



Course Handbook
BSc (Hons) Midwifery (Long Course)
2018/19

School of Community Health and Midwifery



Please read this Handbook in conjunction with the University's Student Handbook.

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1. Welcome to the course

Welcome to our new students and hello to the 2nd and 3rd 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.



1.1 Rationale, 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

Antonovsky, A. (1979) Health, Stress and Coping. Jossey-Bass, San Francisco.

1.2 Course Team

Academic Teaching Staff

Name	Position	Telephone No	Email	Room
Debbie Wisby	Lead Midwife for Education College Director of Business Development	01772 893887	DAWisby@uclan.ac.uk	BB429
Jacqui Gibson	Senior Lecturer/Course Leader (long course) Module leader/Year 3 lead	01772 893820	Jgibson1@uclan.ac.uk	BB214
Carol Mashhadi	Principle Lecturer/ Lead Midwife for Education Senior Lecturer/Course Leader (short course) Module leader/Year 2 lead	01772 895594	cmashhadi@uclan.ac.uk	BB222
Elizabeth Gomez	Senior Lecturer Module leader	01772 893819	eagomez@uclan.ac.uk	BB222
Anna Byrom	Senior Lecturer/Course Leader (short course) Module leader	01772 893419	abyrom@uclan.ac.uk	BB225
Anne Lomax	Senior Lecturer/MSc Course Leader Module leader	01772 893889	alomax@uclan.ac.uk	BB225
Mercedes Perez Botella	Senior Lecturer/Module leader	01772 893712	MPerez-Botella1@uclan.ac.uk	BB222
Neesha Ridley	Lecturer/Admissions lead long course Module Leader/Year 1 cohort leader	01772 893778	NRidley@uclan.ac.uk	BB221

Kerry Taylor	Lecturer/Admissions lead short course/Module leader Short course year 1 cohort leader	01772 895486	KTaylor18@uclan.ac.uk	BB221
Megan Blease	Lecturer/Module Leader Year two cohort leader	01772 893762	Mblease@uclan.ac.uk	BB221
Leah Kirk-Batty	Lecturer/ Year 1 cohort Leader	01772 895433	LKirk-Batty@uclan.ac.uk	BB222
Sherrylynne Babolcsay	Lecturer/ module leader	01772 895195	Sdbabolcsay@uclan.ac.uk	BB225

1.3 Expertise of staff

The course team are all practising midwives registered with the NMC. Like all NMC practitioners they have to maintain their registration through revalidation. All the senior lecturers have an NMC recordable teaching qualification and the majority of the lecturers also hold this qualification along with Fellowship of the Higher Education Academy. If new staff join the teaching team, if appropriate they would undertake study to complete the NMC recordable teaching qualification upon commencement of the post.

Staffs particular area of interest/expertise and up to date publication information can be found on the UClan staff Web profile.

Several team members are active as advisors for midwifery publications such as the Practising Midwife and the BJM. In addition member of the course team are actively undertaking research as part of their own professional development and all members are engaged in scholarly activity relevant to midwifery practice.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.4.1 Site Link Lecturer

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.

Site link lecturer

Name	NHS Trust
Anne Lomax, Kerry Taylor Sherrylynne Babolcsay	East Lancashire Hospitals Trust Blackburn Burnley

Meagan Blease, Elizabeth Gomez	Southport & Ormskirk NHS Trust
Jacqui Gibson, Mercedes Perez Botella, Carol Mashhadi Neesha Ridley	Lancashire Teaching Hospitals NHS Foundation Trust
Neesha Ridley, Anna Byrom, Leah Kirk	Blackpool Fylde and Wyre Teaching Hospitals NHS Foundation Trust

1.4.2 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. Please check with course leader or site link for confirmation of the named clinical link for your area



1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hub which opens 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, Please ask to speak to Midwifery Programme Administrator.

Brook Building

Community, Health and Midwifery

Nursing

Health Sciences

Social Work, Care and Community

telephone: 01772 891992 -01772 891993

email: brookhub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

The course team communicates with students via Blackboard, email, phone and by personal contact. Please note that allowing for other commitments such as annual leave, the course team aim to reply to your email within 3 working days of its receipt. Working days are Monday to Friday between the hours of 8.30am till 4.30pm. The course team are not expected to respond to

an email at weekends, bank holidays or in an evening. Therefore, please be mindful of this when you contact the course team and expect a reply. Students can make appointments to meet with members of the course team but these should be outside of teaching sessions and should be booked in advance. Whilst we do have an open door approach please be mindful we may not always be available to see you if you just call by on the off chance of a meeting.

1.7 External Examiner

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 via Blackboard. 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.

Rosalind Weston – University of Worcester

Susan Moore – University of Swansea

1.8 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 personal tutor 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 minimum of £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 minimum £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

2.1 Overall structure

The course is designed through modules of learning and is based on a framework that meets the Nursing and Midwifery Council requirements of a minimum of 40% theory and a minimum of 50% with maximum of 60% of time spent in practice thus 10% of time can be used in a flexible manner and is individualised if required to student need. 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 3 years full time study, consisting of 45 programmed weeks each year, which is divided into blocks of theory usually around 6 weeks and blocks of clinical practice 6 to 8 weeks long, occasionally there are practice/theory weeks built in to support learning in practice. In order to achieve the degree you have to successfully complete 120 credits each academic year.

Academic study:

During theory weeks, which equate to a maximum of 5 days study (37.5 hours a week), you will be undertaking academic activity which consists of attending university for timetabled sessions, directed and self-directed study. Theoretical learning is normally delivered at Preston Campus.

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, seven days a week, based on an allocated duty rota. Clinical placement is mandatory and you will at the commencement of your course be allocated to a clinical placement site where you will normally remain for the whole three years of the course.

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:

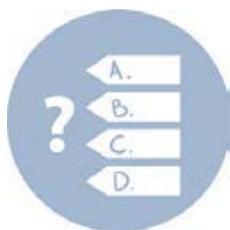
There will be times during your course within theory sessions or within the clinical setting when you may be required to work closely with students' and other professionals from different disciplines, or organise independent experiences to enhance your knowledge skills and understanding of health and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

Holidays

On commencement of the course and prior to the return to your course in year 2 and 3 you will be provided with your course plan for that year. There are seven weeks holiday timetabled in each year which are separate to the 45 weeks of programmed attendance. Holidays should not be taken outside the allocated weeks unless agreed with the course leader in exceptional circumstances. If there is an interruption to the programme the student would normally have to complete the course within no more than 5 years of full time study.

2.2 Modules available

Over the course of study you will complete eleven compulsory modules, year one has 3 forty credit (double modules), year 2 and 3 both contain 4 modules 2x 40 credit and 2 x 20 credit. As this is a professional course there are no option or elective modules on this programme. 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. One double module each year of the course has as part of the assessment requirement clinical competency elements.



2.3 Course requirements

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.

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 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 issue 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 9 & 10)

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: Appendix 3).

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.

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 Practice education facilitator, site link or link lecturer.

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 personal tutor, 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 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 (2008) Standards to support learning and assessment in practice. NMC London

NMC (2015) The Code: Professional standards of practice and behaviour for nurses and Midwives. NMC London

NMC (2015) Raising concerns: Guidance for nurses and midwives

NMC (2009) Standards for pre-registration midwifery education. NMC London

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 E-learn 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

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.

Interruption to study

An interruption to study is the formal process for seeking and approving a break from your course for a period of more than one month and not normally exceeding 12 months. This interruption is usually due to circumstances such as pregnancy, medical or financial reasons.

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 an interruption

Formal applications to interrupt studies have to be made in writing on the interruption to study application form which can be downloaded for the University website at www.uclan.ac.uk/students/study/interruption_to_study.php

Following a period of interruption to study 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 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. In addition for those students who are in receipt of an NHS Bursary it is likely that you would not be eligible for any additional Bursary payments and on return to the course there could be a cost implication in regards tuition fees. .

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 13.

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

2.3 Progression Information

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.**

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

End of Year 1

End of Year 2

End of Year 3 (if required)

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 new academic year in which all outstanding work from the previous year (theory or clinical) must be completed. The 12 week limit includes holidays and no extensions are permitted to this period (NMC 2009: Standard 15 Pg17 &18).

2.4 Study Time

2.4.1 Weekly timetable

You can access your timetable via student portal and you can download the link to access room information via a mobile device.

Either scan the QR code or go to the following web link <https://apps.uclan.ac.uk/mobilett> .



The blackboard space for your year will provide details of the schedule of activities but you will need to access your online timetable for room information.

2.4.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.

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.

Currently after the first few weeks you usually attend theory sessions at the University for 3 days a week and have directed study for 2 days. However, this can change during the year and for some weeks students attend for 5 days of theory depending on modules being undertaken. This information is available on blackboard and via the online student timetable.

During clinical placement, you are required to work a 37.5 hour week and you will also have academic work and clinical assessments to complete.

2.4.3 Attendance Requirements



You are required to attend all timetabled learning activities for each module. Notification of long term illness or exceptional requests for leave of absence must be made to: Jacqui Gibson Course Leader

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 being recorded as absent.

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 4).

Recording of Clinical attendance

All clinical shifts worked must be recorded on a time sheet paper or electronic format at the end of each day and signed/verified by the midwife with whom the student has been working. Any deficit in shifts must be discussed with your personal tutor 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 5). 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

Any time theory or clinical 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. For theory sessions a theory repayment form must be completed by the student (Appendix 4) and signed by the module leader/lecturer who took the session and the completed form handed in to PLSU.

If you have not gained the required authorisation for leave of absence, and 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.

2.3.1 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 personal tutor 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 and the activity should be relevant or appropriate to the stage of learning.
- 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.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

During this course you will be encouraged to progress to being an independent life-long learner. 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 summative 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. Students will undertake seminar presentations as well as self and peer 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/employability skills during the course and you will have an opportunity to discuss these with your academic advisor and you will record your development within your professional portfolio.

The use of Blackboard is a key feature of the course and therefore your learning process as you will need to access materials prior to and following case based sessions and upload materials to the site for your fellow students. During induction weeks students will be guided on how to do this.

3.2 Study skills

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

<http://www.uclan.ac.uk/students/study/wiser/index.php>

and various other resources such as Lynda.com to learn how to study more effectively and communicate at an advanced and professional level. We offer 1-to-1 support, interactive workshops and online study advice so that students can reach their full potential and achieve the grades they deserve

There is also guidance to study skills and referencing and these will be found on Blackboard on the course pages under documentation. At the beginning of your course and at various points you will have sessions to develop your study skills.



3.3 Learning resources

3.3.1 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

3.3.2 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.

3.4 Personal development planning

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/employability skills
- articulate personal goals and evaluate progress towards their achievement
- develop a positive attitude to learning throughout life.

The modules studied within your course 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 Skills” 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.



3.5 Preparing for your career

Successful completion of the course will enable graduates to register as a Midwife with the NMC and subsequently secure employment as a midwife. Towards the end of the course you will have a workshop on applications and interviewing for obtaining a midwifery post. The university also has a careers service that students can access.

4. Student Support

You will be able to access various people for support 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 sign off mentor/ site link lecturer/ for clinical issues. In addition you can access support from the following people. You can also access University support for students via the link below.

http://www.uclan.ac.uk/study_here/student_support.php



4.1 Academic Advisors

Every student is allocated an Academic Advisor and a link lecturer. You should have regular meeting with you Academic Advisor a minimum of one per semester and preferably more. This may be a group or a one to one meeting. In preparation for your meeting you will need to have your ROA – record of achievement, EU's copies of your timesheets, BFI (Baby Friendly Initiative workbook and feedback from your assignments. Your Academic Advisor will check on your attendance in theory and practice, and your progress on the course both from a theoretical and clinical perspective. You will also be able to discuss any relevant personal issues or concerns you may have. These meeting may take place on campus or out on clinical placement and a summary of the meeting will be documented in your ROA.

Module Leader

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

Year Cohort Lead

Each year of the course has a member of the course team appointed as the Year lead. This role of this person is to ensure the smooth running of the timetable for that year and to co-ordinate the Blackboard space. Normally the year lead is also the module leader for at least two of the 3 or 4 of the modules that you will undertake in an academic year, thus would be able to advise or answer module queries as above. Please be mindful if the cohort year lead is not the module leader and you require module support you must go to the module leader in the first instance.

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, academic advisor or year leader, should be referred to the course leader.

Lead Midwife for Education (LME) – Debbie Wisby

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).

4.2 Students with disabilities

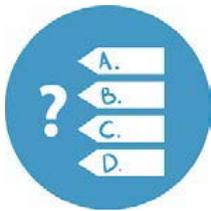
If you have a disability that may affect your studies, the course leader know as soon as possible. With your agreement information will be passed on to the School Disability lead. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for

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 plans can be put in place for clinical placements so where appropriate reasonable adjustments can be made and the course leader can provide further information about this.

4.3 Students' Union One Stop Shop

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

5. Assessment



5.1 Assessment Strategy

The case based learning approach provide many opportunities for formative assessment and all assessments are closely linked to the course learning outcomes and the development of the skills needed of a midwife.

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.

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 the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

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](#)).

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.

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 12, this will be further explained to you prior to your first clinical placement

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.

5.2 Notification of assignments and examination arrangements

At the beginning of each academic year you will be provided with a copy of the course plan that details the submission dates of all assignments, examination dates and submission dates of clinical assessment and portfolio documentation. Within each module information pack, which are located on Blackboard (under the relevant course year space), you will find detailed information on the assessments for the module, along with the submission dates, time etc. Written work is normally submitted via Turnitin on blackboard and here you will be able to access the marking criteria to be used and the referencing guide.

5.3 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 will be expected to use the APA (American Psychological Association latest edition as the referencing style. Further details will be found on the course spaces on Blackboard and first year students will undertake a referencing workshop at the beginning of the course. If require further workshops may be delivered by the teaching team to 2nd or 3rd years.

5.4 Confidential material

During the course you will have access to confidential information about the women and families you care for when on clinical placement. This information may inform assignments or discussions during theory sessions. Please take note of the NMC regulations around confidentiality The Code: Professional standards of practice and behaviour for nurses and midwives. As a result you are required not only to respect **confidentiality** but also to maintain the **anonymity** of individuals and organisations. There are both ethical and legal reasons for maintaining anonymity and confidentiality. Such information is also subject to the Data Protection Act (1998) and you should adhere to the contents of this act.

If you do need to refer to an organisation in your work, you can maintain anonymity by the following method:

- In the text: “ this action was in accordance with the NHS Trust’s (name withheld) infection control policy”
- In reference list: NHS Trust (name withheld) 2004 infection control policy.

Do	Don't
<p>respect the right to privacy of an individual and/or organisation.</p> <p>change all names to fictitious ones.</p> <p>provide a statement with your assignment that all information has been anonymised.</p> <p>reference work accurately if information is already in the public domain.</p> <p>support your discussions with reference to published work.</p> <p>seek guidance and advice where you are unsure.</p>	<p>name an individual or organisation (unless it is already in the public domain).</p> <p>include identifiable stationery in your work, such as letter heads, Lab forms or X-rays.</p> <p>give information away that could identify an individual or organisation (unless it is already in the public domain).</p> <p>include photographs that can identify a person or place.</p> <p>make unsupported accusations.</p>
<p>Unless you are specifically required to include a critical appraisal, subjective or judgemental opinions about an employer or placement provider (even when not identifiable) are not normally acceptable. This may mean that your opinion may not be able to be kept confidential under the Freedom of Information Act and will lead to further discussion</p> <p>NB: Please note that by seeking guidance from your personal tutor/module tutor, you have the opportunity to ensure the work is not in breach of the guidance</p>	

If there is a breach of Anonymity and or Confidentiality you will receive feedback from the module leader/marker and support to prevent errors in your future work.

Actions taken following a breach in anonymity and or confidentiality will depend on a number of issues and will be determined within the School.

Issues which will be of importance may include:

- Professional standing of course
- Level of study of student and or stage of course
- Extent and nature of the breach

Under these circumstances it may be that the School will impose a penalty. Your module leader/marker will work with you and the course leader to review the specific situation and involve the Head of School/named deputy in the decision-making process.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work. During the first few weeks of commencing the course students will have a taught session/workshop on referencing effectively and understanding plagiarism.

6. Classification of Awards

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.

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.
or

2 The APM based on six Level 6 modules only or where there are only five Level 6 modules specified for the programme a weighted average of five Level 6 and one Level 5 module (the Level 5 module with the highest mark).

3 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:
a minimum of 3 modules (60 credits) at Level 6 are in the classification band.
and
ii the highest APM is no lower than 2 percentage points below that required for the Classification

For **Honours Degrees** the following scale will be used to determine the award classification:

APM:

70 - 100% First Class Honours

60 - 69% Upper Second Class Honours

50 - 59% Lower Second Class Honours

0 - 49% Third Class Honours

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

BSc (Hons) Midwifery – Long course

Criteria for Border line Degree Classifications

Main consideration is 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 Feedback

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
- Alteration to casebased feedback summary forms
- Alteration to process of casebased feedback
- Alteration to assessment dates to spread workload
- Alteration to clinical allocations to fit in with service changes and student requirements

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 Student Staff Liaison Committee meetings (SSLCs)

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.

Currently the School President facilitate the meetings using [guidelines](#) and the programme admin team provide a record of the meeting 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 prior to the meeting using a prescribed format. Issue discussed, 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, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

Once elected the course representatives will receive email notification of the scheduled meetings for the academic year. Minutes of the meetings will be provided by email to the course representatives who then feedback to the student cohort they represent.

8. Appendices

- 1.1 Programme Specification(s)
- 1.2 Hospital Trust information
- 1.3 Theory repayment form
- 1.4 Timesheet and guidance notes
- 1.5 Non-Curricular activity form
- 1.6 Guidance for elective placements
- 1.7 Email guidance for students
- 1.8 Indirectly supervised visits
- 1.9 Administration of medicines
- 1.10 Fitness to practice
- 1.11 Sample of clinical assessments

8.1 Programme Specification(s)

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

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire
3. University School/Centre	School of Health (now School of Community Health and Midwifery)
4. External Accreditation	Nursing and Midwifery Council
5. Title of Final Award	BSc (Hons) Midwifery
6. Modes of Attendance offered	Full time
7. UCAS Code	B 720
8. Relevant Subject Benchmarking Group(s)	QAA Benchmark Statements Midwifery (2001)
9. Other external influences	NMC (2009) Standards for pre-registration midwifery education EU Directive 2005/36/EU of the European Parliament and Council (2005) Annexe V, 5.5.I and Article 42 of Directive 2005/36/EU NMC (2011) The MINT Project DH (2010) Midwifery 2020 DH (2004) NSF for Children, Young People and Maternity Services QAA (2011) UK Quality Code for Higher Education Part A: Setting and maintaining threshold academic standards. Chapter A1: The national level UCLan Medium Term Strategy (2011-2017) 'Creating a World Class Modern University' UCLan Employability Framework (2009) UCLan Equality and Diversity Strategy (2008 – 2012)
10. Date of production/revision of this form	22 ND May 2013.

11. Aims of the Programme	
<p>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:</p>	
<ul style="list-style-type: none"> • enable the student to achieve the competencies in the NMC standards for entry to the Professional Register 	
<ul style="list-style-type: none"> • develop midwives who facilitate a woman-centred, salutogenic approach to care, based on partnership, which respects the individuality of the woman and her family 	
<ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • provide a challenging and broad based education experience that develops the student's personal, professional and academic competence and abilities 	
<ul style="list-style-type: none"> • develop midwives who promote ethical and non-discriminatory practice 	
<ul style="list-style-type: none"> • develop midwives able to lead midwifery practice and maternity service provision through the challenges and changes in the years ahead 	
<ul style="list-style-type: none"> • enable students to work effectively in collaboration with service users, carers, professionals and other agencies 	
<ul style="list-style-type: none"> • 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
<p>A1. Verify acquisition of coherent and detailed knowledge and skills via high quality midwifery practice, informed by current research / evidence.</p> <p>A2. Acknowledge the uncertainty, ambiguity and limits of knowledge.</p> <p>A3. Use methods and techniques learned to collect, collate, categorise and critically analyse data in order to apply and extend knowledge and understanding.</p>
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
<p>These are determined by NMC Standards for pre-registration midwifery education (2009) – specifically Standard 17.</p> <p>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).</p> <p>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. (<i>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</i>)</p> <p>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. (<i>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</i>)</p> <p>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. (<i>Domain; Effective midwifery practice, Developing the individual midwife and others. ESC; Communication, Normal labour and birth, Medicines management</i>).</p> <p>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. (<i>Domain; Effective midwifery practice, Achieving quality care through evaluation and research, Developing the individual midwife and others. ESC; Communication, Normal labour and birth</i>).</p>

- 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. (*Domain; Developing the individual midwife and others, Achieving quality care through evaluation and research. ESC; Communication*)

Teaching and Learning Methods

As for A above and including supervised practice in the clinical settings

Assessment methods

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

C. Thinking Skills

- C1. Deploy established techniques of analysis and enquiry within midwifery and its associated disciplines.
- C2. Prioritise, make decisions and solve problems in complex and unpredictable contexts, using a range of ideas and techniques relevant to midwifery.
- C3. Engage in critical reflection to increase self awareness, maintain effective practice and make recommendations for change.

Teaching and Learning Methods

As for A above and including interaction with the clinical mentor and personal tutor.

Assessment methods

As for A and B above.

D. Other skills relevant to employability and personal development

- D1. Communicate information, ideas, problems and solutions to women, their families and other health professionals.
- D2. Collect, collate, categorise and evaluate data to inform midwifery practice.
- D3. Interpret numerical data accurately and perform calculations related to medicine administration, research findings and risk management.
- D4. Facilitate collective achievement of a designated task as an effective team member.
- D5. Solve problems using a systematic approach to identify and analyse their essential elements and find solutions.
- D6. Engage in legal, efficient and socially responsible IT working practices.
- D7. Demonstrate commitment to life-long learning through critical reflection on knowledge, skill and fitness to practice.
- D8. Exercise initiative and personal responsibility.

Teaching and Learning Methods

As for A and B above

Assessment methods

As for A and B above and including numeracy assessments

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	MW3303	Woman and Childbearing 3	40	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
	MW3304	Baby and Family 3	20	
	MW3302	Midwife 3	40	
	MW3305	Professional Practitioner	20	
Level 5	MW2303	Altered Health in Pregnancy	20	Diploma of Higher Education – Maternal and Infant Studies Requires 240 credits including a minimum of 120 at level 5
	MW2301	Woman and Childbearing 2	40	
	MW2302	Baby and Family 2	20	
	MW2300	Midwife 2	40	
Level 4	MW1301	Woman and Childbearing 1	40	Certificate of Higher Education – Maternal and Infant Studies Requires 120 credits at level 4 or above
	MW1302	Baby and Family 1	40	
	MW1300	Midwife 1	40	
15. Personal Development Planning				
<p>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.</p> <p>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</p>				

develop skills of self assessment, self awareness, goal setting and action planning. Twice yearly meetings between the student and personal tutor 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

- NMC website (www.nmc-uk.org) Standards for pre-registration midwifery education (2009)
- NMC website (www.nmc-uk.org)
- RCM website (www.rcm.org)
- UCLan website, School of Community Health and Midwifery,

18. Curriculum Skills Map

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

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																											
				Knowledge & understanding	Subject-specific Skills	Thinking Skills	Other skills relevant to employability and personal development																								
				A1	A2	A3	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	D1	D2	D3	D4	D5	D6	D7	D8							
Level 6	MW3303	Woman and Childbearing 3	C	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							
	MW3304	Baby and Family 3	C	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							
	MW3302	Midwife 3	C	*	*	*		*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							
	MW3305	Professional Practitioner	C	*	*	*		*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							
Level 5	MW2301	Woman and Childbearing 2	C	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							
	MW2302	Baby and Family 2	C	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							

	MW2300	Midwife 2	C	*		*		*		*		*		*		*		*		*		*		*				
	MW2303	Altered Health in Pregnancy	C	*		*		*		*		*		*		*		*		*		*		*				
Level 4	MW1301	Woman and Childbearing 1	C	*		*		*		*		*		*		*		*		*		*		*				
	MW1302	Baby and Family 1	C	*		*		*		*		*		*		*		*		*		*		*				
	MW1300	Midwife 1	C	*		*		*		*		*		*		*		*		*		*		*				

Appendix 8.2

Hospital Trust Information

The School of Community Health and Midwifery, 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

<http://www.elht.nhs.uk/departments-wards-and-services/maternity-services.htm>

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. .

<http://www.bfwhospitals.nhs.uk/departments/maternity/hospital.asp>

Student Name: _____ ID No. G _____ Placement Name: _____

Cohort: _____ Short/Long (please circle) Month/Year _____

Please insert one of the codes below to reflect the correct off duty

Student please note that you must obtain a signature from your mentor/ supervisor at the end of EVERY clinical shift

CP Clinical Practice **TH** Theory **S** Sickness **UA** Unauthorised Absence **ND** Night Duty **AA** Authorised Absence **DO** Day Off
CL Compassionate Leave **NCA non-curriula activity** (Note both **AA** and **CL** and **NCA** MUST be approved in advance by Personal Tutor/Course or Cohort Leader) **AL** Annual Leave

Day	Date	Code	Hours worked, i.e.: 0800-1500	Total number of hours worked (excluding lunch break)	Extra hours worked over and above 37.5hours etc. - for CASEHOLDING ONLY	Mentor Signature	Mentor name PRINTED
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							

	Date	Code	Hours worked, i.e.: 0800-1500	Total number of hours worked (excluding lunch break)	Extra hours worked over and above 37.5hours etc. - for CASEHOLDING ONLY	Mentor Signature	Mentor name PRINTED
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							
31							

Total Number of Hours actually completed this month _____

Total number of days sick/absence this month		Total number of days sick/absence to date	
Total number of additional hours worked this month		Total number of additional hours worked to date	
Total number of hours owing to date theory		Total number of Extra hours worked over and above 37.5hours etc. - for CASEHOLDING ONLY	
Total number of hours owing to date practice			

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 you 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.**
- **For short course students all flexible holidays must be signed by course leader or personal tutor**
- **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 8.5
Non curricular activity form

Name

Type of non-curricula activity Study day/conference/passionate midwifery meeting - other	University/trust/ other
Attended in own time Yes /no	Authorised attendance from clinical placement number of hours = Personal tutor/course leader signature
Title	Date
Venue	
Key speakers/topics	
Summary of learning points/learning activities	

Once completed please copy and hand in with your timesheet to PLSU to go in your file and retain a copy for your records/portfolio

Appendix 8.6

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 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.

Using E-mail Guidelines for Students Useful or irritating?

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 8.8

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 8.9

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.

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 18month, 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

NMC (2010) Standards for medicine management NMC London
NMC (2015) The Code Professional standards of practice and behaviour for nurses and midwives NMC London

Appendix 8.10

Management of Fitness to Practise for Student Midwives [NMC 2010] and please also refer to the 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/study_here/assets/images/regulations-for-the-conduct-of-students-current.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, 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) and the NMC (2015) Guidance on using Social Media.

An individual's 'character' is measured against standards set by the University], 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).

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.. 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.

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. 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. This would include inappropriate use of social media.

References

University of Central Lancashire [2017/18] Academic Regulations.
NMC (2009) Standards for pre-registration midwifery education NMC London
NMC [2015] The Code: Professional standards of practice and behaviour for nurses and midwives. NMC London
NMC (2010) Guidance on professional conduct. For nursing and midwifery students NMC London.
NMC (2015) Guidance on using Social Media

Appendix 8.11

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 Models of care
History taking	Personal Family Physical surgical and medical Medicine History Social Menstrual Obstetric
Advice	Choice Health and welfare in pregnancy (in particular diet, smoking drugs) Effects of pregnancy
Biophysical tests Screening tests	Which tests are performed/offered
Abdominal examination	Purpose Components Preparation woman/environment Findings

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:-

History taking	Conduct an initial booking interview
Clinical skills to assess maternal wellbeing	Undertake an antenatal assessment of maternal wellbeing to include Inspection of abdomen Blood Pressure /Temperature/Pulse/Respirations Urinalysis Weight Height and BMI General Physical examination Discussion of psychological wellbeing Venepuncture
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

Comments

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

	CRITERIA	Fail	PASS	PASS	PASS	PASS
Knowledge	Knowledge base	Insufficient, inadequate or inaccurate knowledge base	Limited but adequate knowledge base at times irrelevant or inconsistent information	Satisfactory and relevant knowledge	Considerable knowledge base	Extensive knowledge base
	Application of knowledge to practice	Fails to apply knowledge appropriately or inconsistent in application of knowledge to practice	Some limited but adequate ability to link theory to practice	Satisfactory application of linking theory to practice	Very good and consistent application of linking theory to practice	Consistently and confidently applies an excellent and comprehensive level of theory to practice
	Understanding/Clinical reasoning	No comprehension or insight failure to demonstrate evidence of knowledge or understanding of evidence that informs clinical practice decisions	Adequate comprehension but at times may be inaccuracies or inconsistency in clinical decisions which are supported on the whole by basic evidence	Satisfactory comprehension with some inconsistencies and a basic rationale provided supported by satisfactory evidence base	Very good, understanding - articulate and logical utilising a wide range of supporting evidence to provide a sound knowledge base to clinical decisions	Extensive understanding and clinical reasoning skills can use a balanced argument and utilises an extensive range of evidence to support decisions
Professional conduct	Client and Professional Relationships	None or inappropriate or unprofessional interaction and/or no respect demonstrated.	Limited but adequate professional interaction with women, families and colleagues	Satisfactory professional interaction with some evidence of ability to adapt	Very good clear concise professional interactions with women, families and colleagues	Excellent, effective clear succinct professional interactions consistently demonstrated
	Professional behaviour and conduct Awareness and conduct (NMC/Trust /National regulations, policies and guidelines)	No awareness of expected professional behaviour or does not consistently demonstrate appropriate professional behaviour or reflection on personal practice	Limited but adequate demonstration and awareness of professional behaviour requirements. Some ability to reflect on personal practice	Satisfactory awareness and demonstration of professional behaviour requirements and appropriate conduct in practice settings with the ability to reflect on practice	Very good evidence of ability consistently demonstrated during placement in regards to professional conduct and behaviour requirements. Confidently reflects on practice	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
Skills	Performance of clinical skills	Unsafe or significant limitations of clinical skills in a safe and effective manner or use appropriate resources	Safe but adequate and effective performance of skills but with limitations or significant prompts required demonstrated some use of appropriate resources	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	Competently demonstrates safe and effective performance of clinical skills with negligible support or intervention able to assess and adapt resources to support skills	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

	<p>Organisational skills and time management</p>	<p>Ineffective, inadequate or inconsistent evidence demonstrated in the ability to manage time and workload at an acceptable pace</p>	<p>Adequate ability demonstrated to effectively manage time and workload with support guidance and prompts</p>	<p>Satisfactory ability demonstrated to effectively manage time and workload with some limited support, guidance and prompts</p>	<p>Manages time and workload effectively, with consistency and competence requiring minimal prompts and evidence of being able to prepare environment, woman self and others</p>	<p>Confidently, consistently and effectively manages time and workload independently with excellent evidence of preparation of environment, woman, self and others</p>