



Course Handbook
BSc (Hons) Midwifery (Long Course)
2019/2020

School of Community Health and Midwifery



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1. Welcome to the course

Welcome! The midwifery team would like to offer you a very warm welcome you to the School of Community Health and Midwifery. We hope you enjoy your chosen programme of study. In this handbook, you will find specific information related to the structure of your course to aid you with your module choice and progression to complete your studies at UCLan. We hope that the BSc (Hons) Midwifery course, fulfils your expectations and that your time with us will prove to be an enjoyable experience. Please take the time to read this handbook as it will help you understand the organisation, structure of your course and the responsibilities required to enable you to complete the course successfully.

If you require any information about the course, or if you require this handbook in a different format please contact your course leader.

In addition, you should also take advantage of the support and advice made available from your academic advisor and module leaders, whose contact numbers may be found in the School of Community Health and Midwifery student handbook or the module handbooks that are available within the case based learning blackboard space.

2. The Course Team

Your module leaders, cohort leaders, site link lecturers and course leaders, will be introduced to you at the start of the course. Please contact the relevant member of the team, from the information below. This information is also available on your blackboard space.

Name	Position
Carol Mashhadi	Lead Midwife for Education Senior lecturer Module leader
Neesha Ridley	Senior Lecturer Module leader
Anna Byrom	Senior Lecturer Module leader
Elizabeth Gomez	Senior Lecturer Module leader
Kerry Pollard	Senior Lecturer Module leader
Leah Kirk-Batty	Lecturer Module leader
Sherrylynn Babolcsay	Lecturer Module leader
Megan Blease	Lecturer Module Leader

The course team are active leaders within the world of midwifery education. All the course team are active in research and have post graduate qualifications, demonstrating their commitments to midwifery and education. The team are innovative, dynamic and highly motivated to improving the learning experiences and journey for all midwifery students. The midwifery team have been nominated and shortlisted for numerous local and national awards, including the Times Higher Education awards, Educate North awards, Royal College of Midwives awards and Student Nursing times awards.

The course team are all practising midwives registered with the NMC. Many of the midwifery team, are midwives who are still practising at a local NHS trust. Like all NMC practitioners, the academic staff 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 a Fellowship of the Higher Education Academy.

3. Aims and objectives of the course

The aim of this programme is to provide a framework of education that empowers students to critically evaluate current knowledge and its application to midwifery. We aim to help you develop into a confident and competent midwife, effectively supporting women and their families through pregnancy, birth and beyond. Using a case based learning approach to your studies, you will be able to access research and evidence based guidance to support you in becoming an autonomous practitioner. The focus on the course is based on women and family centred care, where we will support you to develop all the skills needed to provide essential support, care and advice for women and their families.

The overall aims of the curriculum are:

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

4. Relationship to Professional and Accreditation Bodies

The programme is validated by the Nursing and Midwifery Council (NMC) and the University of Central Lancashire. Once you have successfully completed the course, you will be able to register on the NMC professional register as a registered midwife and you will also be awarded a BSc (Hons) midwifery degree from the University of Central Lancashire.

5. Course structure

Your journey through your midwifery course will involve completing a series of course modules and through the accumulation of appropriate academic credits. Each module has a specific credit rating with standard and double modules worth 20 and 40 credits respectively.

To complete the course and to achieve a BSc (Hons) in midwifery, you should complete 360 credits including a minimum of 220 at level 5 or above and 100 at level 6. For further information, please see the programme specification, in the appendix.

5.1 Course plan

You will be given details of your course structure in your course plan, that will offer details of the dates, modules, placement and theory blocks, assessments dates and holidays throughout your course. These will be given to you at the beginning of your course and will be updated in response to student evaluation and feedback.

The table below, lists the modules that you will study throughout the course:

Year of study	Level	Module Code	Module Title	Credit rating
Year 3	Level 6	MW3303	Woman and Childbearing 3	40
		MW3304	Baby and Family 3	20
		MW3302	Midwife 3	40
		MW3305	Professional Practitioner	20
Year 2	Level 5	MW2303	Altered Health in Pregnancy	20
		MW2301	Woman and Childbearing 2	40
		MW2302	Baby and Family 2	20
		MW2300	Midwife 2	40
Year 1	Level 4	MW1301	Woman and Childbearing 1	40
		MW1302	Baby and Family 1	40
		MW1300	Midwife 1	40

All modules are taught alongside each other throughout each academic year, to enable your holistic learning and development. The modules you undertake are underpinned by academic and clinical learning, spread across a series of theory and placement blocks.

The structure of these theory and placement blocks is based on a framework that meets the Nursing and Midwifery Council requirements. As a result, you will spend a minimum of 40% of the course in theory time, a minimum 50% of the course in clinical placement and 10% of the time in a flexible manner.

5.2 Attendance requirements

You are required to attend 100% of all theory and placement hours as stipulated by the NMC and as outlined below. Any absence or sickness will need to be made up throughout the course of your studies, ideally prior to progression into the next academic year.

Your attendance in both theory and placement will be recorded and monitored through the university electronic systems.

Holidays should only be taken during the specified weeks, as indicated on your course plan. This is to allow you the best opportunity to succeed on your course.

5.3 Theory time

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 the Preston Campus.

5.4 Clinical placement time

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 rota. Clinical placement is mandatory and you will be allocated to a clinical placement site, at the start of the course, where you will normally remain for the whole three years of the course.

5.5 Course requirements

We operate a flexible admissions policy and treat everyone as an individual. This means that we will take into consideration your educational achievements and predicted grades (where applicable) together with your application as a whole, including work experience and personal statement. Please refer to our website for further details:

https://www.uclan.ac.uk/courses/bsc_hons_midwifery_direct_entry_programme.php

For entry onto the course, you must:

- Have the appropriate qualifications, as detailed on the website
https://www.uclan.ac.uk/courses/bsc_hons_midwifery_direct_entry_programme.php
- Have a DBS clearance
- Have completed the occupational health clearance
- And have achieved appropriate standard at the selection event.

5.6 Progression

After each academic year, you will be expected to progress onto the following year of study. Discussions about your progression will normally take place after the completion of semester two.

In the unlikely event that you should need to discontinue with the course, please contact the course leader to discuss your options.

If you decide to interrupt your studies, due to exceptional circumstances, please contact the course leader, who will support you through this process. You would normally have to complete the course within no more than 5 years of full time study. Formal applications to interrupt studies have to be made in writing on the interruption to study application form which can be downloaded from the University's website at www.uclan.ac.uk/students/study/interruption_to_study.php

6. Course Philosophy

The philosophy of this midwifery education programme is 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 socio-cultural context of all individuals concerned. 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.

The three major curriculum themes:

- 1.The midwife
- 2.The woman and childbearing
- 3.The baby and family

To enable you to explore each of these broad themes and topics we encourage you to apply each of the following sub-themes throughout your learning:

Sub – theme	Explanation
1. Anatomy and Physiology	Consider the A & P of childbearing, fetal and neonatal development and well-being
2. Law, ethics and professionalism	Consider the legal and ethical frameworks midwives work within and how regulation can impact upon practice.
3. Politics, policies and public health	Consider the politics of the health service, midwifery services and the key policies that

Sub – theme	Explanation
	inform midwifery practice in relation to women, babies and their families. Explore the public health theories and how they influence midwifery practice.
4. Culturally sensitive care	Consider the cultural impacts on midwifery practice, health of women and families and how midwives can deliver culturally competent care
5. Evidence-based midwifery	Ensure that you review research and evidence to support all decisions.
6. Transferable skills	These are the skills you will develop throughout the course, through CBL, practice placements etc. Engagement with CBL will offer evidence for your portfolio helping to increase employability skills.

7. Approaches to teaching, learning and assessment

7.1 Curriculum design

The case based learning (CBL) approach employed within the undergraduate midwifery programme at UCLan has been designed to facilitate your development as a midwife who is able to function effectively as an autonomous midwifery practitioner and as a member of a multidisciplinary team.

The Lancet midwifery series (2014) identifies the characteristics and capabilities of the midwife of the future. She or he will be required to have extensive midwifery specific knowledge relating to all aspects of the childbirth continuum. Furthermore, key skills such as team working, reflection, research skills, communicating, prioritising, critical thinking and decision making skills are attributes desired of graduates by their future employers. Case based learning enables you to develop those skills in readiness for the world of work.

Case based learning has been adopted by the midwifery programme team because it is regarded as a superior instructional method compared with lectures in promoting students' critical thinking skills, application and reflection (Williams, 2005). Studies have shown that health-care students enjoy CBL and find it enhances their learning (Thistlethwaite et al 2012).

The following table outlines the key benefits of CBL:

CBL enables learners to:

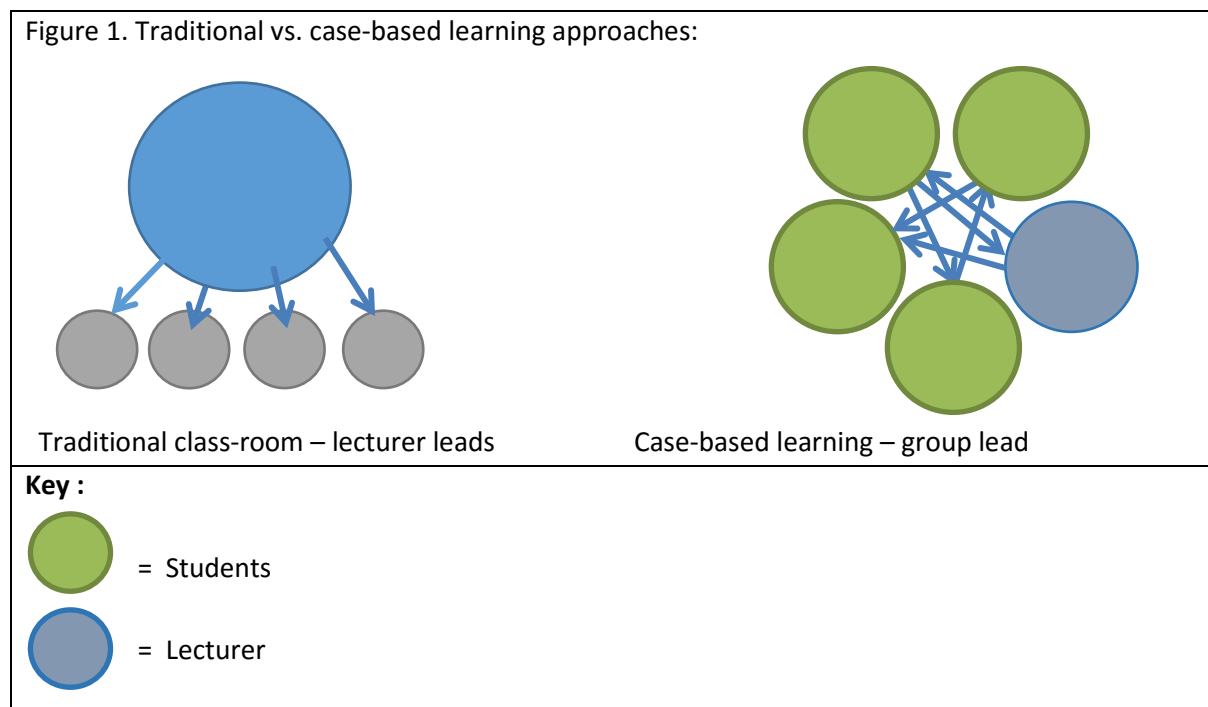
- Apply theoretical knowledge to real midwifery contexts
- Reason critically about complex situations and recommend courses of action
- Develop self-knowledge and recognise own assumptions

- Compare and evaluate their own and others' perspectives
- Develop communication skills required for the workplace
- Become reflective practitioners

(Adapted from Williams, 2005)

CBL shifts the emphasis from the teacher/lecturer to you the learner. It encourages you to take responsibility for your own and your peers learning as you engage with specified learning resources, core learning activities, group and individual tasks, information feedback and discussion / analysis of that feedback facilitated by module leaders and group facilitators. There is a focus on shared learning as Figure 1 highlights.

Figure 1. Traditional vs. case-based learning approaches:

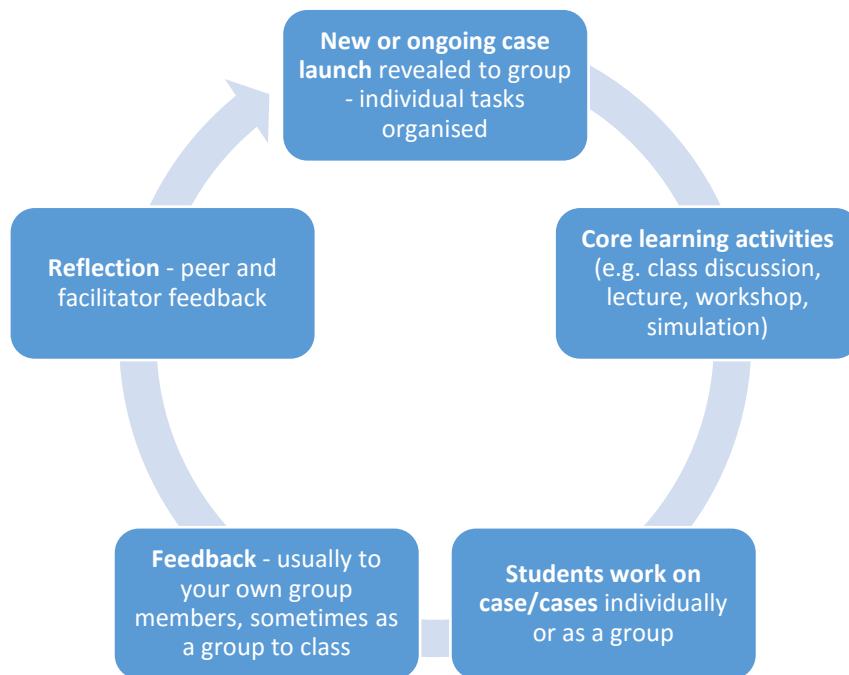


7.2 How does CBL work?

At the beginning of the programme your engagement with case based learning will be guided closely by midwifery lecturers, as your group facilitators, but as the programme progresses and you become familiar with the CBL process, lecturer guidance will reduce and you will take the lead. Towards the end of the programme you will use your case holding families as the cases for learning (with minimal lecturer supervision). The whole student cohort will be divided into smaller groups of 4-6 students.

A 'core' case scenario, based on childbearing women, babies and families, will be used as a framework for learning to which module content will be attached. Smaller sub-cases will be added to ensure that programme themes, module learning outcomes and module related assessment strategies are addressed and achieved

The following diagram outlines how you will work through each aspect of the case:



- The case will be launched by the session lead lecturer. Aims, learning outcomes, content and feedback strategies will be explained.
- All groups will be required to engage with the launch of the case.
- The case will have core learning activities (CLAs) attached to it e.g. lead lectures, role play, workbooks, pre-reading.
- All groups will be required to engage with the CLAs.
- Each group will be guided by a lecturer facilitator who is also a member of the module team.
- All group members will be required to undertake directed study relating to the case.
- Individual team members will feedback to their group.
- Whole case feedback and reflection will allow for any gaps to be plugged and any queries to be clarified

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. Lecturers, mentors and other members of the team will support you throughout the course by sharing knowledge and learning opportunities with you. 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.

We understand that each students learns in an individual manner, therefore the curriculum will be taught through a variety of methods, to suit individual learning styles. The course will be largely taught through the case based learning method, but will also include lectures, tutorials, e-learning, reflection, interprofessional learning, simulation and team building activities

7.3 Assessment and feedback

Each module has associated assessment that aim to ensure that you meet the learning outcomes for the course. The learning outcomes are validated by the university and the nursing and midwifery council. To progress through the course and to qualify, you must demonstrate that you have met these learning outcomes. The midwifery course uses a variety of assessment methods, to help develop your employability skills and to allow the best opportunity for personal growth.

You will be assessed in both the theoretical and clinical aspects of the course. All assessment will be graded by appropriately qualified NMC registered teachers and mentors and in keeping with university regulations.

Feedback on your progress and development is offered regularly through the course. As part of CBL, peer and facilitator feedback will be offered and encouraged. Both formative and summative feedback methods are used to optimise your learning potential. Assessment supervision and support is provided by module leaders. Assignment workshops are timetabled into the course to provide students with group supervision opportunities. The university have a marking period of 15 working days, to provide you with assessment grading and feedback.

7.4 Unfair means and plagiarism

The University uses an online Assessment Tool called Turnitin. A practice Turnitin box will be set up using the school space on Blackboard, to allow students to practice submitting their 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, 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.

7.5 External Examiner

The University appoints a designated external examiner. 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 for external moderation purposes, once it has been marked and internally moderated by the team. The external examiner may visit the university periodically, to hear about your experiences of studying at the university and in your placement setting. If you wish to make contact with the external examiner, you can ask for the details of the external examiner, through your Course Leader

7.6 Classification of Awards

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

8. Student Support

8.1 Academic support

As a midwifery team, we pride ourselves on the level of support that we offer to all students. You will be supported by your course leader, year leader, module leader and academic advisor.

8.2 Roles within the midwifery team

Lead Midwife for Education (LME)

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.

Course leader

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.

Year lead

The year lead will support the year by ensuring the smooth running of the timetable for that year and to co-ordinate the Blackboard space.

Module lead

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.

Academic advisor

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 meetings may take place on campus or out on clinical placement and a summary of the meeting will be documented in your ROA.

8.3 Learning resources

Wiser

WISER gives academic support to all students enrolled on University courses. WISER can help students in all subject areas, both undergraduates and postgraduates. WISER aims to help students, to learn how to study more effectively and communicate at an advanced and professional level.

Library support

The UCLan Library building provides comfortable, flexible study spaces and offers a wealth of excellent learning resources, extensive collections of information sources and expert help and support from Library staff.

There are around 700 computers, including Apple Macs, in the Library. You will also find computers, including Apple Macs, in other buildings and study spaces on campus. You can also borrow laptops from the Laptop Loan area on the Ground Floor of the Library during staffed hours. The Library has a

dedicated training team who provide support and training for students. Their aim is to help you make the most of the Library and IT facilities throughout your studies, and to make sure you're working effectively and efficiently - whether you need to find books and journals for an assignment, or format your dissertation in Word.

8.4 Placement support

Work based learning team

The Work Based Learning Team (WBL Team) work together with the academic staff, to ensure that students have an experience that reflects the ever-changing demands of their individual profession. The administrative team work closely with practice to arrange placements and manage the recording of sickness and absence from practice, ensuring students have completed core skills mandatory training and are cleared fit for placement through DBS and occupational health screening.

When you commence the course, you will be sent details of the occupational health check that you need to complete. This is funded by the university and time will be allocated for you to attend this appointment. You need to be cleared by occupational health, to allow you to start clinical placement. Before you begin the course, you will receive information about an online questionnaire, that should be completed before your health check.

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.

Site Link Lecturers

All midwifery lecturers are linked with one clinical trust 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. In some instances, your academic advisor and site link lecturer will be the same person.

Clinical links

Each Trust has an identified clinical link midwife who liaises with the midwifery team and work based learning team. 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 lecturer for confirmation of the named clinical link for your area.

Practice education facilitators

Students completing placements in NHS Trusts or associated healthcare settings are supported by Practice Education Facilitators (PEFS) who work multi-professionally to enhance quality and support learning in practice. Health Education England supports the role of these staff in investing in the future health workforce. PEF's are available to all students in health settings.

8.5 Administrative support

The university offers a course administration service, which offers academic administration support for students and staff and is located within the Brook Hub, in the Brook building. The hub is open from

8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. Staff in the hub can provide general assistance and advice regarding specific processes such as extenuating circumstances,

8.6 Student wellbeing support

As a UCLan student, your health and wellbeing is very important to the university. Alongside our dedicated on-campus medical centre and pharmacy, you have access to trained counsellors and mental health advisors. These teams are here to support you in a confidential manner throughout your time at university

Counselling and mental health

The Counselling, Mental Health and Wellbeing service can help students experiencing a range of difficulties that are affecting their wellbeing. If you feel overwhelmed, stressed, experience difficulties with your health, housing, personal life, or studies, please access confidential support and advice as early as possible from the CMHW team.

Disability support

We are fully committed to enabling access to all individuals who seek to benefit from our educational activities. We strive to remove any barriers for those with disabilities as far as possible, to ensure that we provide an inclusive environment and address any areas of under-representation or barriers to access, retention, satisfaction or success.

If you have a disability that may affect your studies, please inform the course leader as soon as possible, so that the course team can refer you to the university disability services who can support you as required. . The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments. For students who disclose a disability then an individualised learning plan can be put in place for clinical placements, to allow you the best learning opportunity.

Students' Union

The SU can offer a range of information and advice on general health, mental health, sexual health, drugs and alcohol and personal safety.

9. Making the most of university life.

9.1 Midwifery society

UCLan midwifery have an award winning student society, that organise conferences and passionate midwifery meetings, that are open to all members of the public. The aim of the conferences and

meetings are to bring students and members of the public together. As a student at UCLan, you are welcome to join the midwifery society and to participate in all the society's activities. You will develop professional networking skills and other life skills that will contribute towards your development as a midwife.

9.2 Communication

The midwifery team encourage you to communicate using your UCLan email address and to check your email regularly for messages from staff. If you send email messages from other addresses, they risk being filtered out as potential spam and discarded as unread.

The course team will communicate 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.

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.

9.3 Feedback to the university

The university and the midwifery team, encourage you to provide feedback at each stage of your learning journey. Feedback will be taken through module evaluations, year evaluations and student staff liaison committees (SSLC), which are attended by the course representative for your course.

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.

The midwifery team wish you the best of luck with your course!

Appendix 1 – Programme specification

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

2. Teaching Institution and Location of Delivery

3. University School/Centre

4. External Accreditation

5. Title of Final Award

6. Modes of Attendance offered

7. UCAS Code

8. Relevant Subject Benchmarking Group(s)

9. Other external influences

10. Date of production/revision of this form

11. Aims of the Programme

The overall aim of the programme is to provide opportunities for the student to meet the requirements for in to:

- enable the student to achieve the competencies in the NMC standards for entry to the Professional Reg

- develop midwives who facilitate a woman-centred, salutogenic approach to care, based on partnership,
- facilitate the student's acquisition of the knowledge, skills and attitudes necessary to become an effective
- provide a challenging and broad based education experience that develops the student's personal, pro
- develop midwives who promote ethical and non-discriminatory practice
- develop midwives able to lead midwifery practice and maternity service provision through the challenge
- enable students to work effectively in collaboration with service users, carers, professionals and other
- develop the concept of life long learning in students, encompassing key employability skills

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

- A1. Verify acquisition of coherent and detailed knowledge and skills via high quality midwifery practice, info
- A2. Acknowledge the uncertainty, ambiguity and limits of knowledge.
- A3. Use methods and techniques learned to collect, collate, categorise and critically analyse data in order

Teaching and Learning Methods

Case based learning; lectures; seminars; tutorials; experiential learning; e-learning; reflection; interprofessi

Assessment methods

Examinations; written assignments; project work; presentations (group and individual); Objective Structured

B. Subject-specific skills

These are determined by NMC Standards for pre-registration midwifery education (2009) – specifica

Subject specific skills presented here are a selection of the 29 midwifery specific skills identified by the NM

- B1. Diagnose pregnancy, assess and monitor women holistically throughout the pre-conception, antenatal, *Achieving quality care through evaluation and research. ESC; Communication, Initial consultation betw*
- B2. Communicate effectively with women, their families and members of the multidisciplinary team throug *between the woman and midwife, Normal labour and birth, Initiation and continuance of breast feeding*
- B3. Examine, care for and monitor babies during the neonatal period, make sound judgments and exerc *management*).
- B4. Determine and provide seamless programmes of care in partnership with women and other care provi *Developing the individual midwife and others. ESC; Communication, Normal labour and birth*).
- B5. Support and empower women, acting as an advocate to promote women's rights and to enable them t
- B6. Work within the professional, legal and ethical frameworks that underpin safe and effective midwife *management*).
- B7. Review, develop and enhance personal knowledge, skills, attitudes and fitness to practice via reflection

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; cor

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
 C3. Engage in critical reflection to increase self awareness, maintain effective practice and make recomm

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 pro
 D2. Collect, collate, categorise and evaluate data to inform midwifery practice.
 D3. Interpret numerical data accurately and perform calculations related to medicine administration, resear
 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 s
 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
 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*

Level	Module Code
Level 6	MW3303
	MW3304
	MW3302
	MW3305
Level 5	MW2303
	MW2301
	MW2302
	MW2300
Level 4	MW1301
	MW1302
	MW1300

15. Personal Development Planning

Personal development planning is inherent within the programme, as qualified midwives are required by the standards to have a portfolio attached to a module and is assessed annually. The portfolio is also a repository for evidence of the student's learning.

As the student progresses through the programme opportunities for reflection on their personal, academic and professional development and action planning. Twice yearly meetings between the student and personal tutor enable areas of development to be identified and identification of action points.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with other relevant documents were published and you should consult the University's website for the most up to date information. Students will be informed of their personal minimum entry criteria in their offer letter.

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

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

BTEC Extended Diploma in Health and Social Care, Health Sciences or Health studies pathway (Level 3),

Full Access to HE Course in a relevant subject with 45 level 3 credits at Distinction. It is desirable that at least 15 credits are in a relevant subject.

Scottish Highers:

AABBB profile. A relevant science subject is desirable, preferably Human Biology but other qualifications will 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) Midwives rules and standards (2012)
- RCM website (www.rcm.org)
- UCLan website,

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	*		*		*		*	*	*	*					*	*	*		*		*			