitations laid down by the NMC. If you are considering this action please contact your course leader.

Please also be aware that if the student wishes to obtain a transcript there will be a charge by the University for this.

Discontinuation of Study

Students wishing to withdraw early from the course programme are advised to discuss this initially with the Course Leader and be familiar with University Requirements. Details regarding exit awards can be found in appendix 12.

You should also seek advice from the University Student Counselling Services to consider possible options that may be available to you.

Advice regarding a Police Caution.

Please be aware that if you accept a police Caution this could have significant consequences in continuing on the course or qualification. Thus we recommend you seek advice and / or access further information.
Please also refer to an article about this available on elearn.

Final Award

Students must successfully complete all modules and clinical experience for the award of BSc (Hons) Midwifery and to apply for Registration on the NMC Professional Register.

The Lead Midwife for Education will also notify the NMC that the student is eligible for entry onto the register on successful completion of the Course and completion of the Good Health and Good Character form.

6.2 Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

The classification of awards for Honours degrees will be based on the highest classification outcome from one of the following:
1. The APM based on a weighted average of all Level 5 and Level 6 modules which recognize higher level study through the ratio 3:7 for Level 5: Level 6:

Or

2. Your Average Percentage Mark in year 3 only (i.e., your level 6 modules)

If the APM is near a borderline, ‘at the discretion of the Assessment Board, students may be classified according to the academic judgement of the Assessment Board taking into account their overall profile and performance with the minimum requirement that:

1. A minimum of 3 modules (60 credits) at level 6 are in the classification band and
2. The APM is no lower than 2 percentage points below that required for the higher classification.'

(Specific named Exit awards for the BSc (Hons) Midwifery 3 year Degree Course can be found in Appendix 1)

**BSc (Hons) Midwifery**

**Criteria for Border line Degree Classifications**

Main consideration based upon MW3303 module grade along with clinical practice reports and an absence of having to resit any clinical assessments or student being the subject of a fitness to practice/professional conduct investigations during the course.

**7. Student voice**

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement. The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

**Course Evaluation**

It is important that we evaluate BSc (Hons) Midwifery programme so that we can improve the student experience. You will be asked to take part in some or all of the following:

- Module evaluations
- Nominal group evaluation
- Student feedback sessions with the Module Leader
- Staff/Student Liaison Committee meetings
- Course Team meetings with student representation
- Open meetings with the Course Team

Evaluation of individual modules and of the course as a whole will be based on:
• Student and staff feedback
• Student performance in assessments
• Module and Course Review
• External Examiners Comments

In addition, External Reviewers will be asked to comment on the course documentation during on-going review and development processes.

As a result of feedback on the course during previous academic years, the following changes have been implemented:

- Alteration to semester 3 timetable for 1st year students
- Alteration to year two theory days and incorporation of altered health cases into complex childbearing case. Specific allocated time for students to work together on group presentations
- Amendments to case based learning feedback process

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

7.1 Course representatives and School Presidents

A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students’ Union website or by emailing: coursereps@uclan.ac.uk

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk.

7.2 Student Staff Liaison Committee Meetings (SSLC)

Student Voice

7.2 Student Staff Liaison Committee meetings (SSLC)
The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

7.3 Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information

Complaints Procedure
## Appendices

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<td>Sample of Clinical Assessment and Marking Grid</td>
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### Appendix 1

#### UNIVERSITY OF CENTRAL LANCASHIRE

### Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

**Sources of information on the programme can be found in Section 17**

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. <strong>Awarding Institution / Body</strong></td>
<td>University of Central Lancashire</td>
</tr>
<tr>
<td>2. <strong>Teaching Institution and Location of Delivery</strong></td>
<td>University of Central Lancashire</td>
</tr>
<tr>
<td>3. <strong>University School/Centre</strong></td>
<td>School of Health</td>
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<tr>
<td>4. <strong>External Accreditation</strong></td>
<td>Nursing and Midwifery Council</td>
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<tr>
<td>5. <strong>Title of Final Award</strong></td>
<td>BSc (Hons) Midwifery</td>
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<td>6. <strong>Modes of Attendance offered</strong></td>
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<td>7. <strong>UCAS Code</strong></td>
<td>B 720</td>
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<tr>
<td>8. <strong>Relevant Subject Benchmarking Group(s)</strong></td>
<td>QAA Benchmark Statements Midwifery (2001)</td>
</tr>
</tbody>
</table>
NMC (2012) Midwives Rules and Standards  
NMC (2011) The MINT Project  
DH (2004) NSF for Children, Young People and Maternity Services  
UCLan Medium Term Strategy (2011-2017) ‘Creating a World Class Modern University’  
UCLan Employability Framework (2009)  
10. Date of production/revision of this form

22ND May 2013.

11. Aims of the Programme

The overall aim of the programme is to provide opportunities for the student to meet the requirements for initial entry to the NMC Professional Register as a Registered Midwife and achievement of the award of Bachelor of Midwifery (Hons) within the University. Implicit within this overall aim, the programme specifically aims to:

- enable the student to achieve the competencies in the NMC standards for entry to the Professional Register
- develop midwives who facilitate a woman-centred, salutogenic approach to care, based on partnership, which respects the individuality of the woman and her family
- facilitate the student’s acquisition of the knowledge, skills and attitudes necessary to become an effective midwife able to provide high quality care based on best available evidence
- provide a challenging and broad based education experience that develops the student’s personal, professional and academic competence and abilities
- develop midwives who promote ethical and non-discriminatory practice
- develop midwives able to lead midwifery practice and maternity service provision through the challenges and changes in the years ahead
- enable students to work effectively in collaboration with service users, carers, professionals and other agencies
- develop the concept of life long learning in students, encompassing key employability skills
12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Verify acquisition of coherent and detailed knowledge and skills via high quality midwifery practice, informed by current research / evidence.
A2. Acknowledge the uncertainty, ambiguity and limits of knowledge.
A3. Use methods and techniques learned to collect, collate, categorise and critically analyse data in order to apply and extend knowledge and understanding.

Teaching and Learning Methods

Case based learning; lectures; seminars; tutorials; experiential learning; e-learning; reflection; interprofessional learning; directed and self-directed learning; simulated practice in the clinical skills laboratory; problem--focused clinical scenarios; tutor-led and student-led learning activities, and portfolio development.

Assessment methods

Examinations; written assignments; project work; presentations (group and individual); Objective Structured Clinical Examinations (OSCEs); vivas; reflection; practice based assessment; portfolio of professional development; on-going record of achievement

B. Subject-specific skills

These are determined by NMC Standards for pre-registration midwifery education (2009) – specifically Standard 17.

Subject specific skills presented here are a selection of the 29 midwifery specific skills identified by the NMC (2009 pp. 21-29) and demonstrate links to midwifery’s five Essential Skills Clusters (ESCs) (NMC 2009 pp.31-64).

B1. Diagnose pregnancy, assess and monitor women holistically throughout the pre-conception, antenatal, intranatal and postnatal periods through the use of a range of assessment methods, and reach valid, reliable and comprehensive conclusions supported by best available evidence. (Domain; Effective midwifery practice, Achieving quality care through evaluation and research. ESC; Communication, Initial consultation between the woman and midwife, Normal labour and birth, Initiation and continuance of breast feeding)

B2. Communicate effectively with women, their families and members of the multidisciplinary team throughout the childbirth continuum and maintain accurate and contemporaneous records of care provision. (Domain; Effective midwifery practice, Professional and ethical practice. ESC; Communication, Initial consultation between the woman and midwife, Normal labour and birth, Initiation and continuance of breast feeding, Medicines management)

B3. Examine, care for and monitor babies during the neonatal period, make sound judgments and exercise timely referral to other professionals or agencies as appropriate. (Domain; Effective midwifery practice, Developing the individual midwife and others. ESC; Communication, Normal labour and birth, Medicines management).

B4. Determine and provide seamless programmes of care in partnership with women and other care providers throughout the childbirth continuum, making referrals when appropriate to harness the expertise of other individuals. (Domain; Effective midwifery practice, Achieving quality care through evaluation and research, Developing the individual midwife and others. ESC; Communication, Normal labour and birth).
B5. Support and empower women, acting as an advocate to promote women’s rights and to enable them to determine their own care pathway. *(Domain; Professional and ethical practice. ESC; Communication, Initial consultation between the woman and midwife)*

B6. Work within the professional, legal and ethical frameworks that underpin safe and effective midwifery practice. *(Domain; Professional and ethical practice. ESC; Communication, Initial consultation between the woman and midwife,Normal labour and birth, Initiation and continuance of breast feeding, Medicines management)*

B7. Review, develop and enhance personal knowledge, skills, attitudes and fitness to practice via reflection and the framework for Statutory Supervision of Midwives. *(Domain; Developing the individual midwife and others, Achieving quality care through evaluation and research. ESC; Communication)*

<table>
<thead>
<tr>
<th>Teaching and Learning Methods</th>
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<tbody>
<tr>
<td>As for A above and including supervised practice in the clinical settings</td>
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<table>
<thead>
<tr>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>As for A above and including continuous practice based assessment of knowledge, skills and attitudes; completion, submission and validation of EU Directive 2005/36/EC Annexe V, Point 5.5.1</td>
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</tbody>
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<table>
<thead>
<tr>
<th>C. Thinking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. Deploy established techniques of analysis and enquiry within midwifery and its associated disciplines.</td>
</tr>
<tr>
<td>C2. Prioritise, make decisions and solve problems in complex and unpredictable contexts, using a range of ideas and techniques relevant to midwifery.</td>
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<tr>
<td>C3. Engage in critical reflection to increase self awareness, maintain effective practice and make recommendations for change.</td>
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<thead>
<tr>
<th>Teaching and Learning Methods</th>
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<tr>
<td>As for A above and including interaction with the clinical mentor and academic advisor.</td>
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<tr>
<th>Assessment methods</th>
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<tbody>
<tr>
<td>As for A and B above</td>
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<table>
<thead>
<tr>
<th>D. Other skills relevant to employability and personal development</th>
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<tbody>
<tr>
<td>D1. Communicate information, ideas, problems and solutions to women, their families and other health professionals.</td>
</tr>
<tr>
<td>D2. Collect, collate, categorise and evaluate data to inform midwifery practice.</td>
</tr>
<tr>
<td>D3. Interpret numerical data accurately and perform calculations related to medicine administration, research findings and risk management.</td>
</tr>
<tr>
<td>D4. Facilitate collective achievement of a designated task as an effective team member.</td>
</tr>
<tr>
<td>D5. Solve problems using a systematic approach to identify and analyse their essential elements and find solutions.</td>
</tr>
<tr>
<td>D6. Engage in legal, efficient and socially responsible IT working practices.</td>
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<tr>
<td>D7. Demonstrate commitment to life-long learning through critical reflection on knowledge, skill and fitness to practice.</td>
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<tr>
<td>D8. Exercise initiative and personal responsibility.</td>
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<table>
<thead>
<tr>
<th>Teaching and Learning Methods</th>
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<thead>
<tr>
<th>Assessment methods</th>
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<tbody>
<tr>
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### 13. Programme Structures*

<table>
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<tr>
<th>Level</th>
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<tbody>
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<td>Level 6</td>
<td>MW3303</td>
<td>Woman and Childbearing 3</td>
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<tr>
<td></td>
<td>MW3304</td>
<td>Baby and Family 3</td>
<td>20</td>
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<td></td>
<td>MW3302</td>
<td>Midwife 3</td>
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<td>Level 5</td>
<td>MW2303</td>
<td>Altered Health in Pregnancy</td>
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<td>MW2301</td>
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<td></td>
<td>MW2302</td>
<td>Baby and Family 2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>MW2300</td>
<td>Midwife 2</td>
<td>40</td>
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<tr>
<td>Level 4</td>
<td>MW1301</td>
<td>Woman and Childbearing 1</td>
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<tr>
<td></td>
<td>MW1302</td>
<td>Baby and Family 1</td>
<td>40</td>
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<tr>
<td></td>
<td>MW1300</td>
<td>Midwife 1</td>
<td>40</td>
</tr>
</tbody>
</table>

**Bachelor of Science Degree with Honours Midwifery with Professional Registration**
Requires 360 credits including a minimum of 120 at level 5 and 120 at level 6

**Bachelor Degree - Maternal and Infant Studies**
Requires 320 credits including a minimum of 120 at level 5 and 80 at level 6

### 14. Awards and Credits*

**Diploma of Higher Education – Maternal and Infant Studies**
Requires 240 credits including a minimum of 120 at level 5

**Certificate of Higher Education – Maternal and Infant Studies**
Requires 120 credits at level 4 or above

### 15. Personal Development Planning

Personal development planning is inherent within the programme, as qualified midwives are required by the NMC to maintain a portfolio of professional development; this process is initiated at the beginning of the midwifery programme with a view to the student continuing to add to it after registration. The portfolio is attached to a module and is assessed annually. The portfolio is also a repository for evidence of the student’s annual numeracy assessments and yearly moving and handling, basic life support, safeguarding and infection control updates.

As the student progresses through the programme opportunities for reflection on their personal, academic and professional development are facilitated in the university and practice settings. Learning, teaching and assessment strategies enable the student to develop skills of self assessment, self awareness, goal setting and action planning. Twice yearly meetings between the student and academic advisor enable areas of development and areas for improvement to be identified, documented and discussed. Similarly, end of
placement assessments and interviews between the student and clinical mentors facilitate
reflection on progress and identification of action points.

16. Admissions criteria

A minimum of 5 GCSEs – these must include English, Maths and a science subject at grade C or above (or Ascentis Access to Higher Education equivalent).

A level grades A, B, B profile including a relevant science subject (preferably this would be Human Biology) but other science subjects will be considered. General Studies is not considered

BTEC Extended Diploma in Health and Social Care, Health Sciences or Health studies pathway (Level 3), with a grade profile of DDD. The Diploma must include level 3 science modules relating to human biology, anatomy and/or physiology

Full Access to HE Course in a relevant subject with 45 level 3 credits at Distinction. It is desirable that at least 30 of the Distinction credits relate to a human biology and/or physiology topic.

Scottish Highers: AABBB profile. A relevant science subject is desirable, preferably Human Biology but other qualifications will be considered. Scottish Highers graded as pass/fail only (e.g. Personal development will not be considered).

Other qualifications not listed above might be considered on an individual basis.

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

- meet the programme entry criteria
- demonstrate good health by being declared fit to practice following medical assessment
- demonstrate good character through personal references
- demonstrate a satisfactory enhanced Disclosure and Barring Service check
- meet minimal residency / English Language requirements (IELTS level 7)
- be successful at interview

In addition to the above, some experience of care work is preferred and study in the last five years is desirable.

17. Key sources of information about the programme

- RCM website ([www.rcm.org](http://www.rcm.org))
- UCLan website, School of Health, Division of Midwifery, Neonatal Nursing and Sexual Health web page
18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge &amp; understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
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<tbody>
<tr>
<td>Level 6</td>
<td>MW3303</td>
<td>Woman and Childbearing 3</td>
<td>C</td>
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<td>MW3305</td>
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<td>MW2302</td>
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<td></td>
<td>MW2303</td>
<td>Altered Health in Pregnancy</td>
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<td>Level 4</td>
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<td>MW1302</td>
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Appendix 2

Hospital Trust Information

The School of Health, in relation to the Midwifery Course, works in co-operation with four Local Health Care Trusts based in:

East Lancashire Hospitals NHS Trust
Southport and Ormskirk Hospital NHS Trust
Lancashire Teaching Hospitals NHS Foundation Trust
Blackpool Teaching Hospitals NHS Foundation Trust

In nearly all districts the student midwives’ clinical experience will be within an integrated midwifery service providing a full range of facilities. This includes: antenatal clinics, parent craft sessions and relaxation classes, family planning clinics, ante and post-natal wards and delivery suites with operating theatres. Each student will be allocated to one of four sites.

A wide variety of low dependency neonatal care/support operates within the districts including transitional care and community neonatal care. In addition clinical experience will be provided from the Trust in some acute settings which include gynaecology, neonatal units and a mixed placement, which encompasses medical, mental health, social and psychological care.

**East Lancashire Hospitals NHS Trust**
This provides Maternity care on 2 main sites, Burnley and Blackburn plus Rossendale Birth centre


**Southport and Ormskirk NHS Health Care Trust**
Maternity Services are provided on one site at Ormskirk District General

http://www.southportandormskirk.nhs.uk/Maternity/

**Lancashire Teaching Hospitals NHS Trust**
Provides maternity services on 2 sites the Sharoe Green Unit based at the Royal Preston Hospital and The Chorley Birth Unit base at Chorley Hospital

http://www.lancsteachinghospitals.nhs.uk/obstetrics
Blackpool Teaching Hospitals NHS Foundation Trust

The Maternity Unit is situated within Blackpool Victoria Hospital NHS Trust.

Appendix 3

Midwifery

EVIDENCE OF REPAYMENT OF MISSED THEORY HOURS

Name:

Student number: Cohort:

This confirms that the above student has undertaken sufficient work towards making up / repaying missed theoretical hours.

<table>
<thead>
<tr>
<th>Module Code /Number</th>
<th>Date of session missed</th>
<th>The number of hours missed</th>
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<tbody>
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</table>
The number of hours repaid / made up

Lecturer’s signature
Date
Student Name: __________________________ ID No. G __________________________ Placement Name: ______________________________

Cohort: _______ Short/Long (please circle) MONTH ____________________

| Day | Date | Code | Hours worked, i.e.: 0800-1500 | Total number of hours worked (excluding lunch break) | Extra hours worked over and above 37.5 hours etc. - for CASEHOLDING ONLY | Mentor Signature | Mentor name PRINTED |
|-----|------|------|--------------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------|----------------|
| 1   |      |      |                                |                                                     |                                                                                |                |
| 2   |      |      |                                |                                                     |                                                                                |                |
| 3   |      |      |                                |                                                     |                                                                                |                |
| 4   |      |      |                                |                                                     |                                                                                |                |
| 5   |      |      |                                |                                                     |                                                                                |                |
| 6   |      |      |                                |                                                     |                                                                                |                |
| 7   |      |      |                                |                                                     |                                                                                |                |
| 8   |      |      |                                |                                                     |                                                                                |                |
| 9   |      |      |                                |                                                     |                                                                                |                |
| 10  |      |      |                                |                                                     |                                                                                |                |
| 11  |      |      |                                |                                                     |                                                                                |                |
| 12  |      |      |                                |                                                     |                                                                                |                |
| 13  |      |      |                                |                                                     |                                                                                |                |

MENTOR please insert one of the codes below to reflect the correct off duty

CP Clinical Practice  TH Theory  S Sickness  UA Unauthorised Absence  ND Night Duty  AA Authorised Absence  DO Day Off
CL Compassionate Leave  (Note both AA and CL MUST be approved in advance by Academic advisor/Course or Cohort Leader) AL Annual Leave

Student please note that you must obtain a signature from your mentor/supervisor at the end of EVERY clinical shift.
<table>
<thead>
<tr>
<th>Date</th>
<th>Code</th>
<th>Hours worked, i.e.: 0800-1500</th>
<th>Total number of hours worked (excluding lunch break)</th>
<th>Extra hours worked over and above 37.5 hours etc. - for CASEHOOLDING ONLY</th>
<th>Mentor Signature</th>
<th>Mentor name PRINTED</th>
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Number of Hours completed this month __________

<table>
<thead>
<tr>
<th>Total number of days sick/absence this month</th>
<th>Total number of days sick/absence to date</th>
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</table>

<table>
<thead>
<tr>
<th>Total number of additional hours worked this month</th>
<th>Total number of additional hours worked to date</th>
</tr>
</thead>
</table>
Total number of hours owing to date theory

Total number of hours owing to date practice

Total number of Extra hours worked over and above 37.5 hours etc. - for CASEHOLDING ONLY

I confirm that this is a true record of my practice experience hours

Student Signature: ___________________________ Date: ________________

Students are reminded that this course requires 100% attendance.
(Standard 6, Pg12, Standards of Proficiency for Pre-registration Midwifery Education, NMC, 2009).

- Your name, student ID number, clinical site, the month and the year should be completed
- There must be an entry made for each day of the month, this includes days off and theory sessions.
- All clinical shifts MUST be signed by your mentor or midwife working with on that day
- For clinical shifts the number of hours worked must be recorded
- A working week is 37.5 hours
- For theory or days off number of hours do not need to be noted as this is collected through Student attendance Monitoring SAM
- Short course students need to ensure theory sessions are signed for by lecturer
- All absences/sickness, time repaid, extra hours MUST be clearly highlighted on the timesheet and tallied at the end of the month.
- All holidays must be signed by a lecturer
- Timesheets must be submitted to the PLSU by the 7th of the following month.
- Make sure you keep a photo copy for your own records.
# Appendix 5 Non curricular activity form

<table>
<thead>
<tr>
<th>Name</th>
<th>University/trust/ other</th>
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</thead>
<tbody>
<tr>
<td>Type of non-curricula activity</td>
<td>University/trust/ other</td>
</tr>
<tr>
<td>Study day/conference/passionate midwifery meeting - other</td>
<td>University/trust/ other</td>
</tr>
<tr>
<td>Attended in own time</td>
<td>Authorised attendance from clinical placement number of hours =</td>
</tr>
<tr>
<td>Yes /no</td>
<td>Academic advisor/course leader signature</td>
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<tr>
<td>Title</td>
<td>Date</td>
</tr>
<tr>
<td>Venue</td>
<td></td>
</tr>
<tr>
<td>Key speakers/topics</td>
<td></td>
</tr>
<tr>
<td>Summary of learning points/learning activities</td>
<td></td>
</tr>
</tbody>
</table>

Once completed please copy and hand in to School Office Team 3 – to go in your file and retain a copy for your records/portfolio
Appendix 6

Guidance for Elective Placements Guidance Criteria for Elective Experience: Pre-Registration Students

Students who wish to consider a placement in another unit, either within the university Trust circuit, at another unit in the UK or a unit/facility outside of the UK during the latter part of your programme should consider the following guidelines as part of the preparation.

1 Before a student is eligible to undertake an elective placement all the required EU directives, clinical assessment documents (CAD’s) and theoretical work associated with course requirements must have been completed and submitted in full prior to the elective period. Any outstanding documents/work either academic or clinical at this time will prevent you from undertaking such a placement regardless of arrangements that might have been made. The Lead Midwife for Education – Judith Shaw, must sign in the student’s portfolio to confirm this.

2.1 If the placement is on a Trust site which is UCLan linked, then the visit should be negotiated on an individual basis with the placement co-ordinator. You will be required to complete FORM 1 (available on blackboard) and submit to co-ordinator to ensure that this process is formalised, failure to do this will result in you being unable to undertake an elective placement. Once agreed the placement will be organised by PLSU in conjunction with the relevant personal at university/clinical level.

2.2 If the placement is not one linked with UCLan, regardless of geographical location (within or outside of UK), then initial contact with the proposed site should be made by the student to clarify whether a negotiated placement is feasible. Arrangements re the placement are the responsibility of the student but can be discussed in advance with Alison Holt or alternatively the Course Leader (Elizabeth Gomez). Once the placement is organised the student must complete FORM 2 (available on Blackboard) and submit to co-ordinator to ensure that this process is formalised and that official correspondence can be initiated with the placement site. Failure to do this will result in you being unable to undertake an elective placement.

3 Students who are seeking to participate in care rather than to spend time as an observer MUST confirm with the relevant clinical manager whether there are arrangements in place for liability cover with the hospital/trust, or if there is a possibility for an honorary contract to be arranged.

4 All students undertaking a negotiated placement outside of the university Trust circuit must confirm a named person (manager/mentor/assessor) that has been allocated to oversee the placement experience and who shall have overall responsibility for the student during the placement.

5 Any expenses necessary to fund the placement is the students’ responsibility; however students can attempt to get sponsorship or funding from outside agencies. It is not considered appropriate to seek funding from the baby milk companies. Advice regarding possible sources of funding may be obtained from the RCM booklet or Student Services; there is also further information about funding bodies on Blackboard.

6 International Coordinator for the College will be able to give advice regarding possible university contacts for placements overseas. Contact details are: 01772 893849. There is no funding available from the School for short elective placements.
Appendix 7

Using E-mail Guidelines for Students Useful or irritating?

In addition to the following please also refer to the School of Health student handbook guidance.

E-mail is useful, and it will become the preferred way of communicating around the University, but please do not irritate people by sending e-mails thoughtlessly, just because they are easy. Remember, staff may receive dozens of e-mails a day. You cannot assume you will get a quick or lengthy reply.

- Consult staff on how they want e-mail used. You can expect to be able to submit written work by e-mail, but please virus-check it first (using up-to-date software). Your School or course should have a dedicated e-mail address for receiving work, and you should receive an automatic receipt to let you know it has arrived.
- Do you really need to send an e-mail? Can you find out what you want to know elsewhere, e.g. on the university web site? Would phone or mail be a better way of communicating?
- Keep it short (15 lines at most). Include your phone number for longer conversations. Academic advice is best sought face-to-face.
- Make sure you use your real name: staff will not know your nickname.
- Avoid the ‘reply to all’ command (especially if you send automatic replies when you are away).
- Use the Outlook university e-mail system whenever possible. It allows messages to be traced (for instance if you have sent written work to the wrong lecturer) and messages appear under the name by which your lecturers know you.
- Set up automatic forwarding between your own e-mail service and the university service (GroupWise) so that you pick up messages from staff promptly.
- Describe your message clearly in the ‘subject’ box and say how urgent it is, so that the receiver can decide what priority to give it.
- Do not send global e-mails, i.e. emails to mass mailing lists.
- Do not attach short documents (put the text in the e-mail)
- Do not attach several documents (opening them is tedious).

Secret or public?
E-mails are not secret or confidential: they can easily be seen by others and traced to the university.
- Send nothing that would embarrass you, others or the university if it were made public (bringing the university into disrepute is a disciplinary offence*).
- If you say anything at all about a person who can be identified, that person has the right to request access to what you have written (Data Protection Act). To comply with the law, the University must normally hand over any such material stored on its computers, if the aggrieved person requests it.
- The university has the right (and the ability) to monitor e-mails in accordance with approved procedures – and will do so*.
- Do not let others use your password.

Legal or liable?
You are personally responsible for not breaking the law, university rules or the rules of the academic computer network when you send e-mails. E-mails can be used in evidence in course. In particular:
• Do not send anything discriminatory, demeaning, defamatory, disruptive, obscene or offensive; these could be disciplinary offences*
• Do not copy others' documents, software or images without their permission.
• Do not use the university’s computers for personal or commercial purposes*.
• Do not waste system time or cause damage to computer systems or data, e.g. by e-mailing disruptive software or viruses*. Run a virus check before you send attachments to university addresses.
• Do not let others use your password*.

Advice
If you wish to complain about receiving an e-mail that you consider offensive, speak in the first instance to your academic adviser or the LIS helpdesk.

If you are tempted to send long messages – speak to people instead!

*References: Regulation for the Conduct of Students; LLRS rules (http://www.uclan.ac.uk/library/admin/regs.htm); World Wide Web Code of Practice (http://www.uclan.ac.uk/other/uso/secret/local/code.htm); JANET Acceptable Use Policy (http://www.ja.net/documents/use.htm)
Appendix 8

OPERATIONAL GUIDELINES FOR INDIRECTLY SUPERVISED VISITS

Students who are providing care for women in their own homes may be allowed to visit without the direct supervision of the midwife. Evidence must be provided to indicate that the student is ready to accept the responsibility and has fulfilled the following criteria:-

• The student has achieved proficiency level in clinical skills.

• Carefully selected women are chosen who have delivered and where there are no known complications in the health of the woman or baby.

• The visit is not the first one after transfer home from hospital nor the final visit before care is transferred to the Health Visitor.

• The student does not visit on two consecutive occasions unless at the discretion of the students clinical mentor.

• A follow up visit is carried out if the student raises any concerns about the woman or baby.

It is anticipated that indirectly supervised visits would not normally be considered until the student has achieved relevant competencies and where the awareness and requirements of the midwife as an autonomous practitioner is being facilitated with the programme delivery.
Appendix 9

Administration of Medicines - Pre-registration Students

The Nursing and Midwifery Council (NMC) as the regulatory body, provides 3 key documents that reflect the standards required for the safe administration of medicines:

1. **The Code: Professional standards of practice and behaviour for nurses and midwives** *(NMC 2015)* sets out the framework from which all professional practice is judged.

2. **The Standards for medicines management** *(NMC 2010)* provides the minimum standard by which practice should be conducted with reference to the relevant legislation relating to the licensing, prescribing, dispensing and administration of medicines.

3. **The Midwives rules and standards** *(NMC 2012)* outline the guidance and legislation related to the supply and administration of medicines for midwives.

Students on all pre-registration programmes are required to develop the necessary skill and expertise in the administration of medicines as part of the achievement of competencies required to be registered with the NMC as a midwife or nurse. The following guidance must be considered in relation to your participation in the administration of medicines as a student.

**Local Arrangements**

It is important that the administration of any medication should be carried out with reference to ‘additional local and national policies or protocols to suit local need’ *(NMC 2010 pg 3)*

**Supervision**

You must never administer or supply medicinal products without direct supervision from a mentor/midwife or nurse *(NMC 2010)*.

It is important to recognise that students on the 18 month, 3 and 4 year programmes be supervised in the administration of medicines despite previous experience or recognition on other parts of the register.

Students on the 18 month programme should be clear that they are not employed in the capacity of a registered practitioner. Their participation in the administration of any medication, however familiar, must be considered in the context of medications being prescribed, dispensed or administered to women in pregnancy and childbirth and any new learning that may be required.

**Competence**

You should only participate in the process of administration of any medication, after discussion of the knowledge, skill and expertise that you have acquired at that time, has been established with a clinical mentor/midwife. You work within the limits of your competence *(NMC 2015 p11)*.

This is further quantified in the NMC Code *(NMC 2015)* which states you should

**13 Recognise and work within your limits of competence**

**You must:**

13.3 ask for help from a suitably qualified and experienced healthcare professional to carry out any action or procedure that is beyond the limits of your competence
‘Checking drugs’ that require 2 persons

If you are asked to participate in the administration of a medication requiring **two persons** (‘checking’ of drugs,) you should only agree to do so when your mentor has confirmed that you are in a position to act in that capacity i.e. when you are assessed as competent at the required level and only when any professional guidance and or local protocol relating to medication requiring a second person, has been confirmed.

NB Whilst the Council acknowledges that a second practitioner maybe required in the process of drug administration to minimise the risk of error’ it is for the employing authority not the NMC to identify any restrictions as to who that second person may be. It is incumbent on the practitioner/mentor to establish whether such restrictions include students.

Such limits may include the administration of controlled drugs, neonatal drugs, IV drugs and epidural analgesia. This should not exclude you from being involved in the process as a third person, as it is imperative that you are provided with appropriate opportunities for learning in all aspects of the administration of medicines.

The fundamental purpose of a second person being involved, is to protect against errors when a client is either unable to participate in the process or where the potential risks or dangers associated with the drug or its route of administration are such that confirmation from a second person is desirable. This applies to both 18month and 3 or 4 year long course students.

‘Signing’ for medications administered or disposed of

If you are involved in the administration and or disposal of any medication, you must participate or have participated in the whole process.

When a student has been involved in the administration or disposal of a medicine, or part of a medicine e.g. discarding a small volume from an ampoule, a counter signature is required from the registered practitioner involved in the process (NMC 2008a Standard 8 Pg7). Where the administration of a medicine requires the participation of 2 registered practitioners e.g. Vitamin K for a neonate, students may be involved as a third party in order to develop the necessary practice skill in the administration of drugs to babies.

Signatures must not be written until the end of the process.

Administration of drugs from a Patient Group Direction [PGD]*

On July 1st 2011 amending legislation came into force which enables student midwives to administer medicines on the Midwives Exemption list, except controlled drugs, under the direct supervision of a midwife (NMC 2008a Standard 1 Pg. 4 and NMC 2010a).

Assessment of competencies

Any formal assessment of competence relating to the administration of medicines at all levels, must be carried out by a ‘sign off’ mentor

References

Appendix 10

Management of Fitness to Practise for Student Midwives [NMC 2010] and please also refer to the School of Health student handbook, page 21 & 22. The University Fitness to Practise regulations can be accessed via the Student Guide to Regulations Appendix 3 and The Regulations for the Conduct of Students via the following link: http://www.uclan.ac.uk/information/services/sss/the_i/rules_and_regulations/files/aqasu_student_regs.pdf

In order to ensure the character and health of all students fulfil the standards required for professional practice, processes are in place to identify, monitor and respond where concerns about a student are raised.

Students ‘standard of practice’ is measured against standards set by the University [UCLAN 2012 2013], the Trust or placement area where students gain their clinical experience and the requirements set out by the Nursing and Midwifery Council within The Code: Professional standards of practice and behaviour for nurses and midwives (NMC 2015) and Guidance on professional conduct for nursing and midwifery students (NMC 2010).

Reference to the Midwives Rules and Standards [NMC 2012] is also seen as a framework from which a student’s fitness to register as a midwife may be judged.

An individual’s ‘character’ is measured against standards set by the University [UCLAN 2012 2013], the Trust or placement area where students gain their clinical experience and the requirements set out by the Nursing and Midwifery Council within The Code: Professional standards of practice and behaviour for nurses and midwives (NMC 2015) and Guidance on professional conduct for nursing and midwifery students (NMC 2010).

Reference to the Midwives Rules and Standards [NMC 2012] is also seen as a framework from which a student’s fitness to register as a midwife may be judged.

The process begins during the recruitment and selection of students and is monitored throughout the programme of study. Affirmation of good character is ratified once the student has completed all the academic and clinical requirements of the programme by the Lead Midwife for Education – Debbie Wisby

Any concern raised about a student is investigated and appropriate action taken. Monitoring of students is ongoing and is formally considered at timed progression points throughout the programme. Any concerns that question the fitness to practise of a student, would be shared with the Lead Midwife for Education and if related directly to clinical practice, with the student’s identified Supervisor of Midwives. If a student’s fitness to practise raises questions that may influence continuation on the programme, it may be necessary for there to be a more formal investigation where the behaviour would be judged by a Fitness to Practise Panel within the School of Health (NMC 2010)

All students are informed of the professional requirements of the programme and the individual responsibilities they have to maintain good character and health in order to achieve registration as a midwife [NMC 2010]. Students are also reminded that any cause for concerns relating to their character or health would be subject to an investigation and appropriate action taken that may ultimately result in discontinuation from the programme.

References

### Fitness for Practise monitoring

<table>
<thead>
<tr>
<th>Timing</th>
<th>Evidence</th>
<th>Key personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment and selection – scrutiny of character</td>
<td>DBS check</td>
<td>Admissions Tutor/Course Team includes clinical representatives</td>
</tr>
<tr>
<td>Pre programme health check</td>
<td>Health record Assessment of health</td>
<td>Occupational health /GP</td>
</tr>
<tr>
<td>Cohort interviews 2-3 times/year</td>
<td>Students records - Attendance record sickness/ absence - Clinical competencies -EU Directives -Identification of concerns</td>
<td>Personal /cohort teacher Clinical Mentor</td>
</tr>
<tr>
<td>Progression and achievement – Assessment Boards</td>
<td>Academic and clinical achievements Identification of concerns</td>
<td>Chair Assessment Board, LME Course Team External Examiner; Clinical Link</td>
</tr>
<tr>
<td>Final record of achievement of competencies prior to registration including declaration of good character and health</td>
<td>Ratification of Fitness for Award Fitness for Practice</td>
<td>Chair Course Board External Examiner LME; Course Team/Clinical Link</td>
</tr>
</tbody>
</table>

### Identification of concerns relating to Fitness for Practise

<table>
<thead>
<tr>
<th>Issue raised</th>
<th>Action</th>
<th>Key personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of criminal record during selection and recruitment process</td>
<td>See Guiding principles concerning criminal convictions (Department of midwifery Studies 2007)</td>
<td>Admissions Tutor Course Team LME</td>
</tr>
<tr>
<td>Identification of health concern during selection and recruitment process</td>
<td>Medical assessment Decline place if unsuitable</td>
<td>Occupational Health Review</td>
</tr>
<tr>
<td>Concern raised at - cohort interview - other times during the programme –academic or clinical</td>
<td>Examine evidence Investigate further with relevant personnel Referral to Occupational Health if required</td>
<td>Cohort Leader/academic advisor Course Leader LME SOM</td>
</tr>
<tr>
<td>Concerns raised at Assessment Board - professional practice issues in assignments - plagiarism - clinical practice issues</td>
<td>Investigation Interview with student</td>
<td>Cohort Leader/academic advisor Course Leader and team including clinical staff</td>
</tr>
<tr>
<td>Confirmation of concerns raised</td>
<td>Formal Investigation Reference to UCLAN, TRUST, NMC processes Refer student to Student Support Services Appropriate sanction confirmed</td>
<td>Fitness to Practise Team</td>
</tr>
</tbody>
</table>
## Appendix 11
### PRIMARY LEVEL: Antenatal Care

### Competence to be achieved by the end of final year 1 placements

*Ability to participate in the provision of antenatal care for women experiencing a normal pregnancy*

### Knowledge – The student should have knowledge of the following aspects:

| Antenatal care | Purpose  
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Models of care</td>
</tr>
</tbody>
</table>

| History taking | Personal  
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>Family</td>
</tr>
<tr>
<td></td>
<td>Physical surgical and medical</td>
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<tr>
<td></td>
<td>Medicine History</td>
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<tr>
<td></td>
<td>Social</td>
</tr>
<tr>
<td></td>
<td>Menstrual</td>
</tr>
<tr>
<td></td>
<td>Obstetric</td>
</tr>
</tbody>
</table>

| Advice | Choice  
<table>
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</thead>
<tbody>
<tr>
<td></td>
<td>Health and welfare in pregnancy (in particular diet, smoking drugs)</td>
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<tr>
<td></td>
<td>Effects of pregnancy</td>
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</tbody>
</table>

| Biophysical tests  
<table>
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</thead>
<tbody>
<tr>
<td>Screening tests</td>
</tr>
</tbody>
</table>

| Abdominal examination | Purpose  
<table>
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<tbody>
<tr>
<td></td>
<td>Components</td>
</tr>
<tr>
<td></td>
<td>Preparation woman/environment</td>
</tr>
<tr>
<td></td>
<td>Findings</td>
</tr>
</tbody>
</table>

### Professional Conduct – During the placement the student should demonstrate the following attributes:

- Respect for individuals - dignity, privacy and appropriate communication with women and their families
- Effective team working and awareness of how concerns should be escalated
- Appropriate professional demeanour – attitude and attire
- Reliability – punctual; contact if absent
- Maintains confidentiality
- Adheres to NMC requirements regarding social networking etiquette
- Care, compassion, competence and commitment in the delivery of midwifery care

### Skills – under direct supervision and with support the student should be able to:

<table>
<thead>
<tr>
<th>History taking</th>
<th>Conduct an initial booking interview</th>
</tr>
</thead>
</table>

| Clinical skills to assess maternal wellbeing | Undertake an antenatal assessment of maternal wellbeing to include  
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Inspection of abdomen</td>
</tr>
<tr>
<td></td>
<td>Blood Pressure /Temperature/Pulse/Respirations</td>
</tr>
<tr>
<td></td>
<td>Urinalysis</td>
</tr>
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<td></td>
<td>Weight Height and BMI</td>
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<tr>
<td></td>
<td>General Physical examination</td>
</tr>
<tr>
<td></td>
<td>Discussion of psychological wellbeing</td>
</tr>
<tr>
<td></td>
<td>Venepuncture</td>
</tr>
</tbody>
</table>

| Clinical skills to assess fetal wellbeing | Undertake an antenatal assessment of fetal wellbeing to include, abdominal palpation to determine lie, presentation, position and engagement of the fetus plus auscultation of the fetal heart, and assessment of fetal activity |
Competency achieved  Yes / No

If Competency not achieved Link Lecturer informed - Date

Name of Mentor (Print full name)

Identify Qualification
ENB 997/998 & sign off
MW3020/NU3096
MW3225/NU3098 Other (please specify)

Sign off Mentor signature

Second Mentor/trainee mentor signature

Student Signature
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Fail</th>
<th>PASS</th>
<th>PASS</th>
<th>PASS</th>
<th>PASS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Knowledge base</td>
<td>Insufficient, inadequate or inaccurate knowledge base</td>
<td>Limited but adequate knowledge base at times irrelevant or inconsistent information</td>
<td>Satisfactory and relevant knowledge</td>
<td>Considerable knowledge base</td>
<td>Extensive knowledge base</td>
</tr>
<tr>
<td>Application of knowledge to practice</td>
<td>Fails to apply knowledge appropriately or inconsistent in application of knowledge to practice</td>
<td>Some limited but adequate ability to link theory to practice</td>
<td>Satisfactory application of linking theory to practice</td>
<td>Very good and consistent application of linking theory to practice</td>
<td>Consistently and confidently applies an excellent and comprehensive level of theory to practice</td>
</tr>
<tr>
<td>Understanding/Clinical reasoning</td>
<td>No comprehension or insight failure to demonstrate evidence of knowledge or understanding of evidence that informs clinical practice decisions</td>
<td>Adequate comprehension but at times may be inaccuracies or inconsistency in clinical decisions which are supported on the whole by basic evidence</td>
<td>Satisfactory comprehension with some inconsistencies and a basic rationale provided supported by satisfactory evidence base</td>
<td>Very good, understanding - articulate and logical utilising a wide range of supporting evidence to provide a sound knowledge base to clinical decisions</td>
<td>Extensive understanding and clinical reasoning skills can use a balanced argument and utilises an extensive range of evidence to support decisions</td>
</tr>
<tr>
<td><strong>Client and Professional Relationships</strong></td>
<td>None or inappropriate or unprofessional interaction and/or no respect demonstrated.</td>
<td>Limited but adequate professional interaction with women, families and colleagues</td>
<td>Satisfactory professional interaction with some evidence of ability to adapt</td>
<td>Very good clear concise professional interactions with women, families and colleagues</td>
<td>Excellent, effective clear succinct professional interactions consistently demonstrated</td>
</tr>
<tr>
<td><strong>Professional behaviour and conduct</strong></td>
<td>No awareness of expected professional behaviour or does not consistently demonstrate appropriate professional behaviour or reflection on personal practice</td>
<td>Limited but adequate demonstration and awareness of professional behaviour requirements. Some ability to reflect on personal practice</td>
<td>Satisfactory awareness and demonstration of professional behaviour requirements and appropriate conduct in practice settings with the ability to reflect on practice</td>
<td>Very good evidence of ability consistently demonstrated during placement in regards to professional conduct and behaviour requirements. Confidently reflects on practice</td>
<td>Consistently demonstrates professional behaviour to a high level throughout the placement ability to modify behaviour can provides guidance and support to others and consistently and confidently reflects on practice</td>
</tr>
<tr>
<td>(NMC/Trust regulations, policies and guidelines)</td>
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</tr>
<tr>
<td><strong>Performance of clinical skills</strong></td>
<td>Unsafe or significant limitations of clinical skills in a safe and effective manner or use appropriate resources</td>
<td>Safe but adequate and effective performance of skills but with limitations or significant prompts required demonstrating some use of appropriate resources</td>
<td>Able to satisfactorily perform clinical skills in a safe and effective manner with some prompts required at times to maintain consistency appropriate utilisation of resources</td>
<td>Competently demonstrates safe and effective performance of clinical skills with negligible support or intervention able to assess and adapt resources to support skills</td>
<td>Excellent ability in the demonstration of being able to confidently, competently and consistently perform clinical skills independently without intervention able to assess and adapt resources to support skills</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
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</tr>
<tr>
<td>Organisational skills and time management</td>
<td>Ineffective, inadequate or inconsistent evidence demonstrated in the ability to manage time and workload at an acceptable pace</td>
<td>Adequate ability demonstrated to effectively manage time and workload with support guidance and prompts</td>
<td>Satisfactory ability demonstrated to effectively manage time and workload with some limited support, guidance and prompts</td>
<td>Manages time and workload effectively, with consistency and competence requiring minimal prompts and evidence of being able to prepare environment, woman self and others</td>
<td>Confidently, consistently and effectively manages time and workload independently with excellent evidence of preparation of environment, woman, self and others</td>
</tr>
</tbody>
</table>
Appendix 12

Practice Placement Expenses (Travel and Accommodation) Guidance Notes

Click here to take you to NHS Student Bursary guidance forms
Acceptable Use Policy (http://www.ja.net/documents/use.htm)