

School of Health and Education



**BSc (Hons) Midwifery with Professional Registration
(Three year programme)**

Programme Handbook

2016-17

Student Name:

Programme Leader: Jo Killingley

Your Programme Handbook

The purpose of this handbook is to introduce you to your programme of study and to direct you to other general information about studying at Middlesex University. The material in this handbook is as accurate as possible at the date of production; however, you will be informed of any major changes in a timely manner.

Your comments on any improvements to this handbook are welcome. Please put them in writing (an email will suffice) with the name of the handbook to Jo Killingley (J.Killingley@mdx.ac.uk).

Information in alternative formats

If you have a disability which makes navigating the website difficult and you would like to receive information in an alternative format, please contact disability@mdx.ac.uk or 0208 411 4945

We can supply sections from this publication as:

- a Word document with enlarged type — sent by email or supplied on a CD or memory stick
- printed copy with enlarged type
- printed copy on non-white paper
- as Braille

Other formats may be possible. We will do our best to respond promptly. To help us, please be as specific as you can about the information you require and include details of your disability.

The Student Guide

Before reading this Programme Handbook you should read the Student Guide; this guide contains information on more general university services and facilities, such as UniHub, UniHelp and the Library. It is important that you familiarise yourself with this information in order to get the most from this handbook.

The details in this Programme Handbook are correct at the time of printing/publication – any updates will be communicated via UniHub.

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WELCOME TO THE SCHOOL OF HEALTH AND EDUCATION

Welcome from the Dean



Jan Williams

Welcome to Middlesex University and to the School of Health and Education. This programme handbook contains an overview of your programme and its modules – keep it safe so that you may refer to it throughout your time on the programme.

The School offers a wide range of study opportunities at undergraduate and postgraduate level including diplomas, degrees, short courses and CPD opportunities. Many of the programmes are designed and accredited in conjunction with the relevant professional bodies.

The School of Health and Education is a leading centre for professional education in London. Along with our diverse range of programmes and research activities, we offer various approaches to study and delivery to suit you and your commitments. We emphasise a flexible, lifelong learning approach to study - backed up by expertise gained through our pioneering developments in work based learning and knowledge transfer.

Middlesex has built a strong reputation as a leading innovator in higher education. Many of our programmes are UK firsts and have set the standard for others to follow. Teaching, learning and research in the School has a strong emphasis on interdisciplinary activity. Our aim is to link policy and practice, theory and action through high quality learning and research. Our excellent skills laboratories and access to high quality practice areas will support your learning. We intervene at the interface between academia and practice. In Healthcare, social work and education, we apply our considerable resources to train the practitioners of the future. Essential to this is our very close partnership working with Schools, NHS Trusts, Local Authorities and other public and private sector organisations as well as our local communities and a wide range of UK, EU and international collaborative partnerships.

We aim to respond to student feedback to improve your experience at the university so that we will deliver the best student experience we can. In return we expect you to engage actively in the learning process, to be fully committed to your studies and determined to succeed.

In your early weeks, this includes reading through this handbook and consulting the other information sources flagged here; you are not expected to absorb everything in detail but to be aware of main documents and their contents. In particular as an enrolled Middlesex student you have certain rights but also specific responsibilities.

For details see the full University Regulations, in particular 'University Membership' (www.mdx.ac.uk/regulations), and if you have not already done so, explore UniHub (<http://www.unihub.mdx.ac.uk>) the student website which contains detailed advice and support to assist you further.

We know it takes time to settle in to University life. If you still have questions to ask, your first port of call should be the UniHelp (<http://unihub.mdx.ac.uk/unihelp>) which offers face-to-face, email and telephone information and advice, seven days a week. The Unihelp desk is located on the Ground Floor of the Sheppard Library and the advisors there will be pleased to help and direct you.

Here at Middlesex we are very proud of our staff and students and we look forward to helping you build on your skills and knowledge to fulfil your full potential. We wish you well in your future studies.

Jan Williams
Dean of School and Pro Vice-Chancellor

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Web: <http://www.mdx.ac.uk/aboutus/Schools/H&E/index.aspx>

Programme Leader's Welcome

Welcome to the Pre-registration Midwifery Programme, we hope you will enjoy studying and working towards gaining your qualification at Middlesex University. This handbook provides you with a guide to the programme, as well as to the many supportive structures which will help you with your learning. You are undertaking a programme of study which at times will be challenging but at the same time worthwhile and rewarding. We seek to provide a learning environment that will foster the exchange of ideas, knowledge and experience, and will promote personal and professional growth.

Midwives make a difference to mothers and their families, providing care and support at one of life's most important times. Our aim is to enable you to develop your clinical and academic expertise to give the best possible care to mothers, babies and their families.

On behalf of the midwifery team I would like to welcome you, and wish you an enjoyable and successful programme of studies.

With best wishes,

Jo Killingley
Programme Leader, 3 Year Programme

CONTACTS AND COMMUNICATION

Programme staff and contact details

The following members of staff have a major input into your programme and you will be able to find most of these, as well as other important contacts listed in your Key Contacts on myUniHub;

<https://myunihub.mdx.ac.uk/web/home-community/mymiddlesex>

Teaching staff

Your tutors will direct your studies and ensure that you know what work you need to cover in any given module. You can seek advice from academic staff either during their office hours or by email or telephone.

If you email a member of staff you should expect to hear back from them within 3 working days', if you do not, please email your Programme Leader and the relevant Director of Programmes.

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Tel: 020 8411 4661
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Email: K.Nicholas@mdx.ac.uk

Jane Eaves GAA

Room WG59
Williams Building
Tel: 020 8411 5449
Email: j.x.eaves@mdx.ac.uk

Liaison librarian

Jo Wilson is your Liaison Librarian. Librarians work closely with Midwifery staff to ensure the resources and support that you need is available and provides information and research skills workshops relevant to Midwifery. You can contact them if you require individual support or if you would like to suggest a book, DVD etc for the library.

Learning Enhancement Team

Alexandra Pitt is your Academic Writing & Language Coordinator. They will provide academic support to you in areas such as writing essays and reports, giving presentations and participating in academic discussions. They will work with you in seminars; you can also contact them for individual support.

Progression and Support Advisors

Progression and Support Advisors are dedicated to helping all students' progress to their next year and successfully complete their studies. We pride ourselves on providing a quality service that meets the individual needs of every student. We aim to do this by providing accurate information, support, and advice in a non-judgmental, confidential and welcoming environment.

We focus on helping students progress by working with programme leaders and academics to support all students. We don't just work by referrals from academics, but we also use data such as attendance and My Learning access to identify students who may need additional support.

For more information and how to contact us please follow the link below.

<http://unihub.mdx.ac.uk/your-study/progression-and-support-advisors>

Graduate Academic Assistants (GAAs)

GAAs are recent Middlesex graduates who work with your tutors to assist in both teaching and supporting you. For example they may run drop in session to give advice on your assignments and revision as well as providing technical support during project work or tutorials. They do not mark your assessment or provide you with feedback on your progress. The GAA for Midwifery is Jane Eaves (J.Eaves@mdx.ac.uk).

Midwifery Clinical Practice Facilitators

The NHS Trusts in which we place students have a Midwifery Clinical Practice Facilitator in post who works in partnership with the University to support students and mentors in the clinical areas.

Contact details: Barking, Havering and Redbridge NHS Trust

Name: Kit Oriakhi
Phone: 07908 787 427
E-mail: Olakitan.Oriakhi@bhrhospitals.nhs.uk

Barnet and Chase Farm NHS Trust

Name: Donna Brough
Phone: 07930 188160
E-mail: donna.brough@nhs.net

North Middlesex University NHS Trust

Name: Sue Watson
Phone: 07501 487331
E-mail: swatson13@nhs.net

Name: Pam Luxon
Phone: 07801 609509
E-mail: pluxon@nhs.net

Royal Free NHS Trust

Name: Cheryl Walsh-Durand
Phone: 0207 472 6314 Ext 37069
E-mail: Cheryl.Walsh-Durand@nhs.net

Whittington Hospital NHS Trust

Name: Lorraine Sweeney
Phone: 07956 244 133
E-mail: lorraine.sweeney@nhs.net

Academic support and reviewing your progress

There are a number of activities built into the first year of your University experience to enable you to focus upon and understand your own learning and development and help you to progress to the second year and achieve good results.

During week 4 you will participate in an activity we call '**Progress Review**'. This focuses on your initial few weeks at Middlesex and is an opportunity for all Midwifery students to share these experiences and raise any questions or issues with the programme team.

By week 9 you will have settled into your programme of study and received some assessment feedback. At this point you will have a '**Programme Progress Review**' which will be a one-to-one discussion with a member of the programme team, to talk about your progress and achievement to date, academic progress and future aims.

A further opportunity for such a one-to-one discussion will be provided around **week 18** when you will review your progression and achievement to date and identify and plan to meet any specific needs and enable fulfilment of your future aims.

It may be useful for you to familiarise yourself with the university's academic calendar to see where these activities fit in within the university year. The calendar can be accessed on the My Middlesex pages of UniHub:

<http://unihub.mdx.ac.uk/mdx/calendar/index.aspx>

YOUR PROGRAMME

Programme structure

BSc (Hons) Midwifery with Professional Registration (Three year programme)

Year 1	MWY1100 Foundations of Midwifery 30 credits Level 4	120 credits Level 4
	MWY1101 Foundations of Professional Practice in Midwifery 30 credits Level 4	
	MWY1102 Midwifery Practice Module 1 30 credits Level 4	
	MWY1103 Midwifery Practice Module 2 30 credits Level 4	

Year 2	MWY 2102 Care of Mother and Baby with Complex Needs 30 credits Level 5	120 credits Level 5
	MWY2101 Wider Context of Midwifery 30 credits Level 5	
	MWY2203 Approaches to Health and Social Care Research 30 credits Level 5	
	MWY2102 Midwifery Practice Module 3 30 credits Level 5	

Year 3	MWY3101 Towards Autonomous Midwifery Practice 30 credits Level 6	120 credits Level 6
	MWY3330 Dissertation 30 credits Level 6	
	MWY3102 Midwifery Practice Module 4 30 credits Level 6	
	MWY3103 Midwifery Practice Module 5 30 credits Level 6	

All modules are compulsory and students must only take modules of their designated programme pathway as shown above.

Your first year modules

You can find a list of the modules you are currently registered for within the My Learning area on the [My Study](#) page of myUniHub;
<https://myunihub.mdx.ac.uk/web/home-community/mystudy>.

When you click on any of the modules you will be able to access associated learning materials (e.g. lecture notes), reading lists, information on the learning aims and outcomes and assessment methods as well the schedule for assessment which will include deadlines for the submission of your assessment.

Announcements for any of your modules will also appear in My Learning on myUniHub so you should log in and check each module regularly.

Your timetable

You can access your personal [timetable](#) from myUniHub;
<https://myunihub.mdx.ac.uk/web/home-community/mystudy> (you can also search the whole university timetable here too).

You are allocated to timetabled lectures, labs, seminars, workshops etc based on your module registrations.

If your timetable is incomplete or you are unable to view it then please contact [UniHelp](#): unihub.mdx.ac.uk/unihelp by phone (+44 208 411 6060), in person at the Sheppard Library or by email (unihelp@live.mdx.ac.uk).

You should continue to check your timetable on myUniHub on a regular basis as any changes will be updated here.

Your first year assessment

YEAR 1

Module Code & Title	Formative Assessment	Summative Assessment
MWY1100 Foundations of Midwifery	Mock Objective Structured Clinical Examination (OSCE) Online anatomy and physiology quiz	OSCE (50% weighting) On Line Midwifery Workbook (50% weighting)
MWY1101 Foundations of Professional Practice in Midwifery	In class presentations on suitable topics for summative Key skills assignments and Learning Log.	Portfolio of Key Skills assignments (50% weighting) Learning Log (50% weighting)
MWY1102 Midwifery Practice	Completion of self - assessment statements in	Midwifery Practice Assessment Document

Module 1	Midwifery Practice Assessment Document (MPAD)	(MPAD) (100% weighting)
MWY1103 Midwifery Practice Module 2	Completion of self - assessment statements in Midwifery Practice Assessment Document (MPAD)	Midwifery Practice Assessment Document (MPAD) (100% weighting)

YEAR 2

MWY2102 Care of the mother and baby with complex needs	Group and individualised tests Mock exam	2 hour unseen exam (60% weighting) 1 hour on line pharmacology exam (40% weighting)
MWY2101 Wider Context of Midwifery	Group presentations on chosen 'vignette'	Reflective Account (40% weighting) Written care pathway (60% weighting)
MWY2203 Approaches to Health and Social Care Research	Students will undertake a range for formative tasks leading up to the completion of a portfolio	Critiquing a research paper (50 % weighting) Literature search (50 % weighting)
MWY2103 Midwifery Practice Module 3	Completion of self - assessment statements in Midwifery Practice Assessment Document (MPAD)	Midwifery Practice Assessment Document (MPAD) (100% weighting)

YEAR 3

Module Code & Title	Formative Assessment	Summative Assessment
MWY3101 Towards Autonomous Midwifery Practice	Verbal critical reflection on scenarios encountered in practice Student led podcast on management of an obstetric emergency Peer assessed mock OSCE	Plan of care (50% weighting) Viva Voce (50% weighting)
MWY3330 Dissertation	Peer reviewed presentation on developing dissertation	Dissertation (100% weighting)
MWY3102 Midwifery Practice Module 4	Completion of self - assessment statements in Midwifery Practice	Midwifery Practice Assessment Document (MPAD)

	Assessment Document (MPAD)	(100% weighting)
MWY3103 Midwifery Practice Module 5	Completion of self - assessment statements in Midwifery Practice Assessment Document (MPAD)	Midwifery Practice Assessment Document (MPAD) (100% weighting)

IMPORTANT: Assessment deadlines do occasionally change and while every effort has been made to ensure dates are correct at the time of publishing you should check your email and 'My Learning' on myUniHub so you are aware of any changes.

Your learning resources

The library

A specific [Library Subject Guide](#) on Midwifery is available to assist you and includes links to useful resources such as key websites and blogs as well as general help with studying and researching topics for assessment: libguides.mdx.ac.uk

Your online reading lists can be accessed from the My Study area of myUniHub. They highlight essential and recommended reading for all modules you are registered on.

IT facilities

Most of the campus is covered by the wireless network so you can use your own devices, but there are also open access computers in the Sheppard library.

Learning Enhancement Team

The Learning Enhancement Team can provide academic support to you in areas such as academic writing and language and maths, statistics & numeracy as well as providing support to dyslexic students. For more information please see the University Guide or pages on UniHub. <http://unihub.mdx.ac.uk/let>

Attendance

Please refer to the Attendance Policy, within the *Essential Guide for Nursing and Midwifery Students*, of which a hard copy was provided to you at induction.

Professional, statutory and/or regulatory body requirements

Please refer to Standards for Pre-Registration Midwifery Education (NMC, 2015)

Fitness for Practice

All midwifery students are required to comply with the professional standards determined by the Nursing and Midwifery Council (NMC). These are clearly stated in the 'Guidance on Professional Conduct for Nursing and Midwifery Students'. You will have received a copy of this during Induction, and it is your responsibility to read this and comply with the guidance. It is important that you note that this guidance covers not only your behaviour whilst studying at the University or whilst on placements, it also covers your personal life.

If at any time during your programme there are any concerns about your professional conduct, then you may be referred to the Fitness for Practice Panel who are responsible for providing professional judgements on Fitness for Practice issues (see Essential Guide to Pre-Registration Nursing and Midwifery Programmes). There may also be a requirement for students to be referred to the Health and Disability Panel as required.

Lead Midwife for Education

The NMC Standards for Pre-registration Midwifery require that all Approved Education Institutions appoint a Lead midwife for Education (LME) (Standard 1). The LME is a practising midwife and has a recorded midwifery teaching qualification on the NMC Register. Her appointment is confirmed with the NMC. She is responsible for liaising with external agencies for all matters affecting midwifery education at the University, and for ensuring that all midwifery education complies with NMC standards. She is also responsible for signing students supporting declarations of good health and good character at the end of their programme. The LME for Middlesex University is Clare Maher, Director of Midwifery Programmes.

Achieving the NMC Standards for Competency

Competencies to achieve the NMC standards, (NMC Standards for Pre-registration Midwifery Standard 17) are threaded throughout the theoretical and practice modules of the programme. These, and their relationship to the Essential Skills Clusters, can be found in more detail in the Midwifery Assessment documentation.

Placements

Practical Learning and Experience

As midwifery is a practice based profession your programme of study focuses on preparation for future roles and responsibilities within the practice setting. Practice learning is central to your experience and programme of study. To meet the NMC Standards for Pre-registration Midwifery Education you are required to complete 50% of your programme within the practice settings which is about 22.5 weeks each year (Standard 10 & 12). During the last term of your programme there are 12

continuous weeks of practice. This longer practice placement is intended to give you the opportunity to consolidate your clinical learning experience and prepare you for transition to a registered midwife.

You will meet other learners and health professionals during your practice placement. Learners include student midwives on the shortened midwifery programmes, student nurses in the general ward and medical students. On a defined number of days during each year you will attend structured reflective sessions or clinical skills sessions. Some of these will include students from other disciplines, such as nursing students from adult and child branches and medical students, to promote an interprofessional approach to learning and working. The approach will be reflective and enquiry based and will help develop skills of effective argument and debate with peers (see practice module narratives).

Practice placements

The midwifery subject group has developed close partnerships with NHS London Trusts with complementary contractual arrangements. This ensures a commitment from clinical colleagues to support your learning throughout your clinical practice experience. Clinical colleagues have supported the development of this programme and are committed to supporting the strong theory/practice interface. Within your practice area you will be allocated a Sign-off Mentor. Midwifery lecturers act as link lecturers maintaining close links with clinical practice areas.

Practice placements are offered on these sites

- Royal Free Hospital NHS Trust which includes Barnet and Chase Farm Hospitals NHS Trust
- North Middlesex University Hospital NHS Trust
- Whittington Health
- Whipps Cross University Hospital NHS Trust

You are normally based on one site for all your clinical practice experience throughout the programme but may need to be on another site for specialist experience.

The organisation of your clinical experience will vary depending on the models of midwifery care delivered which can be different from site to site and include:

- Midwifery Group Practices
- Caseload holding
- Midwife-Led Care/ Units
- Consultant Led Care
- Team Midwifery
- Home births
- Birth centres

This may influence your practice allocation. You will be working in the hospital's maternity department which may have a birth centre, and in the community. To develop your understanding of the needs and experiences of women and babies over a 24 hour period, you are required to work early, late, on-calls or night shifts. You will work a minimum of 37.5 hours per week. You may be required to work according to the demands of your Sign-off Mentor's caseload.

Non Midwifery/specialist placements/experience

Throughout your programme you will be allocated to a range of non-midwifery areas to gain experience of caring for women and children to facilitate a greater understanding of their physical and psychological needs. These practice experiences may be organised through the use of 'hub and spoke' models or by direct allocation to a specific placement area and may include:

- Gynaecological care
- Special Care Baby Unit
- Medical wards
- Surgical wards
- Theatres

You will gain this experience at various times throughout the programme. You will spend a total of four weeks in a special care baby unit in the course of your programme.

Caseload

You are required to identify five women at initial antenatal booking interview, whose pregnancies you will follow up throughout your programme, with the women's consent. This will constitute your caseload, and will give you the opportunity to experience the woman's journey through her pregnancy, labour and post natal period. You should keep an ongoing record of your visits and care for these women in the Ongoing Achievement Record (see below).

Midwifery Practice Assessment Document (MPAD)

The MPAD is your practice assessment document and is linked to each of your practice modules. You will be given a new MPAD in each year of the programme. In the course of the year specific areas of this document need to be completed by your sign-off mentor and this forms your assessment for that period of practice. Full details about the MPAD and assessment processes are given within each book.

The book also records the statutory experience required by the Nursing and Midwifery Council which is necessary for successful registration as a midwife.

Ongoing Achievement Record (OAR)

The Ongoing Achievement Record (OAR) summarises your achievements in each placement and with the MPAD provides a comprehensive record of professional

development and performance in practice. The purpose of the document is to provide evidence for sign-off mentors regarding your progress, highlighting any areas for development throughout the programme. Your sign-off mentors must have access to this document at all times during your placement and it should be made available on request. It is your responsibility to ensure that it is completed following the summative assessment of each Skills Cluster.

The MPAD and OAR form a complete record of your practical experience and both must be seen by your personal tutor at each assessment point.

Clinical/Practice Assessment

Since September 2007 student midwives on Nursing and Midwifery Council approved educational programmes can only be supported and assessed by Sign-off Mentors.

The Midwifery Practice Assessment Document (MPAD) has been designed to assess your clinical practice. A qualified midwife who is a Sign-off Mentor and who works with you will carry out the practice assessment. The competencies in the document relate to aspects of care in the specific areas of practice that you will be working in throughout your clinical experience.

All the competencies in the MPAD are designed using the guiding principles of the NMC to achieve the standards of proficiency. They have been carefully worded and chosen to reflect the practice competencies required prior to registration as a midwife. Furthermore, at each stage in the programme, they have been specifically related to the learning outcomes of the relevant theoretical modules. This is to facilitate the application of theory to practice and the development of reflective, knowledgeable, safe and autonomous practitioners.

The Midwifery Practice Assessment Document is graded. The basic requirement is that students need to pass all the competencies to gain an overall pass. Once the Sign-off mentor has established that the student has passed all of the competencies, the mentor then has an opportunity to decide whether the student has passed each competency to an adequate/safe standard, a good standard, a very good standard or an excellent standard.

- **Pass** means that you have carried out the activities safely and met the minimum stage of competency expected according to the appropriate part of the course. With a pass you will be given a numerical score which will add up to a whole.
- **Refer/Fail** means you have not carried out the activity safely or have not met the required minimum stage of competency appropriate to the part of the course

Full details of the grading system can be found in the individual MPADs and the MPAD information booklet.

Learning Support in Practice

Role of the Midwife Sign-off Mentor

The programme recognises the imperative nature of the practice setting in providing an environment that is conducive to reflection and learning. It is envisaged that you will remain within your own practice setting and will be working with your midwife sign-off mentor to examine and explore innovative, creative, and critical ways of practising.

The role of the midwife sign-off mentor is to facilitate learning, supervise and assess students in the practice setting. You will be allocated a sign off mentor to support you in gaining a variety of midwifery experiences and to help you to become proficient in the skills necessary to practise as a midwife. You will always be supervised during your 37.5 hours per week in the clinical area but at least 40% of your time should be spent with your designated sign off mentor.

The sign off mentor will have completed a recognised course on mentorship preparation. All sign off mentors also have regular up-dates through mentorship update workshops. Link lecturers give individual support and updates to sign off mentors.

Further information and guidelines for completion of the Midwifery Practice Assessment Document can be found within the MPAD, and in the Guide for using the Midwifery Practice Assessment Document, written for all those who support students.

Midwifery Clinical Practice Facilitators

Our Partner Trusts employ one or more Midwifery Clinical Practice Facilitators whose role it is to support students and mentors in the practice area. These midwives work closely with students and ensure that you have the learning opportunities needed to ensure that you are able to achieve the NMC requirements for registration at the end of your programme. The Clinical Practice Facilitators work in the practice areas and in the classroom and take a lead role in the organisation of student allocations to all areas. Any changes to practice placements or off-duty must be discussed with the Clinical Practice Facilitator, the Link Tutor (see below) and/or the Ward Manager.

Link Tutors

Each practice area has a designated midwifery link tutor who liaises with the University and practice areas who will support you during your placement experience and who will ensure effective communication channels between you, the sign off mentor, midwives, clinical midwifery managers, Head of Midwifery and the

University. The allocated Midwifery link tutor will also help you get the most out of your experience.

Supervisors of midwives

The role of a supervisor of midwives is to protect the public by empowering midwives and midwifery students to practise safely and effectively. They are available to provide support, advice and discuss practice issues twenty four hours a day. At several Trusts, there is a supervisor of midwives who is responsible for student midwives. They may run reflective sessions for students and are accessible to all student midwives in their practising area. Each practising midwife has a named supervisor according to rule 12 of the Midwives Rules and Standards. Thus it is important that student midwives are introduced to this statutory role early in their programme.

Preparation for practice experiences

From the outset of the programme you will be assisted and supported in the effective use of practice to inform theory and vice versa. Module leaders will enable you to link theory to practice in the classroom, and on line, while mentors help you to apply theoretical perspectives to practice. However, your prior learning and experiences will be capitalised upon and developed alongside the acquisition of essential new knowledge and skills which will be adapted according to the maternity care context. Opportunities will be provided to develop interdisciplinary working both within the University and the practice area.

Orientation to the Maternity Unit

Arrangements are made for all students to be orientated to their individual Trust prior to commencement of placement. Each student will be given an orientation pack which outlines the profile of their practice placement and other essential information. Each practice area has a Middlesex University clinical placement folder which provides mentors and students with information about your programme and the MPAD.

Whilst on placement you have to adhere to Trust policies and procedures and will be expected to take instruction from your supervising midwife. Throughout your course you will also remain a registered student of the University and have access to staff who will facilitate your learning, help with theoretical assessments; and remain available for your support and guidance.

Employers want people who have developed the ability to be flexible and adaptable, work in teams, communicate with fellow employees and take initiatives and responsibility and, when necessary, take the lead. Many of these qualities can be learned and developed through placements.

The University has responsibilities under the Health and Safety at Work Act 1974 to ensure that risks to health and safety are properly controlled. On placement you have the same health and safety responsibilities as any other employee in the

workplace and you must take reasonable care of your own health and safety and that of other people.

Monitoring and enhancing the practice learning environment

All practice areas must meet statutory and professional body requirements and there is a continued emphasis on improving and developing these to ensure that:

- they provide relevant learning for students
- learning opportunities are of a good quality
- learning outcomes are achievable
- students are given adequate support

Staff within the School of Health and Education work in partnership with practice placement providers to ensure that the practice learning environment is conducive to meeting the individual learning needs of the student. A robust process of quality monitoring of the learning environment is in place to ensure this is achieved. One aspect of this process includes the completion and updating of Practice Environment Profiles (PEP) which details the number and qualifications of mentors to support your learning in practice.

Evaluating your practice experience will aid us in monitoring the learning environment. In order to ensure the quality of placement learning environment we ask you as students to provide us with feedback. You will also be required to complete a placement evaluation form on return to the University. These forms are analysed by the practice based learning team who highlight issues that may need to be addressed through the link lecturer for the practice area. All feedback is given to the practice areas. This is a process of constructive feedback and not a complaints procedure. If you wish to make a complaint about your practice area please discuss with your appropriate clinical manager, link lecturer or personal tutor as appropriate who will advise you further on the process to follow.

Work placements are supported across the University by a network of School placement offices who work closely with your academic staff. Together with the Careers Service, they will offer workshops and one-to-one advice on writing CVs, cover letters and application forms; offer password protected access to the placement website; help arrange interviews and where possible create links with employers.

You can access tailored support and information online at:

<https://myunihub.mdx.ac.uk/web/home-community/mystudy>

Health and Safety requirements

Your health and safety whilst on the programme is very important and this will be addressed with you at various points.

You will be having sessions in various skills rooms at Hendon Campus, and a health and safety information for each one will be provided at the commencement of your session. For this reason punctuality is essential and you may be excluded from sessions, and consequently from placement, if you miss this important information.

A Trust induction is arranged for all first year students at the beginning of the programme. This is organised for students prior to commencement of their first placement and is facilitated by the placement facilitator/manager in each Trust. These days are essential components of preparing you for practice as important issues related to Health and Safety and other relevant policies are included.

You will also have a specific local induction at the beginning of each practice experience and each practice area has a student induction/orientation pack that outlines key local health and safety information as well as a profile of the practice area environment. You will be informed of the learning opportunities within that environment as well as support mechanisms and key policies and procedures.

Please also see UCEA (2009) health and safety guidance for the placement of higher education students.

How to help enhance your programme

How you can feed back to us

As well as talking to your module leaders or programme leaders about any issues, there are also other ways you can help enhance the quality your programme.

Boards of Study

This is a forum where Student Voice Leaders and staff meet to discuss the Midwifery programmes. This includes any issues but also talking about future developments and things that are going well. The Board also looks at student survey results and the reports from External Examiners. Minutes are made of the discussions and decisions and you can read these online on UniHub.

Student Voice Leaders are student representatives, elected at the start of the academic year. They ensure that the interests of students on the programme are represented, attending Boards of Study as well as Student Voice conferences. They are also responsible for feeding back the outcomes of any meetings or events they attend. You can find out more about how to become one and who your student voice leader is on the Middlesex University Students' Union (MdxSU) website: <http://www.mdxsu.com/studentvoice>

Student surveys

During your time at Middlesex you will be asked at to give your feedback on your modules, programme and the university by completing [surveys](#). These help your programme and the university to determine areas for improvement (as well as what

is going well) and therefore please take the time to complete these. You can find out more about these surveys on UniHub: unihub.mdx.ac.uk/mdx/feedback/

How we consider your feedback

The feedback you give through your student voice leaders, through surveys and at Boards of Study meetings plays an important part in reviewing the Midwifery programme during and at the end of the academic year. Some of the changes we have made to the programme have been a result of student feedback.

You can also find out what happens as a result of your feedback through [You Said We Did](#) which can be read on the student feedback pages on UniHub: unihub.mdx.ac.uk/mdx/feedback.

Employability

Employability and your programme

Middlesex University is committed to supporting you to develop your employability skills; we do this by designing your programme so that you have the opportunity to develop a key set of employability skills including teaming working, self management, business and customer awareness, communication, problem solving and the application of literacy, numeracy and information technology.

We also offer extra-curricular opportunities including:

- a wide range of support delivered through our Employability Service including help to: plan a route into employment, to gain the skills and experience necessary to be successful in the workplace and to help you secure your dream job
- a range of services through our Enterprise Development Hub to help you research, develop and start a business while gaining valuable employability and enterprise skills
- numerous opportunities for you to work for Middlesex while you study; this provides valuable work experience but also a worthwhile income to help you meet the costs of studying. A range of employment options are available including: full year placement and other work opportunities; participation in our Student Ambassador Scheme and opportunities to become a Student Learning Assistant or Student Helper
- one of the most comprehensive exchange programmes in the UK; you can go on exchange on most degree programmes as the University has over 100 different exchange partners to choose from, both within the European Union and throughout the rest of the world

The range of support offered through our Employability Service includes:

- Our newly refurbished **Employability Centre** which provides an engaging and supportive environment in which you can access face-to-face, one-to-one support from an Employability Adviser with a working knowledge of your programme/School

- **MDX Employability Support** – providing employability and enterprise support through telephone, email and webcam technologies. Support is available to help you with all aspects of sourcing, accessing and securing a job including writing a compelling CV, completing a job application form, writing a covering letter, preparing for an interview and managing an on-line presence
- **MDX Work Experience** – provides support to help you to source, access and secure a period of work experience or a placement, internship or volunteering opportunity
- **MDXJobs.com** – is our vacancy database of full and part-time work opportunities including placements, internships and graduate jobs. Many of these opportunities are available only for Middlesex students so whilst you may compete with other Middlesex students, you will not compete with the wider market place
- **MDX Graduate Support** – is a dedicated recruitment service for final year students
- **MDX Postgraduate Support** – is a dedicated service for our postgraduate community
- **MDX International Employability** – this is tailored support to help you if you are an international student wanting to source, access and secure a job in your home country
- **MDX Employability Events** – a range of on-campus events for students attended by employers, trade associations and professional bodies; our aim is to ensure that you have real opportunities to engage with employers so that you come away with meaningful and tangible outputs from the events
- **MDX Employability Webinars and Resources** – this is a range of online employability and enterprise webinars, videos and resources for you to access at a time of your choosing
- **MDX Employability Self Assessment** – this is an online tool to enable you to identify and address employability skills gaps. The online tool is also useful in the context of enabling the Employability Service to identify common employability skills gaps and to implement provision accordingly

e: employability@mdx.ac.uk

t: 0208 411 4923

Personal Development Planning (PDP)

PDP will provide you with an opportunity to assess the value of the skills and knowledge you are developing and identify your future learning and development needs. It offers a structured way to reflect on what you are good at and what you need to develop further. You will learn to review your own skill levels and what you have learned from different situations and environments, including your studies, part time work, voluntary work and other activities. You will record your reflections and use them to help you think about and plan your future development.

This is an important part of your personal development and reflects the working environment where employers encourage new graduates to assess their own

continuous professional development (CPD) using a portfolio. You can also use your record of PDP as a valuable aid for marketing your skills to employers in recruitment and selection processes.

Wellbeing Services

Disability and Dyslexia Support

The Middlesex University Disability Service supports students with a wide range of disabilities and medical conditions, including:

- Specific learning difficulties (i.e. dyslexia)
- Visual impairment
- Mobility issues
- Ongoing illness
- Mental Health conditions
- Hearing impairment
- Autism Spectrum Disorders

Our team of Disability Advisers give advice and guidance and arrange support and Reasonable Accommodations for Middlesex students with disabilities. To arrange an appointment with a Disability Adviser please contact the service on 0208 411 2502 or email us at disability@mdx.ac.uk

Counselling and Mental Health

The Counselling & Mental Health team provide mental wellbeing support and a confidential counselling and psychological therapy service to help you manage any challenges that arise while you study with us.

To make an appointment to see a psychological therapist, please book an appointment using this link on our UniHub Counselling & Mental Health pages:

<https://unihelp.mdx.ac.uk/counsellingandmentalhealth>

We have some same-day 'mini' appointments of 25 minutes each available Monday to Friday. To book an appointment, go to the Counselling & Mental Health UniHub page and follow this link:

http://appointment-support.mdx.ac.uk/booking/counselling?_ga=1.154101105.876690093.1403017143

For general enquiries, the team can be contacted at: counselling@mdx.ac.uk

For opening times, please visit the UniHub website, and our service will be listed under your support services.

LEARNING & TEACHING AND ASSESSMENT

Learning and teaching methods

The learning, teaching and assessment approaches used throughout your programme will encourage you to be actively involved in your learning and to co-operate with other students. We aim to give you prompt feedback on your learning as well as opportunities to reflect upon and learn from that feedback.

You will be actively involved in a range of learning, teaching and assessment approaches as part of BSc (Hons) Midwifery Programme. Such active approaches aim to put you at the centre of your learning so you are involved and engaged in all aspects of your assessment and learning. Your programme will require your active participation in learning activities and engagement with your fellow students both individually and collaboratively, working and learning with other students as part of a small group. Learning activities may also occur both within and outside the classroom.

Your learning will also be supported by technology. Increasingly your tutors will be using existing and emerging learning technologies to engage you in e-learning activities. Your programme will be facilitated using a variety of media and online tools (My Learning on UniHub, podcasts, wikis, etc) which will allow you flexible access to a diverse range of online resources, quizzes and learning materials as well as collaborative tools with which you can engage and learn with your peers. Not confined by the time and space associated with traditional teaching methods you may take part in online discussions and learning activities from wherever you are studying.

Your tutors and the Web Helpdesk will provide any support you may need whilst learning online.

By engaging with e- learning you will also be developing skills which are essential for your learning and are also highly valued by employers. These include but are not limited to: working flexibly, communication, understanding of IT, team working and creating shared understandings based on quality resources and access to global expertise.

Theory

A variety of learning and teaching approaches will be adopted to meet the needs of a diverse student population within the programme. You will gain practice experience both in hospital and community.

The varied teaching and learning strategies have been carefully chosen to prepare you for formative and summative assessments and encourage independent and lifelong learning and ultimately the ability to work within a multi-professional/agency

team as well as becoming an autonomous reflective practitioner. Enquiry/problem based learning, debates, seminar presentations, practical workshops, skills and drills, Objective Structured Clinical Examination (OSCE), role play, interdisciplinary learning, formulation of reflective diaries and tutorials will encourage you to think critically, utilise best evidence based practice to support discussion and essay formation and provide quality evidence based care in the practice setting.

It is expected that you will contribute in class with peers and students from other professions in discussions, debates, seminar presentations and sharing your reflection on practice experience. This will enable you to recognise your own abilities and enhance your knowledge and skills of presentation and communication. This will also develop your ability to work as part of a team, exchanging ideas and sharing experiences with your colleagues and other disciplines/agencies. It will also allow you to develop your self-confidence in making your views known within group situations. Group work will be used throughout the programme to enable you to share your experiences and perceptions, and some assessments will be undertaken as part of a group.

Independent study via student directed days are planned in every term of your programme to continue your development as an independent learner with on line learning activity and library resources to support this. Graduate skills introduced at the beginning of the programme enable you to use technology and IT skills to support your learning and facilitate future development which you can collate in your e-portfolio. You are encouraged to build on and record these skills in subsequent modules.

Assessment is an integral part of learning and you may hear it referred to as formative or summative. Formative assessment is primarily developmental in nature and is designed to give you feedback on your performance and how it can be improved. As a result you will get detailed feedback but will not receive a grade for formative assessment. Formative assessment is an important part of the learning process, and has been shown to contribute to enhancement of learning and raising of standards.

Summative assessment is designed to measure the extent to which you have achieved the intended learning outcomes of a module and therefore the appropriate grade to be awarded. Summative assessment should assess achievement of all learning outcomes in a secure, fair and accurate manner.

Please see the module narratives (appendix b) or your module handbooks for more information on the assessment for each module.

Assessment may also involve self, peer or group approaches. For example, you may be asked to self-assess your own work, indicating where you feel you have clearly demonstrated your understanding and also identifying areas where you can see you have room to improve. Assessment may also be a peer process where

students, individually or as groups, offer feedback on one another's work. Group assessment may also be part of your programme where part of the assessment requires you to demonstrate your ability to work as part of a group and possibly receive a group mark.

Personal Tutor System

The midwifery group operate a personal tutor system where you will normally be allocated to a named personal tutor for the duration of the programme. This person is there to give you academic advice on your work and to offer you general support with your studies. Your personal tutor is also responsible for certifying completion of your Midwifery Practice Assessment Document (MPAD) and OAR prior to each submission point. Please bring your MPAD and OAR to this appointment.

At this appointment please bring your MPAD and Ongoing Record of Achievement for your personal tutor to review.

You are required to meet regularly with your personal tutor and this can be organised to occur when you are in block or within the clinical area if that is where your personal tutor is based. The personal tutor relationship is an important, two way, interaction and it is essential that you are proactive in communicating with your personal tutor and seeking support as required. Your personal tutor will be allocated to you and you will be asked to make an appointment to see them within a few weeks of commencing the programme. Each tutor will then inform you of the best way to contact and communicate with them.

Your personal tutor will also be involved with your dissertation module in your 3rd year. You will need to submit your research proposal and complete your log book with your personal tutor who will be co-marking with the dissertation module leader.

Assessment methods

Assessment is an integral part of learning and you may hear it referred to as **formative** or **summative**.

Formative assessment is developmental in nature and designed to give you feedback on your performance and how it can be improved. As a result you will get detailed feedback on formative assessment but not a grade. Formative assessment is an important part of the learning process and has been shown to contribute to enhancement of learning and the raising of standards.

Summative assessment is designed to measure the extent to which you have achieved the intended learning outcomes of a module and therefore the appropriate grade to be awarded. Summative assessment should assess achievement of all learning outcomes in a secure, fair and accurate manner.

Assessment may also involve self, peer or group approaches. For example, you may be asked to self-assess your own work, indicating where you feel you have clearly demonstrated your understanding and also identifying areas where you can see you have room to improve. Assessment may also be a peer process where students, individually or as groups, offer feedback on one another's work. Group assessment may also be part of your programme where part of the assessment requires you to demonstrate your ability to work as part of a group and possibly receive a group mark.

Please see the module narratives at the end of this handbook or your module handbooks for more information about the specific learning arrangements for your modules.

Submission, receipt, marking and return of assessment

Submission and receipt of assessment

You will find all the deadlines for your first year assessment (both formative and summative) in your assessment schedule.

Your module handbooks have the precise details of when and how to submit your coursework (but this will be either electronically via myUniHub or in person at the UniHelp desk in the Sheppard Library) and how you get a receipt confirming you have submitted it. Please refer to these and contact your module leader if you have any queries.

Exams

[Information about exams](#), including the timetable and advice on preparing and revising is available on UniHub; unihub.mdx.ac.uk/study/exams

Past exam papers, if available, can be accessed via the [My Study](#) area of UniHub: <https://myunihub.mdx.ac.uk/web/home-community/mystudy>

If you are concerned about your exams then please contact the Student Achievement Officers.

Marking, second marking and moderation

In line with the university regulations section M Code of Assessment Practice minimum requirements all Programmes shall, at the very least, operate a system of moderation for assessed work. A minimum of 10% of all coursework and examinations will be moderated. All coursework and examinations which are failed work will be second marked. For modules in which the assessment grade is derived from a combination of coursework and examination, specific moderation arrangements to consider all borderline and fail candidates shall be determined by the Programme team.

Return of coursework

You are expected to keep a copy of all your coursework and it should be kept somewhere safe (for example on a memory stick). As the marked copy of your work is not normally returned to you it is important you keep a copy so you can understand the feedback you get properly.

Exam scripts are not returned to any student however you can obtain feedback on exam performance by contacting your module leader.

External Examiners

External Examiners are one way we assure the academic quality of your programme. They are subject experts who help assure that your Middlesex award is comparable to that at other UK universities by reviewing the programme curriculum, the assessment and the learning resources. Among other things they approve all exam papers before they are taken, attend the assessment board and write a report at the end of the year. You can obtain a copy of this report by contacting the programme leader.

IMPORTANT: It is inappropriate for you or any other student to make direct contact with an External Examiner. The appeal and complaints systems exist to allow you to express any concerns you have, including the marks you have been given for your performance.

You can read more about the role of [External Examiners](http://unihub.mdx.ac.uk/study/academicquality/externalexaminers) on UniHub: unihub.mdx.ac.uk/study/academicquality/externalexaminers

Assessment Feedback

Feedback on your assessment (both formative and summative) provides the opportunity for you to reflect and to use the feedback as the basis for learning and to improve your work.

Feedback can take many forms and may be informal. For example it may be given and discussed orally in the classroom, or it may be more formal and delivered in written or audio form from academic staff or fellow students. Understanding your feedback is very important and to achieve this you are encouraged to discuss feedback with your peers and academic staff.

Receiving feedback on your work is an essential and important part of learning and so we provide regular opportunities for **formative assessment**, the purpose of which is to get detailed feedback on your performance so you get a regular update on how you are developing and to prepare you for any summative assessment.

Feedback on summative assessment will be offered in a variety of forms and all your work will be marked and moderated in line with the Code of Assessment Practice which can be found in section M of the University Regulations:

You will normally be provided with feedback within 15 working days of the published submission date.

Progressing on your Programme

Your grades

Your **module handbooks** will give information on how the marks for different items of summative assessment are combined to give your final grade. Also by looking at the **Grade Criteria** you can understand what standard your work must be to achieve the different grades. The Grade Criteria can be found in Section M of the Regulations mdx.ac.uk/regulations

The University has a 1-20 grading scale, **with grade 1 being the highest grade and 20 the lowest, 16 is the minimum required to achieve a pass** as illustrated in the chart below.

Grade	Class of Honours Degree
1 - 4	First
5 - 8	Upper second (2:1)
9-12	Lower second (2:2)
13-16	Third
17	Fail – marginal Compensation not allowed on this programme
18	Fail Compensation not allowed on this programme
19	Fail Compensation not allowed
20	Fail - Incorporating failure to participate in assessment necessary to achieve all learning outcomes. Compensation not allowed

Further administrative grades are also used to indicate re-assessment, deferrals and academic misconduct etc. The full scale can be found in the Assessment Regulations section in the Your Study area of UniHub;

<http://unihub.mdx.ac.uk/study/assess/results>

If you have any questions about what your grades or status mean then you should look at the Assessment and Regulations pages on UniHub

<http://unihub.mdx.ac.uk/study/assess>

Your results

At the end of each academic year your module grades will be considered and confirmed by an Assessment Board. Once the Assessment Board has met you will

be able to view your results and progression status in the My Study area on myUniHub; <https://myunihub.mdx.ac.uk/web/home-community/mystudy>.

If any results are still provisional then they will be clearly labelled as such.

The date for the release of results and progression decisions is on the Academic Calendar which can be found at unihub.mdx.ac.uk/mdx/calendar

For more information about results and assessment, for example what you need to do to progress, what happens if you fail a module or what happens if you cannot submit a piece of assessment please refer to the University Guide, the [Your Study](#) area of UniHub: unihub.mdx.ac.uk/study or seek advice from your Achievement Officer.

Re-assessment

Although no one anticipates being referred in a module, it is important that you are aware of what happens if you are. Normally you would be entitled to one re-assessment opportunity if you don't pass first time and there is no financial cost associated with this second attempt. You should however consult the Your Study area on UniHub for more information

<http://unihub.mdx.ac.uk/your-study/assessment-and-regulations/progression>

Deferral of assessment

If there are exceptional circumstances which through no fault of your own are preventing you from completing all or some of your assessment (e.g. submitting coursework or taking a test) you may seek permission to defer the relevant assessment to the next available opportunity. If you think this applies to you then you should first read the full Deferral Policy which is available in the Assessment and Regulations section of the Your Study area on UniHub:

<http://unihub.mdx.ac.uk/your-study/assessment-and-regulations/deferral-of-assessment>

If you have difficulties accessing UniHub after a deferral, contact UniHelp:

<http://unihub.mdx.ac.uk/unihelp>

Academic Misconduct

It is important that you are aware of what constitutes academic misconduct throughout your studies; Section F of the university regulations explains what academic misconduct is in full:

<http://www.mdx.ac.uk/aboutus/Strategy/regulations/index.aspx>

Please be aware that academic misconduct also covers examinations; you should ensure you have read exam regulations to know what is expected of you.

<http://unihub.mdx.ac.uk/study/exams/regs/index.aspx>

Appeals

All students are able to appeal against Assessment Board decisions and the outcome of academic misconduct cases. The regulations for appeals are set out in Section G of the university regulations:

<http://www.mdx.ac.uk/aboutus/Strategy/regulations/index.aspx>

More information can be found on UniHub:

<http://unihub.mdx.ac.uk/study/assess/appeals/index.aspx>

Complaints

If you have cause to make a complaint against any aspect of university life, you can find out information on the process on UniHub:

<http://unihub.mdx.ac.uk/mdx/feedback/complaint/index.aspx>

The Nursing and Midwifery Council

The Nursing and Midwifery Council (2015) states that as a professional

“You must respect people’s right to confidentiality”

“You must ensure people are informed about how and why information is shared by those who will be providing their care”

As a Nurse, midwife or Health Visitor this rule also applies to your written academic work. Within your essays and other academic work any reference to the following **MUST** be made anonymous so they cannot be identified by the marker or any other person:

Names of patients/clients/service users

Names of relatives/carers

Ward/Department/Team names

Trust/Hospital names

Names of colleagues

If Trust documents are included as appendices in academic work (e.g. care plans, observation charts, policies) then the names/titles of units/service users must be blacked out to ensure that the Trust cannot be identified.

Any instance where this is not done is a breach of your professional code.

Examples of how to make the above anonymous, thus not breaching confidentiality are:

“I was caring for a patient who I will call ‘Mary’ in order to maintain confidentiality of my patient.”

“This was particularly difficult for my patient’s husband who was her main carer. I will call him ‘Tom’ in order to maintain their confidentiality.”

“I work in a large inner city teaching hospital in a surgical unit.”

“The patient was under the care of a consultant Dr B.”

“The student also had a co-mentor who I will call Staff Nurse B.”

This is an important part of academic writing and has been identified by External Examiners and others who moderate academic work.

Nursing and Midwifery Council 2015: **Standards of Conduct, Performance and Ethics for Nurses and Midwives** NMC, London

Inter-professional Learning

Within the School of Health and Education, we hold with the belief that interprofessional education occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes (WHO 2010).

We also believe that interprofessional learning (IPL) will help to create the practitioner who is able to promote care that is integrated, individualised and holistic in its broadest sense.

You will find that during your midwifery programme, some of the main opportunities for IPL will be within placement. These experiences will give you the opportunity to work with other health and social care professionals caring for individuals at all stages of the childbirth continuum. This will further help you recognise and value shared knowledge and experience. Each practice experience has a record of inter-professional learning opportunities available and a list of the inter-professional team that you will have the opportunity to work with. These inter-professional learning opportunities should also be identified at ward induction.

You will also get opportunities to learn with other professionals within the School of Health and Education, as our commitment to address IPL has been strengthened in particular by high profile cases that have highlighted fundamental weaknesses in the ways different professions work together, to detrimental effects – for example, events at Mid Staffs, between 2005 – 2008, and at Morecambe Bay (2004 – 2013).

From this year, you will be given the opportunity to attend a range of Interprofessional Symposia. Key features of these symposia are:

- All Interprofessional Symposia are open to all Health and Education students – at any stage of study
- They are offered late afternoon – between 1600 – 1730, on a weekly basis (rotating Wednesday and Thursday evenings) to allow students to complete day time lectures
- All sessions will be videoed
- You will have control to ‘book’ via our event booking system – at the following address:
<http://www.eventbrite.co.uk/o/school-of-health-and-education-8344211456>
- We will monitor students who book and then don’t turn up as you may block others who would like to attend
- As a midwifery student, you will be expected to show evidence of attending at least one workshop throughout the year, and of accessing learning resources / carrying out the learning activity for an additional online session.
- Workshops cover a number of key topics and are offered as part of a ‘rolling schedule’ to address demand – hence some topics might be repeated 2-3 times, others offered just once

- Learning resources – including the videos - from each session will be uploaded onto a School IPL Website, for access by all students and staff. These resources will be accompanied by an online activity per session.
- The timetable will run between September 2015 through to June 2016

Your inter-professional learning experiences from theory and practice will be further explored and reflected upon in your PPDT groups that run through each year of the programme

Programme Specification and Curriculum Map for BSc (hons) Midwifery with Professional Registration (Three Year Programme)



1. Programme title	Midwifery with Professional Registration
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Programme accredited by	Nursing & Midwifery Council
5. Final qualification	BSc (Hons)
6. Academic year	2016/17
7. Language of study	English
8. Mode of study	Full time

9. Criteria for admission to the programme	
<p>All students must provide evidence of literacy and numeracy sufficient to undertake a pre registration programme of education at degree level and subject to Middlesex University interview criteria. Students must meet one of the following educational requirements for entry</p> <ul style="list-style-type: none"> • 2 A Levels at grades A-C, plus 5 GCSEs at grades A-C. Must include English and Maths/Science (or successful completion of a Middlesex University maths test) • AVCE Health and Social Care Double Award • A full Access Certificate to Nursing/Midwifery <p>Other relevant qualifications may be considered provided they are equivalent to the qualifications listed above.</p>	

10. Aims of the programme	
<p>The programme aims to:</p> <ul style="list-style-type: none"> • provide opportunities for students to meet the statutory requirements contained in the European Midwives Directive 80/155EEC and 89/594EEC • prepare the students to achieve the NMC standards of proficiency for midwifery • ensure that the educational strategies used will produce autonomous, critical, and reflective practitioners • motivate the students to view education as a lifelong process so they will continue to broaden personal and professional horizons • ensure students have an understanding of the requirements of legislation relevant to the practice of midwifery • ensure students have an understanding of ethical issues relating to midwifery practice and the responsibilities which these impose on the midwife's professional practice • enable students to function effectively in a multi-professional team with an understanding of the role of all members of the team • ensure students appreciate the influence of social, political and cultural factors in relation to health care • encourage students to be proactive in effecting changes that will benefit mothers nationally and internationally 	

11. Programme outcomes	
<p>A. Knowledge and understanding On completion of this programme the successful student will have knowledge and understanding of :</p> <ol style="list-style-type: none"> 1. Professional and ethical practice and understanding of requirements of relevant legislation 2. Preconception, antenatal, intrapartum and postnatal care for mother and baby 	<p>Teaching/learning methods Students gain knowledge and understanding through attendance at lectures, seminars, workshops, simulated practical skills, e learning, clinical experience, case loading and through a variety of directed and self-directed learning activities</p> <p>Assessment Method Students' knowledge and understanding is assessed by</p>

<ol style="list-style-type: none"> 3. Normal and high risk midwifery including the neonate and pharmacology 4. Psychosocial, emotional, political, and cultural factors in relation to midwifery 5. Personal and professional development 6. Public health role of the midwife 7. Evidence based practice 	<p>both formative and summative assessment which includes, Objective Structured Clinical Examination (OSCE), drills and skills, clinical assessment, reflection, course work and examinations</p>
<p>B. Cognitive (thinking) skills On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of midwifery concepts and principles 2. Recognise the need for a holistic approach 3. Use professional judgement and decision making 4. Critically review midwifery practice 5. Evaluate and reflect in midwifery practice 6. Practise as an autonomous midwife 7. Critically analyse midwifery practice 	<p>Teaching/learning methods Students learn cognitive skills through problem solving, critical review of research studies, lectures and seminars, workshops, educational visits, case studies, reflection, reflective diary, role-play, tutorials, web based learning resources e.g. management of obstetric emergencies and clinical practice</p> <p>Assessment methods Students' cognitive skills are assessed by: formative and summative assessments which include clinical practice assessments, course work and written examinations</p>
<p>C. Practical skills On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Assess, plan, implement and evaluate midwifery care 2. Effectively utilise health promotion opportunities 3. Demonstrate a range of essential antenatal, intrapartum and postnatal midwifery skills e.g. antenatal booking, conduct of a normal birth, postnatal examination, support breast feeding and assess the needs of the infant 4. Recognize risk factors and make appropriate referrals 5. Respond appropriately to obstetric emergencies 6. Maintain and review clinical records 7. Demonstrate critical understanding and reflection of the above competencies. 	<p>Teaching/learning methods Students learn practical skills through demonstration, observation, participation & feedback e.g. on perineal repair, venepuncture and abdominal examination, role modelling, role play, simulated activities e.g. mega delivery, experiential learning e.g. management of a post partum haemorrhage, shoulder dystocia, neonatal and maternal resuscitation</p> <p>Assessment Method Students' practical skills are assessed by formative assessment including classroom and skills laboratory simulations. The Clinical Practice Assessment Document (MPAD) forms the basis to assess students' progress in practice. It comprises a learning agreement, a formative part for discussion and reflection and summative assessment.</p>
<p>D. Graduate Skills On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Use appropriate and effective communication and interpersonal skills in midwifery practice 2. Work collaboratively with members of the multidisciplinary team 3. Be reflective and accept responsibility for lifelong learning in personal and career development 4. Use information technology and other learning resources effectively 5. Use numeracy skills and apply to midwifery 6. Utilise processes for effective learning 	<p>Teaching/learning methods Students acquire graduate skills through group work and exercises, structured learning, practical work, reflection Internet and CD ROM literature searches, group and individual tutorials</p> <p>Assessment method Students' graduate skills are assessed, formatively and summatively, by using a variety of methods including interprofessional learning in both theoretical and practical components of coursework, case loading, portfolio development, clinical assessments, e learning, individual and group presentations, dissertation, project, drug calculations and report writing</p>

7. Demonstrate critical and analytical skills in the demonstration of the above skills.	
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12. Programme structure (levels, modules, credits and progression requirements)

12.1 Overall structure of the programme

Students study full time for 156 weeks (3 years) including annual leave. The programme comprises 50% theory and 50% practice. Each year is comprised of 45 programmed weeks with a total of seven weeks annual leave including public holidays distributed within the year.

Students study a combination of modules during the programme. Modules attract 30 credits at Level 4, 5 or 6. All modules on the programme are compulsory. Based on the NMC's guiding principles, a thematic approach has been developed to inform module development. The themes are: anatomy and physiology/pathophysiology; cultural and psychosocial issues; interprofessional working; professional, legal and ethical issues; effective practice skills. A total of 360 credits are required for the programme.

Theory and practice have been arranged to give continuous clinical practice during each year and designed to allow progression in midwifery skills and ability. Clinical practice is assessed using the Clinical Practice Assessment Document (MPAD), which indicates stages of achievement in midwifery practice. The programme has been structured to link theory and practice at all stages, building on knowledge gained in modules in previous years. Dedicated 30 credit practice modules run concurrently with the theory modules during each year.

From an interprofessional perspective, students will learn some clinical skills in conjunction with medical students. Designated study days will be organised for shared learning with midwifery, medical and social work students. Some modules and study days are shared with students on the shortened pre-registration midwifery programme.

Students have to attend 37.5 hours per week during each clinical practice week. They are required to work shifts to experience a 24 hour/ seven-day care to develop understanding of the needs and experiences of women and babies throughout a 24-hour period. They are assessed in the practice area and have the support of a designated Sign-off Mentor. To promote the development of proficiency and promote continuity, students follow a small caseload according to the Middlesex University's system. There will be opportunities for students to gain some experience in 'out of midwifery' areas to enhance their understanding of ill health in maternity in their second year. However all students shall have supernumerary status throughout the three years of the programme.

All students are eligible to register with the NMC as a midwife on successful completion of the programme. The programme has been developed in partnership with the NHS Trusts where practice placements are undertaken, ILRS staff, students and users of maternity services. The fundamental principle of the pre-registration programme is to prepare practitioners who are fit to practise at the point of registration, holding the skills and ability to practise safely and effectively without the need for direct supervision.

12.2 Levels and modules

Starting in academic year 2010/11 the University is changing the way it references modules to state the level of study in which these are delivered. This is to comply with the national Framework for Higher Education Qualifications. This implementation will be a gradual process whilst records are updated. Therefore the old coding is bracketed below.

Level 4 (1)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p>MWY1100 Foundations of Midwifery 30 credits</p> <p>MWY1101 Foundations of Professional Practice in Midwifery 30 credits</p> <p>MWY 1102 Midwifery Practice Module 1 (3yr programme) 30 credits</p> <p>MWY 1103 Midwifery Practice Module 2 (3yr programme) 30 credits</p>	<p>Not applicable</p>	<p>In order to progress on the programme students are required to successfully complete all theoretical and practical modules at Grade 16 or above.</p> <p>All outstanding written assessments must be completed and all clinical practice assessments must normally be passed before progression to the next year</p> <p>Students also need to have met the attendance requirements for both theory and practice outlined in the attendance policy for the programme.</p>

Level 5 (2)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p>MWY 2101 Wider Context of Midwifery 30 credits</p> <p>MWY2102 Care of mother and baby with complex needs 30 credits</p> <p>MWY 2203 Research module 30 credits</p> <p>MWY 2103 Midwifery Practice Module 3 (3yr programme) 30 credits</p>	<p>Not applicable</p>	<p>In order to progress on the programme students are required to successfully complete all theoretical and practical modules at Grade 16 or above.</p> <p>All outstanding written assessments must be completed and all clinical practice assessments must normally be passed before progression to the next year</p> <p>Students also need to have met the attendance requirements for both theory and practice outlined in the attendance policy for the programme</p>

Level 6 (3)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p>MWY 3101 Towards Autonomous Midwifery Practice 30 credits</p> <p>MWY 3330 Dissertation 30 credits</p> <p>MWY 3102 Midwifery Practice Module 4 (3yr programme) 30 credits</p> <p>MWY 3103 Midwifery Practice Module 5 (3yr programme) 30 credits</p>	Not applicable	<p>In order to progress on the programme students are required to successfully complete all theoretical and practical modules at Grade 16 or above.</p> <p>All outstanding written assessments must be completed and all clinical practice assessments must be passed in the final year.</p> <p>Students also need to have met the attendance requirements for both theory and practice outlined in the attendance policy for the programme.</p>

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	Module code

13. A curriculum map relating learning outcomes to modules
See Curriculum Map attached.

14. Information about assessment regulations
<p>In general, it follows Middlesex University's Academic Regulations. In addition the framework requires that:</p> <ul style="list-style-type: none"> • Where there is more than one component to a module assessment, students are required to achieve a Grade 16 or above in all components in order to pass the module • Students must normally complete all outstanding written assessments and pass any clinical assessments before being allowed to progress to the next term • All written and practice components of the programme must be passed in order to progress and successfully complete the programme • Compensation and automatic deferral is not permitted

15. Placement opportunities, requirements and support (if applicable)
<p>Students are allocated to appropriate learning areas thereby gaining experience in their designated Hospital Trust and community within the London NHS Strategic Health Authority. Responsibility for this is shared between link teachers for each Trust and the University's placement officer. Clinician input is actively sought by link teachers to link practice within the organisational structure of the individual maternity unit to maximise learning. Each student is assigned a Sign-off Mentor who supports the student in the practice area. All students are supervised until they complete the programme.</p>

16. Future careers (if applicable)
<p>Students are awarded BSc (Hons) Midwifery and are entitled to register with the NMC as a registered midwife to be able to practise in the UK, EU and many parts of the world. With further experience students may pursue the MSc programme or other higher studies.</p>

17. Particular support for learning (if applicable)
<p>Learning resources Learning Enhancement Team (LET) facilities</p>

Disability support services
 Clinical Skills Laboratories
 Named mentor within clinical practice areas
 Clinical Practice Facilitators in Trusts
 Link Tutor in clinical practice
 Personal Tutor system
 Use of student website, UniHub, with own personalised portal myUniHub

18. JACS code (or other relevant coding system)	144B720
19. Relevant QAA subject benchmark group(s)	Health Care subjects/professions Subgroup: Midwifery

20. Reference points

Department for Education and Skills (DfES) (2003) Every Child Matters
 Department for Education and Skills (DfES) (2004) Every Child Matters – Next steps
 Department of Health (1989) Children Act
 Department of Health (2003) Knowledge and Skills Framework
 Department of Health (2005) National Service Framework for Young People Children and Maternity Services
 Department of Health (2009) Promoting the health and wellbeing of looked after children – revised statutory guidance
 Department of Health (2010) Achieving Equity and Excellence for Children
 Department of Health (2010) Equity and excellence: Liberating the NHS
 English National Board (2001) Placements in Focus
 Health Sciences and practice: Midwifery Student Employability Profile (CIHE, 2005)
 Interprofessional Capability Framework (CUILU, 2004)
 Nursing and Midwifery Council, Code of Professional Conduct: Standards for conduct, performance and ethics
 Nursing and Midwifery Council, Midwives Rules and Standards
 Nursing and Midwifery Council, Guidelines for HEI in England, Wales and Northern Ireland regarding registration for newly qualified nurses and midwives; for return to practice; and for recording qualifications
 Nursing and Midwifery Council, Standards to support learning and assessment in practice. NMC standards for mentors, practice teachers and teachers. 2nd Edition.
 Nursing and Midwifery Council, Standards for pre-registration midwifery Education
 Nursing and Midwifery Council, Guidance on professional conduct for nursing and midwifery students
 Middlesex University (2006) The Learning Framework
 Middlesex University Regulations 2010/2011
 Middlesex University Learning and Quality Enhancement Handbook 2010/2011
 Middlesex University (2011) Self Critical Review of Existing Midwifery Programmes
 Quality Assurance Agency (2000) Framework for Higher Education Qualifications. QAA: London
 Quality Assurance Agency (2001) Code of practice on placement learning. QAA: London
 Quality Assurance Agency (2001) Subject benchmark statement: Health care programmes – Midwifery. QAA: London
 UCEA (2009) Health and safety guidance for the placement of higher education students.

21. Other information

In order to complete the programme students must meet the attendance requirements in the programme's attendance policy.
 It is accepted that students may wish to transfer from another approved HEI (Standard 8). In addition to NMC guidelines, students must study no less than one third of their total credits with Middlesex University and need to have met the University's criteria for entry.
 Students must demonstrate that they have good health and good character on entry to, and during their continued participation on the programme. On successful completion of the programme a final declaration about good health and character supported by the Lead Midwife for Education (LME) is submitted to the NMC prior to registration.
 The programme must be completed within five years including interruptions from the commencement date.

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the student programme handbook and the University Regulations.

Curriculum map for BSc (Hons) Midwifery with Professional Registration Programme

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	Professional and ethical practice and an understanding of the requirements of legislation relevant to the practice of midwifery	C1	Assess, plan and implement effective midwifery care
A2	Preconception, antenatal, intrapartum and postnatal care for mother and baby	C2	Effectively utilise health promotion opportunities
A3	Normal and high risk midwifery including the neonate and pharmacology	C3	Demonstrate a range of essential antenatal, intrapartum and postnatal midwifery skills e.g. antenatal booking, conduct of a normal birth, postnatal examination, support breast feeding and assess the needs of the infant
A4	Psychosocial, emotional, political and cultural factors in relation to midwifery	C4	Recognise risk factors and make appropriate referrals
A5	Personal and professional development	C5	Respond appropriately to obstetric emergencies
A6	Public health role of the midwife	C6	Maintain and review clinical records
A7	Evidence based practice	C7	Demonstrate critical understanding and reflection of the above competencies
Cognitive skills		Graduate Skills	
B1	Understanding of concepts and principles	D1	Use appropriate and effective communication and interpersonal skills in midwifery practice
B2	Recognition of the need for an holistic approach	D2	Work collaboratively with members of the multidisciplinary team
B3	Professional judgement and decision making	D3	Be reflective and accept responsibility for lifelong learning in personal and professional development
B4	Critically review midwifery practice	D4	Effective use of learning resources
B5	Evaluation and reflection in midwifery practice	D5	Use information technology and clinical database systems
B6	Autonomous midwifery practice	D6	Calculate and administer drugs safely
B7	Critically analyse midwifery practice	D7	Demonstrate critical and analytical skills in the demonstration of the above skills

Programme outcomes																									
A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7
Highest level achieved by all graduates																									
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

Module Title	Module Code by Level	Programme outcomes																											
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7
Foundations of Midwifery	MWY1100	X	X	X				X	X										X										
Foundations of Professional Practice in Midwifery	MWY1101	X	X	X	X	X		X	X										X								X	X	
Midwifery Practice 1 (3yr programme)	MWY1102	X	X	X		X		X		X			X				X		X				X		X	X	X		
Midwifery Practice 2 (3yr programme)	MWY1103	X	X	X		X		X		X			X				X		X				X		X	X	X		
Wider context of Midwifery	MWY2101	X	X	X	X			X	X	X									X	X						X			
Care of mother and baby with complex needs	MWY2102	X	X	X	X		X	X	X	X	X							X	X	X						X			
Research module	MWY2203	X	X			X		X	X	X			X														X	X	
Midwifery Practice 3 (3yr programme)	MWY2103	X	X	X		X	X	X		X	X		X				X	X	X	X			X		X	X	X		
Towards Autonomous Midwifery Practice	MWY3101	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X	X	X	X	X		X		X	X		X
Dissertation	PHC3330	X				X		X	X			X			X	X								X			X	X	X
Midwifery Practice 4 (3yr programme)	MWY3102	X	X	X		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Midwifery Practice 5 (3yr programme)	MWY3103	X	X	X		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Module Narratives

In this section you will find details of all the modules associated with your programme so that you can see what is involved in your programme and make any choices over option modules (if applicable).

The narratives were correct at the time this handbook went to print but details change over time and therefore you should always refer to the latest version available on the My Study area of myUniHub:

<https://myunihub.mdx.ac.uk/web/home-community/mystudy>

Your online reading lists can be accessed from the My Study area of myUniHub. They highlight essential and recommended reading for all modules you are registered on.

Short code	MWY1100
Title	Foundations of Midwifery
Level	Level 4
Credit points	30 credits
Start term	September 2016
Subject	Midwifery
Module Leader	Theresa Bourne
Accredited by	Nursing and Midwifery Council
Module restrictions	
(a) Pre-requisite	N/A
(b) Programme restriction	Students on 3yr midwifery programme
(c) Level restrictions	UG
(d) Other restrictions or requirements	N/A
Automatic deferral	Not permitted

Aims

This module aims to build a firm foundation of knowledge relating to normal anatomy and physiology of mother and baby. In addition it will help students to recognise and appreciate the midwife's role, responsibilities and sphere of practice when providing care to healthy women and their babies during the antenatal, intrapartum and postpartum periods and to enable the integration of theory with practice.

This module is theory and practice based as part fulfilment of the statutory midwifery requirements. The outcomes will be achieved by combining theoretical learning and reflective practice. Students will work with qualified midwives practising in both hospital and community settings.

Learning outcomes

On completion of this module the successful student will be able to:

1. Demonstrate a sound knowledge of human anatomy and physiology and the application of this knowledge to the childbearing woman and her fetus/baby
2. Apply the theories of social policy, sociology and psychology to the provision of multi agency care taking into consideration the diversity of the population
3. Demonstrate understanding of the physiology of breastfeeding, the importance of breastfeeding and alternatives available when breastfeeding is not possible
4. Describe the knowledge and skills required in assessing, planning and providing care to mothers and babies during the antenatal, intrapartum and postnatal period.
5. Demonstrate and explain the steps taken in the performance of a range of practice skills

Syllabus

Anatomy and Physiology

Introduction to the human body including cells, tissues and musculo-skeletal system.

Anatomy and physiology of the following body systems (including physiological adaptations in pregnancy); musculoskeletal system; cardiovascular system; haematological system; respiratory system; nervous system; lymphatic and immune system; endocrine system; alimentary system; urinary system; reproductive system and integumentary system.

Introduction to genetics

Maintenance of acid base balance

Homeostasis and pregnancy as an altered state of health

Embryology and fetal development

Fertilisation and genetics,

Implantation and development of the placenta

Embryonic and fetal development

Midwifery knowledge and care

Normal midwifery care of mother and baby during pregnancy and childbirth

Introduction to preconception health and screening
Antenatal screening and diagnostic screening
Introduction to pharmacology and drugs used in normal midwifery
Introduction to culture, ethnicity and diversity within society
Introduction to public health and health promotion
Introduction to social policy, sociology and psychology (including maternal infant interaction and relationships)
Pelvic floor and perineal care during childbirth

Health Visiting

Introduction to the role of the health visitor

Skills

Handwashing, recording of observations, aseptic technique, urinalysis, drug administration, bedmaking, introduction to perineal suturing and other skills

Breastfeeding

Physiology of lactation, positioning and attachment, benefits of breastfeeding for woman and baby, common early breastfeeding problems and management

WHO ten steps to successful breastfeeding

Hand expression and support of breastfeeding when mothers are temporarily unable to breastfeed, artificial feeding when breastfeeding is not a possibility

Microbiology

Classification and characteristics of micro organisms, growth and culture techniques, principles of infection control, local and national policies relating to standard precautions and specimen collection

Maternal and Neonatal Resuscitation

Introduction to maternal life support

Introduction to neonatal life support

Neonatal care

Transition to extrauterine life

Normal expected reflexes in the neonate and spinal examination

Introduction and overview of neonates and their environment

Maternal history and gestational assessment

Infant health screening and immunisation

Normal respiration in the neonate

Feeding patterns of the newborn

Fetal & neonatal development and physical examination

Development of the fetal/neonatal haematological system

Essential

Fraser, D. & Cooper, M. (2009). Myles' Textbook for Midwives. (15th Edition). Edinburgh: Churchill Livingstone.

Johnson, R. & Taylor, W. (2010). Skills for Midwifery Practice. (3rd edition). Edinburgh: Churchill Livingstone

MacDonald, S. & Magill-Cuerden, J. (2011). Mayes' Midwifery: A Textbook for Midwives (14th Edition) London: Baillere Tindall.

Waugh, A. & Grant, A. (2010). Ross and Wilson, Anatomy and Physiology in Health and Illness. (11th ed). Edinburgh: Churchill Livingstone.

Recommended

NICE(2008). Antenatal Care: routine care for healthy pregnant women. Clinical Guideline CG62. London: RCOG Press.

NICE (2007). Intrapartum Care: management and delivery of care to women in labour. London: RCOG Press.

NICE (2006). Postnatal Care: Routine postnatal care of women and their babies. London: RCOG Press.

Paradice, R. (2002). Psychology for Midwives Wiltshire:Quay Books

Royal College of Midwives. (2001). Successful Breastfeeding. Edinburgh: Churchill Livingstone.

Waugh, A. & Grant, A (2006). Ross and Wilson Anatomy and Physiology Colouring and Workbook. (2nd ed). Edinburgh: Churchill Livingstone

Learning, teaching and assessment strategy

A variety of learning, teaching and assessment strategies will be utilised ranging from lead lecturer to tutorial groups. Students will be encouraged to engage in directed reading and self directed study which includes the use of e-learning packages and electronic library resources. Teaching methods will include theory and practical demonstrations in the classroom and the clinical skills laboratory with other disciplines where appropriate. UniHub will be widely used throughout the module.

Formative Assessment

1. Practice Objective Structured Clinical Examination (OSCE)
2. Online anatomy and physiology quiz

Summative Assessment

1. Objective Structured Clinical Examination (OSCE) (LO 4&5)
Students will be required to participate in an OSCE of clinical skills previously practiced in class or undertaken in the clinical area.
2. Completion of an on line midwifery workbook which includes anatomy and physiology, breastfeeding, sociology and psychology (LO 1, 2 & 3)

Assessment weighting

Each summative assessment must achieve a pass to achieve an overall pass for the module.

OSCE
(50% weighting)

On Line Midwifery Workbook
(50% weighting)

Seen examination	N/A
Unseen examination	N/A
Coursework (no examination)	100%
Timetabled examination required	NO
Length of exam	N/A
Learning materials	

Module run						
Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus/mode e.g. DE
2016-2017	Autumn		Sept 2016	June 2017	67	

Timetabling information	
(a) Please indicate which teaching activities will be offered in this module:	
LECTURE (LEC)	YES
SEMINAR (SEM)	YES
LABORATORY(LAB)	NO
WORKSHOP (WRK)	YES
(b) Timetabled	YES
(c) Student centrally allocated	YES

Short code	MWY1101
Title	Foundations of Professional Practice in Midwifery
Level	Level 4
Credit points	30 credits
Start term	September 2016
Subject	Midwifery
Module Leader	Elisa Perco
Accredited by	Nursing and Midwifery Council
Module restrictions	
(a) Pre-requisite	N/A
(b) Programme restriction	Students on 3yr midwifery programme
(c) Level restrictions	N/A
(d) Other restrictions or requirements	
Automatic deferral	Not permitted

Aims

This module aims to begin the process of the development of skills required to become an autonomous and life long learner. It provides a foundation from which the students can develop the necessary skills, knowledge, attitude and conduct required for working as an autonomous midwife. These skills will be developed further throughout the midwifery programme and in their professional career.

Learning outcomes

On completion of this module the successful student will be able to:

1. Demonstrate knowledge of the role of the Nursing and Midwifery Council (NMC) and the rules and regulations governing the profession.
2. Outline some of the ethical, legal and professional issues relating to midwifery practice
3. Identify and access learning resources effectively, demonstrating effective study skills, understanding of own learning, assessment and use of feedback to enhance future personal development and achievement
4. Communicate effectively in a variety of formats
5. Demonstrate the ability to argue constructively and discuss a range of alternative perspectives
6. Create, store, send and retrieve data in a range of electronic formats, demonstrating effective use of relevant hardware and soft ware
7. Process numerical information presented in a variety of ways relating to everyday and employment situations, demonstrating an understanding of key numerical concepts (fractions, decimals and percentages)
8. Demonstrate a basic understanding of research processes and discuss literature available relating to normal midwifery and the implications for practice

Syllabus

Introduction to the university and the programme to include orientation, programme handbook, policies and the teaching team

Development of key skills in communication, team working; study skills; IT skills; time management; numeracy; English language and writing skills; academic writing; reflection; library skills; literature searching; data retrieval and referencing; documentation and record keeping. Initiation of an e-learning development portfolio and introduction to the concept of personal and career development.

Midwifery background

Role of the midwife, statutory frameworks governing midwifery practice/supervision including associated governance, for example, Midwives Rules and Standards, Code of Practice etc.

Principles of women centred care including concept of choice, control, partnership and advocacy

Ethics and Law

Introduction to ethical frameworks and principles related to midwifery practice, values and beliefs

Decision making, consent and refusal of consent/treatment

Legal issues related to midwifery practice including introduction to negligence and duty of care

Learning, teaching and assessment strategy

The module will include a range of learning materials such as lectures, discussion, debate, group work, tutorials and e-learning as well as self directed packages. Teaching strategies will comprise of taught sessions, practical demonstrations, group discussions, reflective exercises, media access as well as both self and peer assessment. There will be input from library services and the learning development unit.

Formative Assessment:

Key Skills Assignments

- i. Class presentations around suitable topics for Summative Assessment 1 below.
- ii. Learning action plan, time management plan, literature search exercise, planning for the future, communication exercise, numeracy testing, submitted. One key skills assignment to be submitted every two weeks with feedback given to influence subsequent submissions.

Summative Assessment:

1. Learning Log relating to legal, ethical and professional issues in midwifery in which students are required to write three 600 word accounts as follows:
 - a) Choose an aspect of law and discuss this in relation to the role of the midwife
 - b) Discuss an ethical issue you have come across in practice
 - c) Discuss professionalism and the use of social media sitesEach narrative will be submitted electronically via UniHub and feedback (including a percentage grade) will be given in order to develop the subsequent submission (LO 1,2,5 & 8).
2. Submission of a portfolio of formative key skills assignments (ii above), together with feedback received, demonstrating reflection on process and response to feedback (LO 3, 4, 6, 7 & 8).

Assessment weighting

Each summative assessment must achieve a pass to achieve an overall pass for the module.

Learning Log
(50% weighting)

Key Skills Portfolio
(50% weighting)

Seen examination	N/A
Unseen examination	N/A
Coursework (no examination)	100%
Timetabled examination required	NO
Length of exam	N/A
Learning materials	
Essential	

Buckwell, G. (1997). Mastering Mathematics (2nd ed). London: Macmillan.

Cottrell, S. (2008). Palgrave Study Skills. The Study Skills Handbook. (3rd ed). Basingstoke: Palgrave MacMillan.

Hull, C., Redfern, L and Shuttleworth, A (2nd Edition) (2005) Profiles and Portfolios: a Guide for Health and Social Care. Basingstoke, Palgrave Macmillan

Johns, C. (2009). Becoming a Reflective Practitioner (3rd ed). Blackwell Publishing.

NMC (2004). Midwives Rules and Standards. London: NMC

NMC (2007). Standards for medicines management. London: NMC.

NMC (2008). The Code: Standards of Conduct, performance and ethics for nurses and midwives.

London: NMC.

NMC (2009). Guidance on professional conduct for nursing and midwifery students. London: NMC

Tiran, D. (2008). Midwives Dictionary. (11th ed). London: Bailliere Tindall.

Recommended

Burns, R. (2000). Introduction to Research. London: Sage

Dimond, B. (2006). The legal aspects of midwifery. (3rd ed). Oxford: Books for Midwives.

Gimenez, J (2007) Study Skills Workbook. 2nd Edn. Palgrave Macmillan, Basingstoke.

Jones, S. (2000). Ethics in Midwifery. (2nd ed). Mosby.

Module run						
Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus/mode e.g. DE
2016-2017	Autumn		Sept 2016	June 2017	67	
Timetabling information						
(a) Please indicate which teaching activities will be offered in this module:						
LECTURE (LEC)				YES		
SEMINAR (SEM)				YES		
LABORATORY(LAB)				NO		
WORKSHOP (WRK)				YES		
(b) Timetabled				YES		
(c) Student centrally allocated				YES		

Short code	MWY1102
Title	Midwifery Practice Module 1 (3 yr programme)
Level	Level 4
Credit points	30 credits
Start term	September 2016
Subject	Midwifery
Module Leader	Sue Brailey
Accredited by	Nursing and Midwifery Council
Module restrictions	
(a) Pre-requisite	N/A
(b) Programme restriction	Students on 3 yr midwifery programme
(c) Level restrictions	N/A
(d) Other restrictions or requirements	
Automatic deferral	Not permitted

Aims

This practice module runs between September and March in year 1 of the programme. The module runs in tandem with theoretical modules which run throughout the year. The aim is to enable students to link practice to theory and learning, through structured facilitated processes of written and verbal reflection and skills acquisition. The module gives the students the opportunity to carry a small caseload of women whose pregnancies they will follow up throughout the year. This will give the students the opportunity to experience the woman's journey through her pregnancy, labour and postnatal period.

Learning outcomes

On completion of this module the successful student will be able to:

1. Demonstrate the ability to provide midwifery care in accordance with the Midwifery Practice Assessment Document (MPAD) descriptors for this module
2. Select up to three women whose pregnancies can be followed throughout the antenatal, intrapartum and postnatal period
3. Debate and discuss different approaches to the same or similar situations
4. Identify the skills required for successful teamwork and evidence of the ability to apply these in practice both in the classroom and in the practice area

Syllabus

Applying theoretical knowledge to practice

Writing about and reflecting on practice
 Caseloading as it relates to midwifery students
 Interprofessional learning
 Breakaway techniques
 Moving and Handling (mandatory)
 Fire prevention and management
 Adult Emergency Life Support – CPR (mandatory)
 Venepuncture

Learning, teaching and assessment strategy

Students will attend structured reflective sessions or clinical skills sessions on designated days over the course of the module and have access to e-learning packages to support practice learning. Some of the study days will include students from other disciplines, such as social workers and medical students, to promote an interprofessional approach to learning and working. The approach will be reflective and enquiry based and will encourage students to make a positive contribution to team working/learning, and effectively verbalise their ideas in a group setting.

Midwifery Practice Assessment Document (MPAD)

The Midwifery Practice Assessment Document is designed to support and guide students towards successfully achieving the criteria set out in the Standards for pre-registration midwifery education (NMC, 2009) and EU statutory requirements. The MPAD is designed around the NMC Essential Skills Clusters

(ESCs) and includes the UNICEF UK Baby Friendly standards for universities (2004).

The MPAD is made up of 4 clusters of competencies (Antenatal, Labour and birth, Postnatal and Neonatal Care and Infant Feeding) and professional values. Students are required to complete two of these clusters, along with their associated professional values, by the end of the module. Which two clusters are completed will depend on the student's allocation during the first half of the year.

All students have the opportunity to have a formative assessment carried out, half way through the assessment period. At this point any areas of concern, or areas for improvement, will be discussed and plans can be made as to how these can be addressed.

Ongoing Achievement Record

The Ongoing Achievement Record summarises the student's achievements in each placement and, with the MPAD, provides a comprehensive record of professional development and performance in practice. The purpose of the document is to provide evidence for sign-off mentors regarding progress, highlighting any areas for development throughout the programme. The OAR contains an ongoing record of the student's statutory experience required under the EU directive and a record of visits and care given to student's selected/follow-up caseloaded women.

Summative Assessments

Midwifery Practice Assessment Document (MPAD): (LO 1-4) (100% weighting)

Two of the clusters within the MPAD need to be completed by the end of the module.

Students will be assessed by their sign off mentor on specific aspects of midwifery practice, and on professional values. Students must achieve a pass at the end of each summative assessment point in order to pass the module. In case of referral at an end of term assessment point, there will be an opportunity for students to retake the assessment during the early part of the next term. Students who are not successful following resubmission in the subsequent term will not be able to progress to the next part of the programme.

All students will have an initial interview with their sign off mentor within the first week of placement to consider the learning needs of the student and how this may be facilitated by the sign off mentor. This will be documented in the MPAD.

A second Interview (mid-way through the assessment period) will give the student and the sign off mentor an opportunity to review the student's self-assessment, provide feedback to the student from the sign off mentor and adjust the learning agreement if required. A date for the final assessment interview should be made at this time.

Final Interview: The student will complete their own reflection on their achievement and the sign-off mentor will assess their achievement in the two selected Clusters, their Professional Values and will carry out the Holistic Assessment of the student. Following this interview the student will see their Personal Tutor with their MPAD, Ongoing Record of Achievement and their attendance card before submitting the MPAD to the assessment office.

Full details of the practice assessment process are found in the MPAD.

Assessment weighting	Completion of MPAD (100%)
Seen examination	N/A
Unseen examination	N/A
Coursework (no examination)	100%
Timetabled examination required	NO
Length of exam	N/A

Learning materials

Essential

John, C (2013) Becoming a Reflective Practitioner. 4th Edition. West Sussex, Wiley-Blackwell

Lester, A. (2004). 'The argument for caseload midwifery'. Midwifery Matters. 103 p9

Pusey, N. (2004). 'Student Caseloading'. MIDIRS Midwifery Digest. 14(2) p.164-165.

Gatford, J. D. & Phillips, N.M. (2011). Nursing Calculations. 8th Edition. London.. Elsevier

Module run						
Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus/mode e.g. DE
2016-2017	Autumn		Sept 2016	March 2017	60	
2017-2018	Autumn		Sept 2017	March 2018	60	
Timetabling information						
(a) Please indicate which teaching activities will be offered in this module:						
LECTURE (LEC)			YES			
SEMINAR (SEM)			YES			
LABORATORY(LAB)			NO			
WORKSHOP (WRK)			YES			
(b) Timetabled			YES			
(c) Student centrally allocated			YES			

Short code	MWY1103
Title	Midwifery Practice Module 2 (3 yr programme)
Level	Level 4
Credit points	30 credits
Start term	September 2016
Subject	Midwifery
Module Leader	Sue Brailey
Accredited by	Nursing and Midwifery Council
Module restrictions	
(a) Pre-requisite	Successful completion of MWY1102
(b) Programme restriction	Students on 3 yr midwifery programme
(c) Level restrictions	
(d) Other restrictions or requirements	
Automatic deferral	Not permitted

Aims

This module is the second of two practice modules and runs between March and July in year one. The module runs in tandem with theoretical modules which run throughout the year. The aim is to enable students to link practice to theory and learning, through structured facilitated processes of written and verbal reflection.

The module gives the students the opportunity to continue to carry a small caseload of women whose pregnancies they will follow up throughout the year. This will give the students the opportunity to experience the woman's journey through her pregnancy, labour and postnatal period.

Learning outcomes

On completion of this module the successful student will be able to:

1. Demonstrate the ability to provide midwifery care in accordance with the Midwifery Practice Assessment Document (MPAD) descriptors for this module
2. Demonstrate the skills and knowledge necessary to assess, plan, implement and evaluate safe and holistic midwifery care for childbearing women and their babies and families in normal situations
3. Relate the impact of learning on personal and professional development within the practice area
4. Debate and discuss different approaches to the same or similar situations
5. Complete the process of selecting up to three women for caseloading

Syllabus

Applying theoretical knowledge to practice

Writing about and reflecting on practice

Caseloading as it relates to midwifery students

Interprofessional learning

Introduction to and awareness of making a plan of care

Breakaway techniques

Fire prevention and management

Adult Emergency Life Support – First Aid (mandatory) (if not already covered in Practice Module 1).

Learning, teaching and assessment strategy

Students will attend structured reflective sessions or clinical skills sessions on designated days over the course of the module and have access to e-learning packages to support practice learning. Some of the study days will include students from other disciplines, such as social workers and medical students, to promote an interprofessional approach to learning and working. The approach will be reflective and enquiry based and will encourage students to make a positive contribution to team working/learning, and

effectively verbalise their ideas in a group setting.

Midwifery Practice Assessment Document (MPAD)

The Midwifery Practice Assessment Document is designed to support and guide students towards successfully achieving the criteria set out in the Standards for pre-registration midwifery education (NMC, 2009) and EU statutory requirements. The MPAD is designed around the NMC Essential Skills Clusters (ESCs) and includes the UNICEF UK Baby Friendly standards for universities (2004).

The MPAD is made up of 4 clusters of competencies (Antenatal, Labour and Birth, Postnatal and Neonatal Care and Infant Feeding) and professional values. Students are required to complete two clusters, along with their associated professional values, by the end of the module. The two clusters which must be completed are the two clusters within the MPAD which were not completed during MWY1102.

All students have the opportunity to have a formative assessment carried out, half way through the assessment period. At this point any areas of concern, or areas for improvement, will be discussed and plans can be made as to how these can be addressed.

Ongoing Achievement Record

The Ongoing Achievement Record summarises the student's achievements in each placement and, with the MPAD, provides a comprehensive record of professional development and performance in practice. The purpose of the document is to provide evidence for sign-off mentors regarding progress, highlighting any areas for development throughout the programme. The OAR contains an ongoing record of the student's statutory experience required under the EU directive and a record of visits and care given to student's selected/follow-up caseloading women.

Summative Assessments

Midwifery Practice Assessment Document (MPAD): (LO 1-5) (100% weighting)

The two remaining clusters within the MPAD need to be completed by the end of the module.

Students will be assessed by their sign off mentor on specific aspects of midwifery practice, and on professional values. Students must achieve a pass at the end of each summative assessment point in order to pass the module. In case of referral at an end of term assessment point, there will be an opportunity for students to retake the assessment during the early part of the next term. Students who are not successful following resubmission in the subsequent term will not be able to progress to the next part of the programme.

All students will have an initial interview with their sign off mentor within the first week of placement to consider the learning needs of the student and how this may be facilitated by the sign off mentor. This will be documented in the MPAD.

A second Interview (mid-way through the assessment period) will give the student and the sign off mentor an opportunity to review the student's self-assessment, provide feedback to the student from the sign off mentor and adjust the learning agreement if required. A date for the final assessment interview should be made at this time.

Final Interview: The student will complete their own reflection on their achievement and the sign-off mentor will assess their achievement in the two selected Clusters, their Professional Values and will carry out the Holistic Assessment of the student. Following this interview the student will see their Personal Tutor with their MPAD, Ongoing Record of Achievement and their attendance card before submitting the MPAD to the assessment office.

Full details of the practice assessment process are found in the MPAD.

Assessment weighting	Completion of MPAD (100%)
Seen examination	N/A
Unseen examination	N/A

Coursework (no examination) **100%**
Timetabled examination required **NO**
Length of exam **N/A**

Learning materials

Essential

Hull, C., Redfern, L. & Shuttleworth, A. (2004). Profiles and Portfolios: a Guide for Health and Social Care. (2nd ed). Basingstoke: Palgrave Macmillan.

Price, B. (2003) Studying Nursing Using Problem-based and Enquiry-based learning. Basingstoke, Palgrave Macmillan.

Kirkham, M. (ed.) (2003). Birth Centres: a social model for maternity care. Books for Midwives Press

Nelson, P. (2005). 'Reflections on managing a personal caseload' Midwifery Matters. 105 p3-4

Ware, B. (2006). 'Managing a caseload effectively' Nursing Times. 102(11) p140-141.

Module run							
Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus/mode e.g. DE	
2016-2017	Autumn		March 2017	Sept 2017	67		
2017-2018	Autumn		March 2018	Sept 2018	67		
Timetabling information							
(a) Please indicate which teaching activities will be offered in this module:							
LECTURE (LEC)				YES			
SEMINAR (SEM)				YES			
LABORATORY(LAB)				NO			
WORKSHOP (WRK)				YES			
(b) Timetabled				YES			
(c) Student centrally allocated				YES			

Short code	MWY2102
Title	Care of mother and baby with complex needs
Level	Level 5
Credit points	30 credits
Start term	September 2017
Subject	Midwifery
Module Leader	Melissa Coyne
Accredited by	Nursing and Midwifery Council
Module restrictions	
(a) Pre-requisite	Successful completion of relevant Level 4 modules
(b) Programme restriction	Students on 3yr midwifery programme
(c) Level restrictions	
(d) Other restrictions or requirements	
Automatic deferral	Not permitted

Aims

The aim of this module is enable students to understand that although pregnancy and childbirth are normal physiological occurrences, they may be complicated by health issues which may contribute to adverse health outcomes for mothers and/or babies; and may influence the mothers' choice of how she feeds her baby. It is vital that midwives have the appropriate knowledge and skills to recognise, assess and communicate risk to the most appropriate person. Midwives also need to be able to support women throughout their pregnancy and childbirth even when there are complications or deviations from normal.

Learning outcomes

On completion of this module the successful student will be able to:

1. Demonstrate knowledge of the patho-physiological, medical and environmental factors, which may adversely affect maternal and neonatal well-being
2. Demonstrate knowledge and competence in the use of therapeutic drugs, and the midwife's role in safe drug administration
3. Discuss factors which may adversely affect the outcomes for childbearing women, their babies and families
4. Demonstrate knowledge of medical disorders and how they impact on the fetus/baby and the childbearing woman
5. Review ways to identify, prevent and ameliorate feeding problems where mother or baby's condition is complicated

Syllabus

Medical and other pathological disorders (including the related patho-physiology or anatomy) that may impact on women or the fetus/baby during pregnancy, child birth and postnatal period

Care and care planning in pregnancy, the intrapartum or postnatal period when complications or complexity occur as related to both mother and baby

Breastfeeding and alternative methods of feeding babies when breastfeeding is not possible

Specific midwifery issues associated with pregnancy, the intrapartum or postnatal period including; uterine anomalies; congenital abnormalities malpresentations/malpositions; multiple pregnancy; molar pregnancy; screening programmes; infections in pregnancy; premature labour; induction of labour; augmentation of labour; caesarean Section and VBAC

Specific neonatal issues including problems related to the respiratory system; cardiovascular system; glucose homeostasis and metabolism; nervous system; jaundice; haemorrhagic disease of the newborn; reproductive system; skeletal systems; immunological system; chromosomal abnormalities; birth injuries; neonatal skin

Effects of maternal substance abuse on the fetus and neonate; loss of a perfect baby (breaking bad

news); meconium aspiration; care of the low birth weight and premature infant; thermoregulation; growth changes; feeding issues and screening programmes

Pharmacology and drug administration related to women and infants including appropriate calculations

Learning, teaching and assessment strategy

A variety of teaching methods will be used including lectures, tutorials, group work, simulation, clinical skills and seminar presentations. Students will be encouraged to engage in reflective discussions using research and evidence based practice. Students will be required to engage in the use of e-learning methods through UniHub for formative exercises, learning materials and links to external resources. Interdisciplinary working will be developed by engagement with appropriate members of other professions and agencies. Students will be encouraged to engage in reflective discussions using research and evidence based practice.

Formative Assessment

Group and individualised tests and informal mock exams will be provided to allow students to experience exam format and to improve their exam skills. These can include UniHUB materials for self and peer review. A more formal mock exam will be taken to help prepare the student for the unseen examination.

Summative Assessment

Summative 1

A 2 hour unseen examination which will cover care of the at risk mother and infant. The exam will be made up of two parts:

- a. Questions relating to the mother
- b. Questions relating to the baby

(LO 1,3 & 4)

Students will be required to answer 1 question from each part and to pass both parts in order to pass this assessment

Summative 2

A 1 hr unseen online drug calculation, pharmacology and infant feeding examination.

The online exam will be made up of two parts

- a. Questions relating to pharmacology and drug calculations
- b. Questions relating to infant feeding

Students will be required to pass both parts in order to pass this assessment

(LO2 & 5)

Students need to pass both components in order to successfully complete the module.

Assessment weighting

Seen examination	N/A
Unseen examination	100 %
Coursework (no examination)	N/A
Timetabled examination required	YES
Length of classroom exam	2 hours
Length of online exam	1 hour

Learning materials

Essential

Baker, P. & Kenny, L. (2011). Obstetrics by Ten Teachers (19th ed). London: Edward Arnold.

Jordan, S. (2010). Pharmacology for Midwives the Evidence Base for Safe Practice. (2nd ed) London: Palgrave.

Lumsden, H. and Holmes, D (2010) *Care of the Newborn by Ten Teachers*. London: Hodder Arnold.

Nelson-Piercy, C. (2010). Handbook of Obstetric Medicine. (4th ed). Oxford: Informa Healthcare.

NICE(2007) Guideline 55: Intrapartum Care. London: NICE

NICE (2008) Clinical Guideline CG62 Antenatal Care; routine care for healthy pregnant women. London: NICE.

NICE (2010) Clinical Guidance 27. Dietary interventions and physical activities for weight management, before, during and after pregnancy. London: NICE.

UNICEF Baby Friendly Initiative – Latest guidance

Module run						
Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus/mode e.g. DE
2016/2017	Autumn		Sept 2016	June 2017	67	
Timetabling information						
(a) Please indicate which teaching activities will be offered in this module:						
LECTURE (LEC)			YES			
SEMINAR (SEM)			YES			
LABORATORY(LAB)			NO			
WORKSHOP (WRK)			YES			
(b) Timetabled			YES			
(c) Student centrally allocated			YES			

Short code	MWY2101
Title	Wider Context of Midwifery
Level	Level 5
Credit points	30 credits
Start term	September 2017
Subject	Midwifery
Module Leader	Maurina Baron
Accredited by	Nursing and Midwifery Council
Module restrictions	
(a) Pre-requisite	Successful completion of relevant Level 4 modules
(b) Programme restriction	Students on 3yr midwifery programme
(c) Level restrictions	
(d) Other restrictions or requirements	
Automatic deferral	Not permitted

Aims

This module will enable students to consider the extent to which health is influenced by a wide range of factors including public health issues, psychological and sociological issues. Through studies undertaken students will learn how they can plan care effectively for mothers, babies and their families in collaboration with other professionals and agencies. Students will consider strategies to enhance the promotion of health in pregnancy, labour and the puerperium.

Learning outcomes

On completion of this module the successful student will be able to:

1. Demonstrate knowledge of ethical, legal and professional frameworks, which affect decision making in midwifery
2. Demonstrate the application of knowledge and skills gained by working in other health care settings to the wider context of midwifery practice
3. Formulate care pathways for service provision for pregnant women with complex social factors
4. Demonstrate understanding of the principles of health promotion
5. Evaluate the significance of effective communication in multi-agency work when caring for a diverse population

Syllabus

Womens' health including gynaecology and reproductive care; principles and practice of surgical care

Ethics and Law: principles of practice; conflicts in practice; equality; spirituality; safeguarding

Social Sciences including health promotion; public health and midwifery; social detriments of health; introduction to midwifery and diversity

Psychological matters and parenting including: drug and alcohol use in pregnancy; maternal/neonatal perinatal mental health, effective communication

Multi-agency care including the multi-professional approach; care of the vulnerable woman or child; feeding the vulnerable baby

Learning, teaching and assessment strategy

A variety of teaching methods will be used including lectures, tutorials, group work, simulation, clinical skills and seminar presentations. Students will be encouraged to engage in reflective discussions using research and evidence based practice. Students will be required to engage in the use of e-learning methods through UniHub. Interdisciplinary working will be developed by engagement with appropriate members of other professions and agencies. Maternity service users, their representatives and clinicians who focus on specific groups will contribute to teaching and assessment.

Formative Assessment

Group presentations based on the chosen 'vignette' for the summative assessment. This will be peer reviewed with informal feedback from teachers, clinicians and/or stakeholders. There will be opportunities for formative feedback on surgical and gynaecological reflections.

Summative Assessment

Component 1 (LO 1, 3 & 4)

Students will be required to produce an optimal written care pathway for a mother and baby from a choice of given vignettes. Care through the child-bearing year will be outlined in specific episodes following up issues identified. The proposed care will demonstrate the ability to assess, plan, implement and evaluate care given. The focus will be on issues relating to the wider context of midwifery including diversity, psychological and cultural factors. A template will be provided which will specify at what point key issues should be addressed.

Component 2 (LO 2 & 5)

A 1,700 word reflective account identifying learning from gynaecological, theatre and/or recovery placements and/or from classroom based theory. Student will reflect on how this has or will impact on future midwifery practice. This essay can explore any aspect of the student's experience in relation to women's health and is not restricted to any one aspect.

Assessment weighting

Both components must be passed in order to successfully pass the module.

Care Pathway (60% weighting)
Reflective Account (40% weighting)

Seen examination

No

Unseen examination

No

Coursework (no examination)

100%

Timetabled examination required

NO

Length of exam

N/A

Learning materials

Essential

Lewis, G. & Drife, J. (1998). Why Mothers Die 1994-1996. Report on the Confidential Enquiry into Maternal Deaths in the United Kingdom. Stationery Office Books.

Lewis, G. & Drife, J. (2001). Why Mothers Die 1997-1999: The Confidential Enquiries into Maternal Deaths in the United Kingdom. London: RCOG Press.

Lewis, G. (ed) (2004). Why Mothers Die 2000 -2002: The Sixth Report of the Confidential Enquiries into Maternal Deaths in the United Kingdom. London: RCOG Press.

NICE (2007). Clinical Guidance 45. Antenatal and Postnatal Mental Health. London: NICE

NICE (2010). Clinical Guidance 110. Pregnancy and complex social factors: a model for service provision for pregnant women with complex social needs. London: NICE.

Norwitz, E. R. and Schorge, J. (2010). Obstetrics and Gynaecology at a glance. 3rd edn. Chichester; Wiley Blackwell.

Rothrick, J. (2010). Alexander's Care of the Patient in Surgery'. 14th edition. St.Louis: Mosby.

Websites:

Asylum Seekers & Refugees

<http://www.maternityaction.org.uk/parentsasylum.html>

Breastfeeding Screening

<http://www.breastfeedingnetwork.org.uk/> <http://live.unicef.org.uk/babyfriendly/>

<http://www.nct.org.uk/parenting>

Screening NICE Guidelines

<http://cpd.screening.nhs.uk/induction-resource>

<http://newbornphysical.screening.nhs.uk>

NICE Guidelines

<http://guidance.nice.org.uk/Topic/GynaecologyPregnancyBirth;>

Evidence-Based practice

Module run						
Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus/mode e.g. DE
2016-2017	Autumn		Sept 2016	July 2017	67	
Timetabling information						
(a) Please indicate which teaching activities will be offered in this module:						
LECTURE (LEC)			YES			
SEMINAR (SEM)			YES			
LABORATORY(LAB)			NO			
WORKSHOP (WRK)			YES			
(b) Timetabled			YES			
(c) Student centrally allocated			YES			

Short code	MWY2203
Title	Approaches to Research
Level	Level 5
Credit points	30 credits
Start term	September 2017
Subject	Midwifery
Module Leader	Jo Killingley
Accredited by	Nursing and Midwifery Council
Module restrictions	
(a) Pre-requisite	Successful completion or relevant Level 5 modules
(b) Programme restriction	Students on three year midwifery programme
(c) Level restrictions	
(d) Other restrictions or requirements	
Automatic deferral	Not permitted

Aims

To introduce students of health and social care related subjects to the process of health and social care research. It is a professional requirement for those working in health and social care related disciplines to underpin their knowledge with research and evidence-based practice. Professionals need to be able to access research findings, and through an understanding of the research process and methodology, be able to critique research and apply this knowledge to practice. The aim of this module is to develop the students' awareness of the research process and equip them with the skills required in the subject area appropriate to their target award and to offer some preparation for the final year dissertation.

Learning outcomes

1. Discuss and debate different sources of knowledge
2. Demonstrate the ability to search and organise a variety of information and literature sources
3. Discuss the individual stages in a research journey that comprise the research process
4. Explore the strengths and weaknesses of the major research approaches and designs used in health and social care
5. Examine a range of data collection, analysis and presentation methods
6. Examine the ethical dimensions arising in the process of health and social care research
7. Critically evaluate the strengths and weaknesses of published health and social care research
8. Review evidence based practice relevant to the programme of study to share in the clinical area

Syllabus

- Knowledge, science, research and theory
- Quantitative and qualitative research
- The research process
- Literature review
- Formulating a research question
- Research designs
- Making sense and presentation of data
- Research ethics applied to health care
- Dissemination of findings
- Evaluating research studies
- Utilisation of findings in clinical practice

Learning, teaching and assessment strategy

This mode of delivery is supported through student led and teacher facilitated seminars. Students will be encouraged to work in small groups both within and outside seminar groups. A blended learning approach will be used with students accessing resource based activities using UniHub. All the core module content is available on the UniHub, along with discussion groups, presentation areas and course documentation. Students will be required to present their work in class and be an active member of UniHub so please ensure you are registered for this module.

Assessments

Students will be assessed through a portfolio of evidence, which will not exceed 3000 words (2000 critique and 300 word abstract and 500 word poster). The student's engagement with research methods will form part of a portfolio of graduate skills that will span their undergraduate programme.

Formative Assessment:

On going question and answer sessions regarding research knowledge and understanding

Identification and justification for the critique tool being used to critique chosen research paper

Draft work: tutor review and peer review feedback

Summative Assessment:

- 1) Critiquing a research paper which will address Learning Outcomes (1,3,4,5,6 & 7) 50% of overall marks
- 2) A health promotion poster to be displayed in your clinical placement trust: which will address Learning Outcomes (2,3,4,5,6,7,&8) 50% of overall marks

Summative Assessments

Each submission MUST include your work, the self –assessment, the marking criteria AND the submission sheet.

The module will comprise of 2 pieces of **summative** work.

Part 1: Research Critique

Students are given one paper (provided by module leader)

Critique the paper using a research critique framework identifying the strengths and limitations of the paper. Word limit: 2000 words. Weighting 50%

Part 2: Health Promotion Poster

Create a poster demonstrating a health promotion topic on an aspect of evidence based practice including an abstract. Word limit: Poster 500 words, Abstract 300 words. Weighting 50%

Each summative submission must be submitted electronically via UniHub along with a completed self-assessment form, education assessment sheet and marking criteria.

Assessment weighting

Seen examination	N/A
Unseen examination	N/A
Coursework (no examination)	100%
Timetabled examination required	NO
Length of exam	N/A

Learning materials

Essential

Online reading list available on <http://readinglists.mdx.ac.uk/lists/FBD087BF-5577-A668-1B8A-68039BFCB152.html> e-book option and availability on this site.

Aveyard, H. (2010) Doing a literature review in health and social care. A practical guide. Berkshire: Open University Press.

Blaxter, L, Hughes, C, Tight, M. (2011) How to research. (4th ed.) Maidenhead : Open University Press.

Bowling, A. (2009) Research methods in health. Investing health and health services. (3rd ed.). Berkshire: Open University Press.

Cluett, E. and Bluff, R. (2006) Principles and Practice of Research in Midwifery. (2nd ed.) London: Elsevier.

Dyson, S. Norrie, P. (2013) Research skills for nurses and midwives. Quay Books: London.

Gomm, R. (2008) Social research methodology: A critical introduction. (2nd ed.) Basingstoke: Palgrave MacMillan.

Holloway, I., Wheeler, S. (2010) Qualitative Research in Nursing and Healthcare. 3rd edn. Oxford: Wiley-Blackwell

Parahoo, K. (1997) Nursing Research- Principles, Process and Issues. Hampshire: Palgrave Macmillan.

Polit, D & Tatano – Beck, C. (2010) Essentials of Nursing Research: Appraising Evidence for Nursing Practice . 7th edn. Philadelphia: Wolters Kluwer Health

Rees, C. (2011) An introduction to research for midwives. (3rd ed) London: Elsevier.

Steen, M. And Roberts, T. (2011) The Handbook of Midwifery Research. Chichester: Wiley and Blackwell.

Taylor, D. (2013) Writing Skills for Nursing and Midwifery Students. London: Sage.

Walsh, D. (2007) Evidence Based Crae for Normal labour and Birth. Oxon: Routledge.

Journals

Nurse researcher access through e-journals <http://readinglists.mdx.ac.uk/items/EB4699F9-1C41-D925-82C7-332910B099C8.ris>

Birth assess through e-journals

<http://readinglists.mdx.ac.uk/link?url=http%3A%2F%2Fprozproxy.mdx.ac.uk%2Flogin%3Furl%3Dhttp%3A%2F%2Fonlinelibrary.wiley.com%2Fjournal%2F10.1111%2F%28ISSN%291523-536X>

Midwifery access through e-journals

<http://readinglists.mdx.ac.uk/link?url=http%3A%2F%2Fprozproxy.mdx.ac.uk%2Flogin%3Furl%3Dhttp%3A%2F%2Fovidsp.ovid.com%2Fovidweb.cgi%3FT%3DJS%26NEWS%3Dn%26CSC%3DY%26PAGE%3Dtoc%26D%3Dovft%26AN%3D00021768-000000000-00000>

Useful Electronic resources

<http://www.bmj.com/content/319/7223/1476> (The National electronic Library for Health)

<http://www.crn.nihr.ac.uk/> (BMJ's Clinical Evidence)

<http://www.thecochranelibrary.com/view/0/index.html> (The Cochrane Library: Cochrane Database of Systematic Reviews)

<http://sonet.nottingham.ac.uk/news/newsfeeds/nelh.html> (Hitting the Headlines)

<http://www.omnimedicalsearch.com> (OMNI, reputable search engine)

<http://unihub.mdx.ac.uk/study/library/> (Middlesex University Information and Learning Resource Services)

<http://unihub.mdx.ac.uk/study/library/resources/eresources/> (Journals and E resources)

<http://scholar.google.co.uk/> (Google, reputable search engine)

Module run								
Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus/mode e.g. DE		
2015-2016	Autumn		Sept 2015	July 2016	67			
2016-2017	Autumn		Sept 2016	July 2017	67			
Timetabling information								
(a) Please indicate which teaching activities will be offered in this module:								
LECTURE (LEC)				YES				
SEMINAR (SEM)				YES				
LABORATORY(LAB)				NO				
WORKSHOP (WRK)				YES				
(b) Timetabled				YES				
(c) Student centrally allocated				YES				

Short code	MWY2103
Title	Midwifery Practice Module 3 (3yr programme)
Level	Level 5
Credit points	30 Credits
Start term	September 2017
Subject	Midwifery
Module Leader	Maurina Baron
Accredited by	Nursing and Midwifery Council
Module restrictions	
(a) Pre-requisite	Successful completion of relevant Level 4 modules
(b) Programme restriction	Students on 3yr midwifery programme
(c) Level restrictions	
(d) Other restrictions or requirements	
Automatic deferral	Not permitted

Aims

This module is the third of five practice modules and runs throughout year two of the programme. The module runs in tandem with the year two theoretical modules. The aim is to enable students to link practice to theory and learning, through structured and facilitated processes of written and verbal reflection. Students' previous learning will have developed their knowledge and skills in normal midwifery. During this module, students will gain experience in areas outside midwifery, as they consider the wider contexts of midwifery practice. Their focus will be on developing knowledge and skills to deal with women's reproductive health issues, and concepts of ill health. This module will enable students to apply what they have learnt in practice outside midwifery, to their future midwifery practice as midwives.

Learning outcomes

On completion of this module the successful student will be able to:

1. Integrate knowledge of general health related issues to their existing midwifery knowledge and skills
2. Demonstrate the ability to provide midwifery care in accordance with the Midwifery Practice Assessment Document (MPAD) descriptors for this module
3. Appreciate the contribution of a range of health professionals to a given situation
4. Develop awareness of own safety and that of others
5. Contribute to the development of self and others

Syllabus

Analysing learning in practice in light of new knowledge
Writing about and examining practice experience
Critiquing theory and practice
Student caseloading as it pertains to this programme
Interprofessional learning through discussion groups.
Adult Emergency Life Support – Intermediate level (mandatory)
Dealing with violence in the workplace
Fire training
Moving and handling
Skills for practice

Learning, teaching and assessment strategy

Students will attend structured reflective sessions or clinical skills sessions on designated days over the course of the module and have access to e-learning packages to support practice learning. Some of the study days will include students from other disciplines, such as social workers and medical students, to promote an interprofessional approach to learning and working. The approach will be reflective and enquiry based and will encourage students to make a positive contribution to team working/learning, and effectively verbalise their ideas in a group setting.

Midwifery Practice Assessment Document (MPAD)

The Midwifery Practice Assessment Document is designed to support and guide students towards

successfully achieving the criteria set out in the Standards for pre-registration midwifery education (NMC, 2009) and EU statutory requirements. The MPAD is designed around the NMC Essential Skills Clusters (ESCs) and includes the UNICEF UK Baby Friendly standards for universities (2004). All students have the opportunity to have a formative assessment carried out, half way through the assessment period. At this point any areas of concern, or areas for improvement, will be discussed and plans can be made as to how these can be addressed.

Ongoing Achievement Record

The Ongoing Achievement Record summarises the student's achievements in each placement and, with the MPAD, provides a comprehensive record of professional development and performance in practice. The purpose of the document is to provide evidence for sign-off mentors regarding progress, highlighting any areas for development throughout the programme. The OAR contains an ongoing record of the student's statutory experience required under the EU directive and a record of visits and care given to student's selected/follow-up caseload women.

Summative Assessments

Midwifery Practice Assessment Document (MPAD): (LO 1-4) (100% weighting)

Students will be assessed by their sign off mentor on specific aspects of midwifery practice, and on professional values. Students must achieve a pass at the summative assessment point in order to pass the module. In case of referral at the assessment point, there will be an opportunity for students to retake the assessment after a suitable period of practice. Students who are not successful following resubmission will not be able to progress to the next part of the programme.

All students will have an initial interview with their sign off mentor within the first week of placement to consider the learning needs of the student and how this may be facilitated by the sign off mentor. This will be documented in the MPAD.

A second Interview (mid-way through the assessment period) will give the student and the sign off mentor an opportunity to review the student's self-assessment statements, provide feedback to the student from the sign off mentor and adjust the learning agreement if required. A date for the final assessment interview should be made at this time.

Final Interview: The student will complete their own reflection on their achievement and the sign-off mentor will assess their Professional Values and carry out the Holistic Assessment of the student.

Following this interview the student will see their Personal Tutor with their MPAD, Ongoing Record of Achievement and their attendance card before submitting the MPAD to the assessment office. Full details of the practice assessment process are found in the MPAD.

Assessment weighting	Completion of MPAD (100%)
Seen examination	N/A
Unseen examination	N/A
Coursework (no examination)	100%
Timetabled examination required	NO
Length of exam	N/A

Learning materials Essential

Walsh, D. (2012) Evidence and Skills for Normal Labour and Birth 2nd edition London, Routledge

Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus/mode e.g. DE		
2015-2016	Autumn		Sept 2015	July 2016	67			
2016-2017	Autumn		Sept 2016	July 2017	67			
2017-2018	Autumn		Sept 2015	July 2016	67			
Timetabling information								
(a) Please indicate which teaching activities will be offered in this module:								
LECTURE (LEC)			YES					
SEMINAR (SEM)			YES					
LABORATORY(LAB)			NO					
WORKSHOP (WRK)			YES					
(b) Timetabled			YES					
(c) Student centrally allocated			YES					

Short code	MWY3101
Title	Towards Autonomous Midwifery Practice
Level	Level 6
Credit points	30 credits
Start term	September 2018
Subject	Midwifery
Module Leader	Yetunde Akinnuoye
Accredited by	Nursing and Midwifery Council
Module restrictions	
(a) Pre-requisite	Successful completion of relevant Level 5 modules
(b) Programme restriction	Students on 3yr midwifery programme
(c) Level restrictions	
(d) Other restrictions or requirements	
Automatic deferral	Not permitted

Aims

The aim of the module are to ensure that as students move towards the role of autonomous midwife practitioners they are competent to deal with a variety of normal and/or challenging situations in midwifery practice. During this module students will be encouraged to scrutinize and reflect upon their own practice and critically examine the impact of external influences on the midwifery profession as they consolidate their management ability within the midwifery practice areas.

Learning outcomes

On completion of this module the successful student will be able to:

1. Formulate and critically analyse care pathways for mother and baby in normal and challenging situations in the context of autonomous practice with consideration of professional, ethical, legal and social issues/ frameworks.
2. Develop a professionally mature, clear partnership model of decision making in exercising judgement and professional responsibility based on available evidence to work with woman to achieve the best possible outcomes.
3. Critically apply knowledge of anatomy, physiology and pathophysiology to midwifery practice.
4. Demonstrate confident, safe practice which validates knowledge and understanding, skills and proficiency when managing emergency situation within a multiagency team.
5. Critically examine the impact of external influences on the midwifery care.

Syllabus

Legal, professional and ethical principles and frameworks within midwifery practice

Developing and analysing care pathways in partnership

Preventing and managing obstetric and neonatal emergencies and their consequences.

Adverse outcomes: preventing, monitoring and care provision.

Audit and quality assurance

Social policy.

Maternity and neonatal care provision models and their influencing factors both nationally and internationally.

Innovations and projects in midwifery care

Learning, teaching and assessment strategy

Midwives work in a variety of settings and meet complex and challenging situations that are sometimes inherently uncertain. This requires the development of an appropriately questioning approach to support sound clinical judgement and decision making in complex situations. Lead lectures and clinical workshops will be used to consolidate theory and practice when dealing with situations that may

challenge normal childbirth. Appropriate members of other allied professions will be involved. Other teaching learning strategies include; reflective group work, class based discussion, DVDs, seminars, student led Podcasts on the management of obstetric emergencies, on-line critical discussions on case based scenarios and additional on-line activities that will assist with problem solving and decision making.

Assessment Strategy

Formative

Students will be encouraged to draw on their clinical experience to relate theory to practice in: -

- Group critical discussion / reflection on chosen scenarios from their caseload where a plan of care was developed – self assessed with self directed action plan.
- Peer assessed mock OSCE

Summative

Component 1

Analyse and critique a plan of care developed by you for a mother **and** baby during the antenatal, intrapartum or postnatal period. This should be written in the context of autonomous practice with consideration of professional, ethical, legal and social issues/frameworks. 3,000 words. (LO 1, 3 & 5 – 50%).

Component 2

OSCE (20 min) which will address midwifery emergencies (LO 2 & 4 – 50%)

Each summative assessment must achieve a pass to achieve an overall pass for the module Each summative assessment must achieve a pass to achieve an overall pass for the module

Assessment weighting

Component 1 – Plan of care (50%)

Component 2 – Viva voce (50%)

Seen examination

No

Unseen examination

Yes – Viva voce

Coursework (no examination)

50% coursework, 50% Viva Voce

Timetabled examination required

NO

Length of exam

N/A

Learning materials

Beauchamp T. L and Childress J F (2008) Principles of Biomedical Ethics (6th edition) New York Oxford University Press

Centre for Maternal and Child Enquiries (CMACE) (2011) Saving Mother's Lives: reviewing maternal deaths to make motherhood safer: 2006-08. The Eighth Report on Confidential Enquiries into Maternal Deaths in the United Kingdom. British Journal of Obstetrics and Gynaecology Vol 118 (Supp 1) pp 1-203

Dimond B (2011) The Legal Aspects of Nursing and Healthcare (6th edition) Pearson Education

Gilbert E (2010) Manual of High Risk Pregnancy and Delivery (5th revised edition) London C.V.Mosby

NHS Litigation Authority.(2007) Clinical Negligence Scheme for Trusts Maternity Clinical Risk Management Standards London NHSLA

Raynor M., Marshall J & Sullivan A (2005) Decision Making in Midwifery Practice London Churchill Livingstone

Additional sources:

www.mbbrace.org.uk

www.nice.org

www.rcog.org

www.rcm.org

www.nmc-uk.org.

www.resus.org.uk

Module run						
Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus/mode e.g. DE
2016-2017	Autumn		Sept 2016	July 2017	67	
2017-2018	Autumn		Sept 2017	July 2018	67	
Timetabling information						
(a) Please indicate which teaching activities will be offered in this module:						
LECTURE (LEC)				YES		
SEMINAR (SEM)				YES		
LABORATORY(LAB)				NO		
WORKSHOP (WRK)				YES		
(b) Timetabled				YES		
(c) Student centrally allocated				YES		

Short code	MWY3330
Title	Dissertation
Level	Undergraduate
Credit points	30
Start term	September 2018
Subject	Midwifery
Module Leader	Carol Saunders
Accredited by	
Module restrictions	
(a) Pre-requisite	Successful completion of previous Level 5 and 6 modules
(b) Programme restriction	
(c) Level restrictions	
(d) Other restrictions or requirements	
Automatic deferral	Not permitted

Aims

This module aims to synthesise learning from the students' undergraduate Midwifery programme providing an opportunity for students to study independently and investigate a topic in depth. It fosters academic curiosity; an inquiry based approach, the employment and application of research skills thus facilitating the development of a higher level of theorising. Students will select a topic of personal interest they wish to study further and will manage their own learning during this module, with the support of an allocated supervisor for this period of independent study.

Learning outcomes

On completion of this module the successful student will be able to:

1. Critically appraise the fundamental theories and concepts along with contemporary debates underpinning the subject, illustrating understanding of the relationship between theory and research.
2. Demonstrate the systematic searching, organisation, handling, critical selection, analysis and synthesis of a wide variety of different data and information sources.
3. Critically review and evaluate the arguments evident in the literature and/or alternative sources of evidence pertaining to the chosen topic of study.
4. Articulate the research questions or hypothesis/es, select and justify the choice of research methodology and methods appropriate to conduct such inquiry and consider their scientific rigour in reliability and validity.
5. Exhibit critical insight into ethical concerns which may arise when planning, conducting and disseminating both primary and secondary research.
6. Construct critical and reasoned argument which analyses, evaluates and challenges research findings, justifies propositions and elucidates alternatives.
7. Draw meaningful, logical and informative conclusions with emergent recommendations for the future development of theory, practice or policy and the identification of areas requiring further research study through the dissemination of research findings.

Syllabus

As the culmination of the student's undergraduate programme the syllabus for this module is a synthesis of their subject knowledge and the application of the research skills they have developed during their programme. This module will also illustrate the student's achievement of the graduate and employability skills of effective learning, communication, teamwork, numeracy, information technology and personal and career development.

Learning, Teaching and Assessment Strategy

This module is the culmination of the undergraduate programme and demonstrates the development of both the students' subject knowledge and graduate skills.

The overall learning experience for this module will demonstrate the students' effective learning skills and ability to manage and direct their own learning independently. Facilitation and support for this learning will be largely through individual supervision with an allocated supervisor from the subject team who shares

an interest in the topic under investigation.

To support the learning process and further facilitate learning from constructive formative feedback a 'learning log' to support the students learning will be utilised throughout the year.

The learning log will include a range of formative learning opportunities as detailed below, however, the log itself will form a summative component of the overall module assessment, and is required to be appended in the submission of the summative work.

The Learning Log will comprise of:

Supervision Record:

Students will be required to meet with their supervisors on a minimum of five occasions during the module. The process of supervision will be recorded in the learning log detailing what the student has achieved and facilitating the setting of future goals. It clarifies the student and supervisors roles in the development of the work, how the supervisor facilitates the student's learning, and the extent to which the student both requires, and utilises the supervision opportunities available (Lo 1-7).

Specialist Support:

As part of the supervision process the supervisor may recommend that the student seeks further specialist knowledge or advice. This may be from a range of sources such as clinical specialists, government agencies, charities, or attendance at specific lectures or seminars. Such specialist support will be detailed in the learning log (Lo 2, 5, 6 and 7).

Confirmation of Ethical Approval

Confirmation that ethical approval has either been granted or is not required will be documented in the learning log and endorsed by the supervisor or proof of approval from the appropriate ethics committee (Lo 5).

Presentation:

Students will be given the opportunity to present their developing work to a group of peers from their programme (Lo 1, 3, 4 and 6).

Peer Review:

The presentations will provide the opportunity for peer review of the student's work, and using guidelines provided the students will offer feedback on the work presented (Lo 1, 4, 5 and 6).

Workshops:

A programme of subject specific workshops will provide a guide to developing and writing the research project (Lo 1-7).

E-Learning:

Materials to support student learning in their final year projects will be available on Oasis plus (Lo 1-7)

Assessment Criteria

Summative Assessment:

One of the following assessments will be utilised to demonstrate achievement of the module learning outcomes.

A 5000-7000 word Dissertation, the title and methodology of which must be agreed with the supervisor in advance and which may be presented as:

1. The preparation of an Article for Publication

Prepare an article for publication in an academic journal utilising the Journal's published refereed guidelines, with a supporting critical reflective report detailing the development process and challenges arising.

2. Desktop and Secondary Analysis Review of the Literature

A critical discussion and review of the literature utilising a rigorous 'desktop' research process in a secondary analysis review of a wide range primary sources pertaining to the subject under investigation.

Assessment weighting	100%
Seen examination	No
Unseen examination	No
Coursework (no examination)	100 %
Timetabled examination required	NO
Length of exam	N/A

Learning materials

Essential

Bell, J. (2005). Doing your research project. (4th ed). Berkshire: OU Press.

Levin, P. (2005). Excellent dissertations. Maidenhead: OU Press.

Thomson, A. (2001). Critical reasoning. London: Routledge.

Module run						
Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus/mode e.g. DE
2016-2017	Autumn		Sept 2016	July 2017	67	
2017-2018	Autumn		Sept 2017	July 2018	67	
Timetabling information						
(a) Please indicate which teaching activities will be offered in this module:						
LECTURE (LEC)				YES		
SEMINAR (SEM)				YES		
LABORATORY(LAB)				NO		
WORKSHOP (WRK)				YES		
(b) Timetabled				YES		
(c) Student centrally allocated				YES		

Short code	MWY3102
Title	Midwifery Practice Module 4 (3yr programme)
Level	Level 6
Credit points	30 credits
Start term	September 2018
Subject	Midwifery
Module Leader	Sue Brailey
Accredited by	Nursing and Midwifery Council
Module restrictions	
(a) Pre-requisite	Successful completion of relevant level 4 and 5 modules
(b) Programme restriction	Students on 3yr midwifery programme
(c) Level restrictions	
(d) Other restrictions or requirements	
Automatic deferral	Not permitted

Aims

This is the fourth practice module which runs in tandem with theoretical modules, spanning the first 6 months of the final year of the midwifery programme. The aim is to enable students to link practice to theory and learning, through structured and facilitated processes of written and verbal reflection. Their previous learning will have developed their knowledge and skills of normal midwifery, the wider context of midwifery practice, women's reproductive health and concepts of health and illness. During this module, students will consolidate their skill in normal midwifery, and in dealing with obstetric emergencies, and complicated pregnancies. They will also begin to take on more responsibilities in their practice areas, as they prepare to become practising midwives.

Learning outcomes

On completion of this module the successful student will be able to:

1. Critically review the meaning of autonomous practice in relation to specific situations in the practice environment
2. Demonstrate the ability to provide midwifery care in accordance with the Midwifery Practice Assessment Document (MPAD) descriptors for this module
3. Evaluate the concept of individualised care for women in practice
4. Critique the care given in specific situations using a wide evidence base
5. Analyse the midwife's role in multidisciplinary approaches to care
6. Evaluate and give structured feedback to others on their performance

Syllabus

Analysing learning in practice in light of new knowledge and experience

Writing about and examining practice experience

Critiquing theory and practice

Student caseloading as it pertains to this programme

Interprofessional learning through discussion groups

Adult Cardiopulmonary Resuscitation – advanced (mandatory)

Fire prevention and management

Learning, teaching and assessment strategy

Students will attend structured reflective sessions or clinical skills sessions on designated days over the course of the module and have access to e-learning packages to support practice learning. Some of the study days will include students from other disciplines, such as social workers and medical students, to promote an interprofessional approach to learning and working. The approach will be reflective and enquiry based and will encourage students to make a positive contribution to team working/learning, and effectively verbalise their ideas in a group setting.

Midwifery Practice Assessment Document (MPAD)

The Midwifery Practice Assessment Document is designed to support and guide students towards successfully achieving the criteria set out in the Standards for pre-registration midwifery education (NMC,

2009) and EU statutory requirements. The MPAD is designed around the NMC Essential Skills Clusters (ESCs) and includes the UNICEF UK Baby Friendly standards for universities (2004).

The MPAD is made up of 4 clusters of competencies (Antenatal, Labour and Birth, Postnatal and Neonatal Care and Infant Feeding) and professional values. Students are required to complete two of these four clusters, along with their associated professional values, by the end of the module. Which two clusters need to be completed will depend on the student's clinical allocation during the course of the module. All students have the opportunity to have a formative assessment carried out, half way through the assessment period. At this point any areas of concern, or areas for improvement, will be discussed and plans can be made as to how these can be addressed.

Ongoing Achievement Record

The Ongoing Achievement Record summarises the student's achievements in each placement and, with the MPAD, provides a comprehensive record of professional development and performance in practice. The purpose of the document is to provide evidence for sign-off mentors regarding progress, highlighting any areas for development throughout the programme. The OAR contains an ongoing record of the student's statutory experience required under the EU directive and a record of visits and care given to student's selected/follow-up caseload women.

Summative Assessments

Midwifery Practice Assessment Document (MPAD): (LO 1-6) (100% weighting)

The two clusters within the MPAD need to be completed by the end of the module. Which two clusters need to be completed will depend on the student's allocation.

Students will be assessed by their sign off mentor on specific aspects of midwifery practice, and on professional values. Students must achieve a pass at the end of each summative assessment point in order to pass the module. In case of referral at an end of term assessment point, there will be an opportunity for students to retake the assessment during the early part of the next term. Students who are not successful following resubmission in the subsequent term will not be able to progress to the next part of the programme.

All students will have an initial interview with their sign off mentor within the first week of placement to consider the learning needs of the student and how this may be facilitated by the sign off mentor. This will be documented in the MPAD.

A second Interview (mid-way through the assessment period) will give the student and the sign off mentor an opportunity to review the student's self-assessment, provide feedback to the student from the sign off mentor and adjust the learning agreement if required. A date for the final assessment interview should be made at this time.

Final Interview: The student will complete their own reflection on their achievement and the sign-off mentor will assess their achievement in the two selected Clusters, their Professional Values and will carry out the Holistic Assessment of the student. Following this interview the student will see their Personal Tutor with their MPAD, Ongoing Record of Achievement and their attendance card before submitting the MPAD to the assessment office.

Full details of the practice assessment process are found in the MPAD.

Assessment weighting	MPAD (weighting 100%)
Seen examination	No
Unseen examination	No
Coursework (no examination)	100%
Timetabled examination required	NO
Length of exam	N/A

Learning materials

Essential

Hull, C., Redfern, L. & Shuttleworth, A. (2004). Profiles and Portfolios: a Guide for Health and Social Care. (2nd ed). Basingstoke: Palgrave Macmillan.

Price, B. (2003) Studying Nursing Using Problem-based and Enquiry-based learning. Basingstoke, Palgrave Macmillan.

Recommended

John, C. (2009). Becoming a Reflective Practitioner. 3rd Edition. West Sussex, Wiley-Blackwell

Kirkham, M. (ed.) (2003). Birth Centres: a social model for maternity care. Books for Midwives Press

Lester, A. (2004). 'The argument for caseload midwifery'. Midwifery Matters. 103 p9

Nelson, P. (2005). 'Reflections on managing a personal caseload' Midwifery Matters. 105 p3-4

Pusey, N. (2004). 'Student Caseloading'. MIDIRS Midwifery Digest. 14(2) p.164-165.

Ware, B. (2006). 'Managing a caseload effectively' Nursing Times. 102(11) p140-141

Module run						
Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus/mode e.g. DE
2017-2018	Autumn		Sept 2017	Feb 2018	67	
2018-2019	Autumn		Sept 2018	Feb 2019	67	
2019-2020	Autumn		Sept 2019	Feb 2020	67	
2020-2021	Autumn		Sept 2020	Feb 2021	67	
Timetabling information						
(a) Please indicate which teaching activities will be offered in this module:						
LECTURE (LEC)			YES			
SEMINAR (SEM)			YES			
LABORATORY(LAB)			NO			
WORKSHOP (WRK)			NO			
(b) Timetabled			YES			
(c) Student centrally allocated			YES			

Short code	MWY3103
Title	Midwifery Practice Module 5 (3yr programme)
Level	Level 6
Credit points	30 credits
Start term	September 2017
Subject	Midwifery
Module Leader	Sue Brailey
Accredited by	Nursing and Midwifery Council
Module restrictions	
(a) Pre-requisite	Successful completion of relevant 4 and 5 modules
(b) Programme restriction	Students on 3yr midwifery programme
(c) Level restrictions	
(d) Other restrictions or requirements	
Automatic deferral	No

Aims

This is the final practice module which runs in tandem with theoretical modules, spanning the final six months of the final year of the midwifery programme. The aim is to enable students to link practice to theory and learning, through structured and facilitated processes of written and verbal reflection. Their previous learning will have developed their knowledge and skills of normal midwifery, the wider context of midwifery practice, women's reproductive health and concepts of health and illness. During this module, students will consolidate their skills in normal midwifery, and in dealing with obstetric emergencies, and complicated pregnancies. They will also begin to take on more responsibilities in their practice areas, as they prepare to become practising midwives.

Learning outcomes

On completion of this module the successful student will be able to:

1. Critically review midwifery practice in relation to specific situations in the practice environment
2. Demonstrate the ability to provide midwifery care in accordance with the Midwifery Practice assessment Document (MPAD) descriptors for this module for normal and complex situations
3. Evaluate the concept of individualised care for women, babies and their families in practice
4. Analyse the midwife's role in multidisciplinary approaches to care
5. Evaluate and give structured feedback to others on their performance
6. Provide verifiable evidence of completion of all EU requirements and required practice hours over the course of the programme

Syllabus

Analysing learning in practice in light of new knowledge and experience

Writing about and examining practice experience

Critiquing theory and practice

Teaching and Learning theories

Student caseloading as it pertains to this programme

Interprofessional learning through discussion groups.

Adult Cardiopulmonary Resuscitation (advanced) mandatory (if not achieved in MWY3102)

Learning, teaching and assessment strategy

Students will attend structured reflective sessions or clinical skills sessions on designated days over the course of the module and have access to e-learning packages to support practice learning. Some of the study days will include students from other disciplines, such as social workers and medical students, to promote an interprofessional approach to learning and working. The approach will be reflective and enquiry based and will encourage students to make a positive contribution to team working/learning, and effectively verbalise their ideas in a group setting.

Students will continue to follow up those women they identified at the end of year two or the beginning of year three as caseloading women. Students should undertake a minimum of two or more caseloading women to ensure they have fulfilled the five cases required for the three year programme.

Midwifery Practice Assessment Document (MPAD)

The Midwifery Practice Assessment Document is designed to support and guide students towards successfully achieving the criteria set out in the Standards for pre-registration midwifery education (NMC, 2009) and EU statutory requirements. The MPAD is designed around the NMC Essential Skills Clusters (ESCs) and includes the UNICEF UK Baby Friendly standards for universities (2004).

The MPAD is made up of 4 clusters of competencies (Antenatal, Labour and Birth, Postnatal and Neonatal Care and Infant Feeding) and professional values. Students are required to complete two clusters, along with their associated professional values, by the end of the module. The two clusters which must be completed are the two clusters within the MPAD which were not completed during MWY3102.

All students have the opportunity to have a formative assessment carried out, half way through the assessment period. At this point any areas of concern, or areas for improvement, will be discussed and plans can be made as to how these can be addressed.

Ongoing Achievement Record

The Ongoing Achievement Record summarises the student's achievements in each placement and, with the MPAD, provides a comprehensive record of professional development and performance in practice. The purpose of the document is to provide evidence for sign-off mentors regarding progress, highlighting any areas for development throughout the programme. The OAR contains an ongoing record of the student's statutory experience required under the EU directive and a record of visits and care given to student's selected/follow-up caseloading women.

Summative Assessments

Midwifery Practice Assessment Document (MPAD): (LO 1-6) (100% weighting)

The two remaining clusters within the MPAD need to be completed by the end of the module. Students will be assessed by their sign off mentor on specific aspects of midwifery practice, and on professional values. Students must achieve a pass at the end of each summative assessment point in order to pass the module. In case of referral at an end of term assessment point, there will be an opportunity for students to retake the assessment during the early part of the next term. Students who are not successful following resubmission in the subsequent term will not be able to progress to the next part of the programme.

All students will have an initial interview with their sign off mentor within the first week of placement to consider the learning needs of the student and how this may be facilitated by the sign off mentor. This will be documented in the MPAD.

A second Interview (mid-way through the assessment period) will give the student and the sign off mentor an opportunity to review the student's self-assessment, provide feedback to the student from the sign off mentor and adjust the learning agreement if required. A date for the final assessment interview should be made at this time.

Final Interview: The student will complete their own reflection on their achievement and the sign-off mentor will assess their achievement in the two selected Clusters, their Professional Values and will carry out the Holistic Assessment of the student. Following this interview the student will see their Personal Tutor with their MPAD, Ongoing Record of Achievement and their attendance card before submitting the MPAD to the assessment office.

Full details of the practice assessment process are found in the MPAD.

Assessment weighting

MPAD (100% weighting)

Seen examination	No
Unseen examination	No
Coursework (no examination)	100%
Timetabled examination required	NO
Length of exam	N/A

Learning materials

Essential

Hull, C., Redfern, L. & Shuttleworth, A. (2004). Profiles and Portfolios: a Guide for Health and Social Care. (2nd ed). Basingstoke: Palgrave Macmillan.

Price, B. (2003) Studying Nursing Using Problem-based and Enquiry-based learning. Basingstoke, Palgrave Macmillan.

Recommended

John, C (2013) Becoming a Reflective Practitioner. 4th Edition. West Sussex, Wiley-Blackwell

Kirkham, M. (ed.) (2003). Birth Centres: a social model for maternity care. Books for Midwives Press

Lester, A. (2004). 'The argument for caseload midwifery'. Midwifery Matters. 103 p9

Nelson, P. (2005). 'Reflections on managing a personal caseload' Midwifery Matters. 105 p3-4

Pusey, N. (2004). 'Student Caseloading'. MIDIRS Midwifery Digest. 14(2) p.164-165.

Ware, B. (2006). 'Managing a caseload effectively' Nursing Times. 102(11) p140-141

Module run							
Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus/mode e.g. DE	
2017-2018	Spring		Feb 2018	July 2018	67		
2018-2019	Spring		Feb 2019	July 2019	67		
2019-2020	Spring		Feb 2020	July 2020	67		
2020-2021	Spring		Feb 2021	July 2021	67		
Timetabling information							
(a) Please indicate which teaching activities will be offered in this module:							
LECTURE (LEC)			YES				
SEMINAR (SEM)			YES				
LABORATORY(LAB)			NO				
WORKSHOP (WRK)			YES				
(b) Timetabled			YES				
(c) Student centrally allocated			YES				