# University of Huddersfield Programme Specification

| 1. | Awarding institution | University of Huddersfield |
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| 2. | Teaching institution  | University of Huddersfield |
| 3. | School and Department | Human and Health SciencesDepartment of Nursing and Midwifery |
| 4. | Course accredited by | Nursing and Midwifery Council |
| 5. | Mode of Delivery | Full-time (3 years)Theoretical teaching will be delivered in blocks. Students will attend blocks of placement |
| 6. | Final Award | Bachelor of Science with Honours (BSc (Hons)) |
| 7. | Course Title | Midwifery StudiesLeading to eligibility to apply for registration on the Nursing and Midwifery Council (NMC) Professional Register |
| 8. | UCAS Code | H60/B720 |
| 9. | Subject benchmark statement | Nursing and Midwifery Council (2019) Standards for pre-registration midwifery programmes.Nursing and Midwifery Council (2019) Standards of proficiency for midwives. Quality Assurance Agency (QAA) (2014) UK Quality Code for Higher EducationQuality Assurance Agency (2019) Subject Benchmark Statement: Health Studies |
| 10. | Date of Programme Specification Approval | Previous validations:April 2010Revised: August 2017Revised: December 2019Revised: May 2021 |

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## 11. Educational Aims of the Courses

**11.1** The course aims to include both the University of Huddersfield Graduate Attributes for all taught degree courses and specific course aims for the named award/s.

**11.2** All taught degree courses enable graduates to develop the following attributes core to the University of Huddersfield.

###  University of Huddersfield Graduate Attributes

1. Self-motivated
2. Commercially aware
3. Enterprising
4. Resilient
5. An effective collaborator
6. A confident leader
7. Globally and socially aware
8. Plans growth and development

**11.3** The course is designed to facilitate

1. An understanding of a complex body of knowledge relating to midwifery practice. This involves the development and application of analytical techniques and problem-solving skills, through evaluating evidence, arguments, assumptions and reflecting on experiences to achieve sound decisions, communicate these effectively and professionally to multi-professional colleagues, women and their families.
2. An application of methods and techniques to recognise issues, initiate, carry out and critically evaluate projects and practical skills within the role of the midwife.
3. The development of personal and professional initiative and responsibility for managing midwifery practice including complex and unpredictable circumstances in a diverse range of contexts and in response to individual physical, emotional, social and cultural contexts. This incorporates an appreciation of ambiguity, uncertainty, knowledge and skills limitations and the ability to undertake further professional training.

 **11.4** The BSc (Hons) Midwifery Studies course will provide students with the opportunity to meet the legal requirements, proficiencies and programme outcomes for pre-registration midwifery. These are set out in the NMC (2018a,b) standards for education, standards for student supervision and assessment and the NMC (2019a,b) standards for pre-registration midwifery programmes and proficiency for midwives. The course is designed to prepare the future midwife to be fit for purpose: to provide care for women, their newborn babies and families that is creative, innovative, skilled, knowledgeable, respectful and compassionate. It will enable students to achieve the requirements of the six domains in the Standards of Proficiency (NMC, 2019b) through studying modules arranged in four themes: midwifery care for childbearing women, midwifery care for newborn and family health, scholarship and research and the midwife as a skilled practitioner. These themes are discussed in detail in sections 13.11 to 13.15. On completion of the course graduates will have the knowledge, skills and attributes that enable them to practice as a midwife across the childbearing continuum including pre-pregnancy, pregnancy, labour and birth, postpartum and the early weeks of newborn life. Graduate midwives will be accountable as the lead professional in caring women, their newborn and family and will be able to work in partnership with women, using evidence-based knowledge and understanding to facilitate women’s decision-making, strengthen their capabilities and act as an advocate. Graduate midwives will promote and support continuity of care, including universal for all women and their babies and additional care for those with complications, as part of the interdisciplinary team. Future midwives will be ready to complete a systematic assessment of the newborn infant, act as a practice supervisor for healthcare students and will have the ability to progress onto a prescribing qualification following registration.

**11.5** Graduate midwives contribute to the safety and quality of maternity care, playing a leading role in promoting positive outcomes and experiences, contributing to effective team working and improvement. The course is designed to support students to recognise their own and others’ strengths, signs of vulnerability, the need to manage personal and emotional challenges, uncertainty and incorporate compassionate self-care into their personal and professional lives. The course will enable students to recognise the options for, and begin to work towards, career development.

**11.6** The aims of the course are to:

1. Provide learning and development opportunities that enable students to meet the NMC standards and proficiencies to be eligible to apply for entry onto the NMC register as a Registered Midwife.
2. Provide students with learning opportunities to provide holistic care and continuity of midwifery care for diverse populations in a range of settings.
3. Facilitate and nurture effective relationships with practice learning partners to promote and provide safe and effective environments for student learning and assessment, including relevant and ongoing exposure to contemporary midwifery practice.
4. Enable students to provide care that is skilled, knowledgeable, respectful and compassionate for women, their newborn and family, across the childbearing continuum, including early newborn life and the transition to parenting.
5. Enable students to protect, promote and support breastfeeding and safe, responsive formula feeding.
6. Develop students’ understanding about the impact of pregnancy, labour and birth, early weeks of life and infant feeding on health and well-being.
7. Build the knowledge and skills to conduct on-going assessments of the newborn, involving the parents and including full systematic assessment of the newborn in accordance with evidence-based protocols.
8. Enable students to respect and support individual needs, diversity, preferences and decisions, providing care that is safe, respectful, empowering and equitable regardless of context.
9. Develop future midwives that are accountable and professional, who provide up-to-date evidence-based care that is responsive to developing understandings and contexts.
10. Enable future midwives to understand, promote and support physiological processes, to anticipate and prevent complications.
11. Enable students to have an effective role in public health, health promotion and health protection.
12. Develop future midwives who have a sound understanding of psychological, social, cultural and spiritual safety and who have the knowledge and midwifery skills to contribute to mitigating social and health inequalities.
13. Support students to recognise and respond immediately to complications and additional care needs; this includes initiating management and escalation, referring to, engaging and collaborating with multi-agency and interprofessional colleagues.
14. Build the knowledge, skills and confidence for students to advocate for women, their newborn and family, including safeguarding, to ensure that their needs and preferences are central to care.
15. Support students to provide safe, empowering, respectful and equitable care in all contexts and settings.
16. Develop safe and effective practitioners, who are critical thinkers and problem solvers, who act as positive role models and effective leaders.
17. Enable students to reflect on their thoughts and experiences, recognise and build on their strengths, take responsibility for their personal and professional development and recognise opportunities for future career progression.
18. Enable students to recognise their own and others’ vulnerability, to promote, develop and support emotional resilience and compassionate self-care.
19. Develop future midwives who can support, supervise and contribute to the development of others, including students and colleagues, promoting reflection, providing feedback and evaluating performance. Future midwives will be prepared to act as practice supervisors for students.
20. Equip students with the knowledge and understanding to progress onto completing a prescriber qualification.

## 12. Intended Learning Outcomes

**12.1 Foundation level outcomes**

On completion of the foundation level, students will be able to:

###  Knowledge and Understanding

1. Describe the anatomy and physiology, genetics and genomics of adolescent girls and women and the male reproductive system.
2. Explain the normal changes to female anatomy and physiology during pregnancy, labour, birth and postpartum and factors that can optimise these physiological processes.
3. Describe the legal, ethical and professional frameworks underpinning safe and effective care of childbearing women.
4. Explain how the organisation of midwifery care impacts on women’s experiences and outcomes.
5. Discuss the midwife’s role in assessing, planning, implementing and evaluating the universal care needs of women relating to pregnancy, labour, birth and the postnatal period.
6. Explain the anatomy and physiology of fetal development, transition to extra-uterine life, the newborn infant, very early child development and breastfeeding.
7. Describe the midwife’s role and responsibilities in assessing, planning, implementing and evaluating the universal and family-centred care needs of the newborn.
8. Explain the importance of parent and newborn mental health and well-being, positive attachment, the transition to parenthood and the factors that impact on these
9. Identify and distinguish between the qualities of different approaches to research and research methods, including ethical considerations.
10. Apply evidence-informed knowledge (gained through studying other level four modules on the course) to the assessment, planning, implementation and evaluation of universal antenatal, labour, birth, postnatal and neonatal care.
11. Discuss the need for safe, respectful, kind, nurturing care that addresses individual psychological, physical, cultural, spiritual and emotional needs.

**Ability – professional / practical skills**

1. Discuss the significance of pharmacology and pharmacokinetics in safe medicine management and administration.
2. Describe the roles of biophysics, biochemistry, radiology, pathology, bacteriology, virology and parasitology in supporting effective midwifery care.
3. Holistically assess the immediate and on-going health and well-being of the newborn.
4. Apply evidence-informed understanding to support safe and effective infant feeding.
5. Review, discuss and reflect on a published research, identifying its value and relevance to midwifery practice
6. Evidence progress towards the NMC (2019b) Standards of proficiency for midwives and the NMC (2019a) Standards for pre-registration midwifery programmes, including Articles 5, 40, 41 and 42 of the European Parliament Directive 2005/36/EC

**Ability – transferable / key skills**

1. Apply evidence-informed knowledge and understanding to promote positive outcomes and prevent complications.
2. Reflect on the significance of effective communication within clinical midwifery practice.
3. Participate co-operatively and professionally in clinical settings with women, their families, multi-professional and multi-agency colleagues.
4. Reflect on personal development needs and situations from practice.

**12.2 Intermediate level outcomes**

On completion of the intermediate level, students will be able to:

 **Knowledge and understanding**

1. Critically appraise research design including methodological and ethical issues
2. Review and analyse a specified research approach.
3. Critically analyse the physical, psychological, social, cultural and spiritual factors that can contribute to and arise from childbearing complications and additional care needs.
4. Critically appraise the roles and professional responsibilities of the midwife in assessing, planning, implementing and evaluating care for women with additional needs
5. Critique individual, organisational and professional strategies for improving processes and outcomes relating to childbearing complications.
6. Analyse the impact of health and social care legislation and policy on childbearing and family health and well-being.
7. Critique the roles and responsibilities of the midwife in assessing, planning, implementing and evaluating care to support mental and social well-being for childbearing women and their families within a multi-professional, multi-agency team and in a variety of contexts.
8. Evaluate the public health, cultural, physical and mental health factors that can predispose to or result from fetal and neonatal pathology.
9. Demonstrate detailed knowledge and understanding of the underpinning anatomy and physiology of the fetus / neonate.
10. Appraise the role of the midwife in using evidence-informed decisions to assess, plan, implement and evaluate universal and additional antenatal, labour, birth, postnatal and neonatal care.
11. Analyse the psychological, physical, cultural and spiritual factors that contribute to maternal, newborn and family complications.

**Ability – professional / practical skills**

1. Evaluate and apply appropriate evidence-based approaches to managing complications and emergency situations in midwifery practice
2. Effectively collaborate with women and their families, health and social care colleagues and contribute to safe, accountable clinical practice.
3. Evidence progress towards the NMC (2019b) Standards of proficiency for midwives and the NMC (2019a) Standards for pre-registration midwifery programmes, including Articles 5, 40, 41 and 42 of the European Parliament Directive 2005/36/EC

**Ability – transferable / key skills**

1. Critically evaluate published research relating to the theory and practice of midwifery and to work within a group to present findings.
2. Develop a research proposal related to an aspect of midwifery practice.
3. Apply a sound understanding of childbearing complications and team-working to effectively collaborate with women, their families, multi-disciplinary and inter-agency colleagues using a range of appropriate strategies.
4. Reflect on the impact of social, economic and environment factors on the health and well-being of women, their newborn and families.
5. Assess, plan and critically evaluate the physical, emotional, social and nutritional care needs of the newborn with physical or mental health complications, using an evidence-informed, holistic, family-centred and multi-professional, multi-agency approach.
6. Critically reflect on personal and others’ development needs and situations from practice.

**12.3 Honours level outcomes**

On completion of the honour level, students will be able to:

**Knowledge and understanding**

1. Critically analyse the roles and responsibilities of the midwife in promoting continuous improvements in the quality and safety of sustainable maternity care.
2. Critically evaluate the knowledge, skills and attributes of the midwife as an effective leader in managing unpredictable or challenging situations, effective team working and supporting the development of students and colleagues.
3. Critically analyse the influence of policies, professional regulations and ethical factors on the role of the midwife in carrying out a holistic systematic examination of the newborn.
4. Critically evaluate the knowledge, skills and attributes necessary for midwives to conduct a systematic examination of the newborn, including fetal and newborn physiology and pathology, multi-professional collaboration, promoting parent-newborn relationships and confident parenting.
5. Critically appraise the research process.
6. Critically analyse the method used in their research.
7. Critically appraise and apply contemporary knowledge and understanding to inform safe, effective, respectful, compassionate, person-centred midwifery care.
8. Consistently and confidently apply relevant legal, professional, policy and ethical regulations and frameworks to promote positive outcomes in midwifery practice.

 **Ability – professional / practical skills**

1. Evaluate and apply appropriate evidence-based approaches to supporting and supervising students’ and colleagues’ development.
2. Evaluate their ability to proficiently conduct a holistic systematic assessment of the newborn, considering physiological, psychological, social and spiritual health and well-being.
3. Propose and initiate appropriate, additional care when newborn complications or risks to health and well-being are detected, using evidence-based decision-making and effective communication strategies.
4. Demonstrate achievement of all the NMC (2019b) Standards of proficiency for midwives.
5. Demonstrate the practice requirements of the NMC (2019a) Standards for pre-registration midwifery programmes, including Articles 5, 40, 41 and 42 of the European Parliament Directive 2005/36/EC

 **Ability – transferable / key skills**

1. Apply a sound understanding of accountability, autonomy and professionalism in working with women and their families to provide care that is based on individual needs, preferences and decisions and strengthens women’s ability to care for themselves and their newborn.
2. Complete a literature search on a chosen topic, using manual and electronic databases.
3. Write a fully referenced research report in a style suitable for publication.
4. Apply the ethical principles to the development of and outcomes of the research process.
5. Reflect on personal and professional achievement and goals for future development.
6. Demonstrate numeracy related to calculating medicines.

## 13. Course Structures and Requirements, Levels, Modules, Credits and Awards

**13.1** The NMC (2019a) Standards for pre-registration midwifery education require programmes to comply with Article 40 (1) and satisfy Article 41 (1) of Directive 2005/36/EC, by meeting the following criteria

* Full-time education and training as a midwife is a minimum of 3 years and 4,600 hours (2,300 hours practice and 2,300 hours theory)

**13.2 Modules**

**September entry: full-time**

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| --- | --- | --- | --- | --- | --- |
| **Level**  | **Term** | **Modules** | **Status** | **Credit** | **Exceptional Award** |
| F (FHEQ 4) | Term 1 and 2 | HFM1008 Biology for midwifery practice  | Compulsory | 20 |  |
| F (FHEQ 4) | Term 1 and 2 | HFM1009 Introducing universal midwifery care for all women | Compulsory | 30 |  |
| F (FHEQ 4) | Term 1 and 2 | HFM1010 Introducing newborn and family health | Compulsory | 30 |  |
| F (FHEQ 4) | Term 1 and 2 | HFM1011 Introduction to evidence-informed enquiry in midwifery | Compulsory | 10 |  |
| F (FHEQ 4) | Year long | HFM1012 Participating in midwifery care | Compulsory  | 30 |  |
|  |  |  |  |  | Certificate Higher Education (120 credits) |
| I (FHEQ 5) | Term 1 and 2 | HIM2001 Supporting women with additional care needs | Compulsory | 30 |  |
| I (FHEQ 5) | Term 1 and 2 | HIM2002 Challenges to newborn and family health | Compulsory | 40 |  |
| I (FHEQ 5) | Term 1 and 2 | HIM1001 Evidence-based midwifery enquiry | Compulsory | 20 |  |
| I (FHEQ 5) | Year long | HIM2003 Contributing to midwifery practice | Compulsory  | 30 |  |
|  |  |  |  |  | Diploma Higher Education (240 credits) |
| H (FHEQ 6) | Term 1 and 2 | HHM3002 Advocacy and leadership in midwifery practice | Compulsory | 40 |  |
| H (FHEQ 6) | Term 1 and 2 | HHM3003 Care and systematic assessment of the newborn | Compulsory | 20 |  |
| H (FHEQ 6) | Term 1 and 2 | HHM1025 Midwifery research project | Compulsory | 30 |  |
| H (FHEQ 6) | Year long | HHM3004 Proficiency in midwifery practice | Compulsory  | 30 |  |
|  |  |  |  |  | BSc Hons (360 credits) |

**March entry: full-time**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level**  | **Term** | **Modules** | **Status** | **Credit** | **Exceptional Award** |
| F (FHEQ 4) | Term 2-3 and 1 | HFM1008 Biology for midwifery practice  | Compulsory | 20 |  |
| F (FHEQ 4) | Term 2-3 and 1 | HFM1009 Introducing universal midwifery care for all women | Compulsory | 30 |  |
| F (FHEQ 4) | Term 2-3 and 1 | HFM1010 Introducing newborn and family health | Compulsory | 30 |  |
| F (FHEQ 4) | Term 2-3 and 1 | HFM1011 Introduction to evidence-informed enquiry in midwifery | Compulsory | 10 |  |
| F (FHEQ 4) | Year long | HFM1012 Participating in midwifery care | Compulsory  | 30 |  |
|  |  |  |  |  | Certificate Higher Education (120 credits) |
| I (FHEQ 5) | Term 2-3 and 1 | HIM2001 Supporting women with additional care needs | Compulsory | 30 |  |
| I (FHEQ 5) | Term 2-3 and 1 | HIM2002 Challenges to newborn and family health | Compulsory | 40 |  |
| I (FHEQ 5) | Term 2-3 and 1 | HIM1001 Evidence-based midwifery enquiry | Compulsory | 20 |  |
| I (FHEQ 5) | Year long | HIM2003 Contributing to midwifery practice | Compulsory  | 30 |  |
|  |  |  |  |  | Diploma Higher Education (240 credits) |
| H (FHEQ 6) | Term 2-3 and 1 | HHM3002 Advocacy and leadership in midwifery practice | Compulsory | 40 |  |
| H (FHEQ 6) | Term 2-3 and 1 | HHM3003 Care and systematic assessment of the newborn | Compulsory | 20 |  |
| H (FHEQ 6) | Term 2-3 and 1 | HHM1025 Midwifery research project | Compulsory | 30 |  |
| H (FHEQ 6) | Year long | HHM3004 Proficiency in midwifery practice | Compulsory  | 30 |  |
|  |  |  |  |  | BSc Hons (360 credits) |

**13.2.1 All modules are compulsory and condonement is not permitted on this course in accordance with the Nursing and Midwifery Council.**

**13.2.2 Foundation level (FHEQ 4) Progression requirements:** All learning outcomes must be achieved and confirmed for all modules (120 F level credits).Students are required to comply with University attendance requirements and complete the specified clinical practice. Students are also required to demonstrate and confirm their good health, good character and good conduct for their continued participation in the course and progression to intermediate level (NMC 2019a).

**13.2.3 Intermediate level (FHEQ 5) Progression requirements:** All learning outcomes must be achieved and confirmed for all modules (120 F and 120 I level credits).Students are required to comply with University attendance requirements and complete the specified clinical practice. Students are also required to demonstrate and confirm their good health, good character and good conduct for their continued participation in the course and progression to honours level (NMC 2019).

**13.2.4 BSc (Hons) Midwifery Studies with Registration requirements:** All learning outcomes must be achieved and confirmed for all modules. Students must achieve 360 credits (120 F, 120 I and 120 H level credits) across examinations and assessed coursework, and completion of the professional body requirements. Students are required to comply with University attendance requirements and complete the specified clinical practice. The Lead Midwife for Education (LME) is required to sign the declaration for good health, good character and good conduct for all midwifery applicants to the Professional Register (NMC 2019a). Only students who successfully complete the honours degree course are eligible for Registration as a midwife with the Nursing and Midwifery Council.

### 13.3 Interim Awards

Should the student exit prior to successful completion of the BSc (Hons) degree requirements, the following wards will apply.

|  |  |  |  |
| --- | --- | --- | --- |
| **Title of interim award** | **Usual duration of study** | **Academic credits** | **Entitled to apply to register as a midwife with the NMC** |
| Certificate in Higher Education Health Studies | One year full time | 120 Foundation (FHEQ 4) | No |
| Diploma in Higher Education Health Studies | Two years full time | 120 Foundation (FHEQ 4)120 Intermediate (FHEQ 5) | No |
| Bachelor of Science Health Studies | Three years full time | 120 Foundation (FHEQ 4)120 Intermediate (FHEQ 5)60 Honours (FHEQ 6) | No |

**13.4** The course consists of a combination of 10, 20, 30 and 40 credit compulsory modules. Students undertake modules totalling 120 credits in each of the three years. For theory-based modules, students are expected to attend all university-based sessions. This is monitored in accordance with university procedures.

**13.5** Each year of the course consists of approximately 1533 hours combined theory and clinical practice, plus seven weeks of annual leave, which are normally scheduled around Christmas and Easter. Students will study in blocks of theory alternating with blocks of clinical placement and some flexible weeks. The flexible weeks are included to accommodate changes in models of midwifery care, that aim to improve continuity of care and carer for women, their babies and families. The flexible weeks are also intended to facilitate inclusivity. There are more flexible weeks in year three to enable students to work more flexibly and to make up any hours brought forward from the previous year/s.

**13.6** Practice modules are included in each year of the course and each is worth 30 credits. Clinical contact hours are specified within each module and contribute to at least 2300 of the total curriculum hours. Placement hours are recorded in the Midwifery On-going Record of Achievement (MORA). Students are expected to notify placements and the University of any sickness and absence from placement.

**13.7** This professional course requires students to integrate a considerable body of knowledge and understanding and apply this to practice using a wide range of often-complex psychomotor, teamworking and communication skills. Consequently, there is little opportunity for students to study modules beyond those that are core to the practice of midwifery. However, students will have the opportunity to choose and arrange a two-week elective placement in the final term of Year three and all students can participate in the Global Professional Award.

**13.8** During year one of the course, students will complete 22 weeks of theory, including two weeks for year one induction and flying start, 12 weeks scheduled teaching and learning weeks, eight weeks for reading/independent study and examination and assessment. There is one week supported preparation for year two, which is intended to facilitate the transition across the stages. Clinical practice normally comprises of 750 hours of placement across the year. There will be one flexible week and seven weeks holiday.

**13.9** During year two of the course, students will complete 21 weeks of theory which includes 12 weeks scheduled teaching and learning, eight weeks reading/independent study and examination and assessment. There is one week supported preparation for year three, which is intended to facilitate the transition across the stages. Clinical practice normally comprises of 750 hours across the year; by the end of year two students will normally have completed 1500 placement hours in total. There will be three flexible weeks and seven weeks holiday.

**13.10** During year three of the course, students will complete 18 weeks of theory which includes 10 taught theory weeks plus eight weeks of reading/independent study and examination and assessment. Clinical practice normally comprises of 800 hours across the year. By the end of year three, students will have completed a minimum of 2300 clinical practice hours. In year three, there are five flexible weeks, designed to incorporate individual student needs and seven weeks holiday.

**13.11** **Development of Themes/Modules through the Course**

In order to meet the Standards underpinning the course and enable learners to achieve the six domains of the Standards of Proficiency (NMC, 2019b), the student’s learning is structured in four themes: enabling them to incrementally build on prior learning and incorporating professional, accountable, safe and effective practice and scholarship throughout. The outline syllabus of each module is structured to reflect how this relates to the six domains.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Theme | Year 1 | Year 2 | Year 3 | All modules and all years |
| Midwifery care for childbearing women | HFM1008 Biology for midwifery practiceHFM1009 Introducing universal midwifery care for all women | HIM2001 Supporting women with additional care needs | HHM3002 Advocacy and leadership in midwifery practice | Being an accountable, autonomous, professional midwifeSafe and effective midwifery careScholarship |
| Midwifery care for newborn and family health | HFM1010 Introducing newborn and family health | HIM2002 Challenges to newborn and family health | HHM3003 Care and systematic assessment of the newborn |
| Scholarship and research | HFM1011 Introduction to evidence-informed enquiry in midwifery | HIM1001 Evidence-based midwifery practice | HHM1025 Midwifery research project |
| The midwife as a skilled practitioner | HFM1012 Participating in midwifery care | HIM2003 Contributing to midwifery practice | HHM3004 Proficiency in midwifery practice |

**13.12** The midwifery care for childbearing women, newborn and family health themes are coordinated with practice-based learning to build a sound understanding of professional, compassionate, safe and evidence-based midwifery practice. The modules in year one concentrate on universal care of childbearing women, their newborn babies and families. This is underpinned with anatomy and physiology relating to human reproduction, knowledge of the psychosocial, health and social policy aspects of midwifery practice. Students will learn about culture, diversity, professional regulation, evidence-informed practice, multidisciplinary care and international context. These topics will be embedded and further developed throughout the course. In year two students further develop their knowledge of contemporary women’s reproductive issues, including when women, their newborn and family have additional care needs and challenges in relation to their health and well-being. This will incorporate the importance of multidisciplinary team working, as well as understanding the public health role of the midwife. In year two students will build their knowledge and understanding of the newborn and begin to apply theoretical understanding to systematic assessment of the newborn in the practice setting. In Year 3 students develop a critical understanding of the challenges of current midwifery practice, and particularly, the importance of their role as a scholar, leader and advocate. They will build on previous learning to manage challenging situations, recognise vulnerability in themselves and others and incorporate compassionate self-care. Students will develop the knowledge and skills to underpin safe and effective midwifery care in the practice setting, including holistic systematic assessment of the newborn, supervision of students learning and safe medicines management and administration.

**13.13** The scholarship and research theme informs the student of the importance of evidence-based care. Within this theme the development of transferable skills including study skills, together with problem solving, team working and the ability to reflect on practice are developed early in the course and in conjunction with the ‘flying-start’ strategy. Students develop the skills to understand, critique and apply research-based evidence. These skills are applied to each of the modules on the course. In Year one students develop an understanding of the nature and purpose of research and in Year two this is developed further in relation to research methods and processes. Students are supported to develop awareness and sensitivity to ethical practice in the conduct of research, learning to provide care and to ensure that research is undertaken within the robust ethical frameworks that inform the work of a healthcare practitioner. In the final year students are supervised to undertake a midwifery-based research project of their choice.

**13.14** Domain six of the Standards of proficiency for midwives (NMC (2019b) refers to *“the midwife as a skilled practitioner”* and draws together the outcomes that each midwife must achieve by the point of registration. This theme underpins the practice experience throughout the course. The syllabus for theory modules is structured to enable links to be drawn between theory and practice. Students are expected to draw on practice learning in theoretical development and apply theoretical learning in practice. Placements and participating in midwifery practice are essential to the curriculum and enable students to experience and develop the activities and responsibilities of the midwife in providing holistic care to women, their newborn and family: to become a skilled midwifery practitioner. Practice learning extends throughout the course, facilitating integration of theory and practice. It provides the practice learning opportunities that enable students to develop and meet the NMC (2019b) Standards of proficiency for midwives, the Standards for pre-registration midwifery programmes and to gain confidence and proficiency in the professional roles and responsibilities of a qualified midwife. Students will experience a range of models of midwifery care including continuity of carer for all women and newborn infants. Practice learning incorporates midwifery care for women and families from diverse populations. It supports the development of knowledge, skills and behaviours in caring for women, newborn babies and families where there are pre-existing or new complications relating to physical, psychological, social, cultural and spiritual health and well-being. Clinical placements enable students to apply and develop their understanding of and skills relating to multi-professional and interdisciplinary collaboration. Students are expected to experience the range of hours expected of practising midwives. The practice modules build sequentially and incrementally throughout the course (participates, contributes and demonstrates proficiency), reflecting the levels of practice as defined in the Midwifery On-going Record of Achievement (MORA). Recording achievement of proficiencies and skills in an on-going record of achievement is a Nursing and Midwifery Council requirement (NMC, 2019a). Throughout their practice students are encouraged to use and develop their transferable skills, particularly those of communication and relationship-building, accountability and leadership, problem solving and decision making, reflection and organisation of care. The MORA is a structured record of evidence in relation to students’ practice achievement. It is used to guide student placement development: student learning and achievement of proficiencies, hours and European Union directives are supported and recorded by practice supervisors, student progress is assessed and recorded by the practice supervisor and confirmed by the academic.

**13.14.1** In year one students will participate in midwifery care in a range of settings including continuity of midwifery care practice. This will enable them to begin to apply and explore theoretical learning closely supported by practice supervisors. In year one, students will be facilitated to develop a foundation of practice skills relating to the universal care needs of the childbearing woman, their newborn and family.

**13.14.2** In year two students will apply their learning from theory modules and prior experiential learning and reflection to contribute to midwifery care in a range of settings. This will incorporate contributing to caring for women, their newborn babies and families with additional needs. Practice learning will normally include a range of short placements to enhance students’ understanding of the broader context of the needs of the woman and newborn. Short placements may include neonatal care, surgical care, specialist clinics and sexual health.

 **13.14.3** In year three the focus is on developing and demonstrating proficiency in all aspects of midwifery practice. This will include continuity of midwifery care practice, enabling students to build on prior experiences and will provide opportunities for developing leadership and advocacy skills. Students must demonstrate proficiency in all aspects of their practice by the end of year three. In the final year of placement, students can have the option for a two-week elective placement, to provide them with an opportunity to gain a wider, more globally aware perspective of midwifery practice.

 **13.14.4** During all clinical placements throughout the three years, students will undertake rostered practice in a supernumerary capacity in accordance with NMC (2019a) requirements. Where the opportunity is available, students in all years are involved in supporting women birthing in a variety of settings such as labour/delivery/recovery and postnatal wards, hospital wards, free standing/integrated birth centres and in the home setting. Students will be supported in providing continuity of care and carer.

##### 13.15 Reflection is an essential component of midwifery practice and is a requirement for professional midwifery revalidation. Reflective learning groups enhance the integration of theory and practice throughout the duration of each practice module. Students are supported to share and explore experiences from practice learning with peers in their reflective learning groups to provide a wider context for their learning, to facilitate the development of peer support and resilience. Reflective accounts form part of the evidence of a student’s development required for assessment in the practice modules.

**13.16**  **Inter- Professional** **Learning**

Students will work with, learn from and about other professions in the clinical setting. They will reflect on interprofessional team-working in reflective learning groups, with their practice supervisors and assessors and in written assignments.

## 14. Teaching, Learning and Assessment

**14.1** Teaching, learning and assessment are designed to offer students a variety of learning and assessment opportunities that align with their module learning outcomes and offer realistic and effective preparation for progression in midwifery. They aim to be inclusive of diversity, to allow students to actively engage in learning and be successfully assessed in a variety of ways.

**14.2** Learning is supported, and teaching is delivered through seminars, group work, practical experience and lectures, interactive classroom sessions, clinical skills teaching, role play and placement. Service Users, clinicians and senior students contribute to both classroom and clinical skills teaching to facilitate the relationship of theory and practice. Interactive learning packages, video-recordings and web-based workshops will also be used to support learning. Student-centred learning is used, and students will be supported to develop greater responsibility for their learning as the course progresses. Modules are designed to embed transferable skills and to enable students to progressively increase their knowledge and confidence. Thus, in lower levels the acquisition of basic skills and the confidence to perform academically, professionally and personally is developed. At the higher levels, students are facilitated to share their learning by supporting the development of students at earlier stages of the course in the university and practice settings. In practice, students will be supported to take a more active role in managing their clinical workload to meet the requirements of the course and the needs of the service, women and their families.

**14.3** Assessment aims to support learning for students through preparing for, undertaking and receiving feedback on assessment performance. Assessment is tailored to measure specific student learning in relation to the course and module outcomes. For example, practical assessments are used to assess students’ ability to apply underpinning knowledge to a practical skill. Assessments are conducted by staff with appropriate skills and knowledge, using strategies such as answer guides, marking team discussions, and internal moderation to support consistency. Student results, feedback and module evaluations are used to inform and enhance student experience in relation to assessment. The course team involve the external examiners in assessment planning, the team consider and act on the reports of external examiners. University processes are followed to ensure a consistent approach.

**14.4** Assessment tasks are provided in each module specification, with detailed information and guidance in the module handbook and assessment information. All learning outcomes in a module are assessed and the mode of assessment is specified for each outcome. Assessments vary across modules and the course. This allows each student to have the opportunity to demonstrate their knowledge and skills and to develop their range of skills in communicating information across the stages of the course. Assessment strategies include individual and group presentations, oral discussions, practical assessments, exams and in-class tests, written assignments and a research project*.* The application of knowledge and practical skills are assessed by qualified midwives and other qualified health-care professionals in the practice setting, supported by a portfolio of evidence and personal development plan (MORA) and the academic assessor.

**14.5** Teaching and learning strategies are developed to mirror the related subject matter and enable the students to achieve the assessment criteria and the learning outcomes. Students have the opportunity for formative assessment and feedback on their assessments. Students are encouraged to access support from module leaders in developing their work, including discussions on feedback.

**14.6** Feedback on assessments is discussed with students as part of tutorial preparation for the assessment. Feedback is explicit in relation to the assignment specific and generic learning outcomes, the assessment strategy and incorporates feed-forward: suggestions for further development. A generic outcomes grid is used to demonstrate differential student achievement. Students are provided with feedback in a timely manner to facilitate discussions about, and reflections on, their work, and support improvement for subsequent assessments. An assessment schedule, including submission dates and expected dates for feedback, is provided for students early in the academic year to enable them to manage their workload.

**14.7** Academic integrity and academic misconduct procedures are introduced and revisited in each academic year. All students complete an ‘academic misconduct’ on-line module, and this is also discussed at each level of the course, with an emphasis on professionalism, honesty and trust (behaviours required for professional practice). Students may submit written work through an electronic similarity detection tool prior to submission of the final draft. A variety of assessment strategies, and assessments that require links with practice experiences are included to minimise opportunities for academic misconduct. Upheld cases of academic misconduct may be referred to a fitness to practise investigation. The School of Human and Health Sciences uses Turnitin® via the virtual learning environment (VLE) to help both students and staff ensure and protect the originality of work submitted for assessment.

**14.8** Proficiency in is an integral requirement for health professional registration such that 50% of all learning is practice based in accordance with the NMC Standards for pre-registration midwifery programmes (NMC 2019a). This learning takes place in a variety of settings. Practical sessions in skills laboratories, classroom-based learning and the use of simulation allow students to practice skills in a safe, supportive and managed environment (but do not contribute to practice hours). To enable students to learn and be assessed in a real practice setting, health care provision in a variety of midwifery and midwifery-related settings, normally within NHS Trusts, is accessed.

**14.9** In the practice setting, students are supported by a practice supervisor (PS): an appropriately prepared midwife, or other health care professional (NMC 2018b). Practice supervisors are responsible for facilitating, supervising and documenting students’ experiences, development of proficiencies, clinical hours and European Union Directives. Practice supervisors provide written feedback in the student’s Midwifery On-going Record of Achievement (MORA) and liaise with the student’s practice assessor (PA). Students add evidence to the MORA to demonstrate their development, including reflective accounts on their experiences and feedback from service users. In each academic year, students will have a different PA, who will meet with the student, normally on four occasions across the placement year; once at the beginning of the placement year to discuss and document the student’s learning goals and develop a learning plan, on 2 further occasions during the placement year to review and discuss the student’s progress and revise the learning plan. There will be a final interview between the PA and student at the end of the placement to assess and document the student’s achievement and confirm progression. The MORA will inform and document the discussions and decision-making. The student’s academic assessor (AA) will normally be involved in at least one review with the PA for each placement year. If there are any concerns about the student’s development or behaviour, additional meetings with the PA and AA will be arranged to address the issues and revise the learning plan. Practice modules are non-graded. The PA will apply descriptors to the student’s feedback to enable them to understand their strengths and further develop their knowledge, skills and behaviours. A fail in the summative, final, assessment, will result in the student failing the module. The MORA has been developed by the Midwifery Practice Assessment Collaborative (MPAC) and will be adopted as an electronic document to facilitate portability, accessibility and security. A context document provides additional information about how the MORA will be used for student at the University of Huddersfield.

**14.10** **Personal development planning (PDP)** *is “a structured and supported process undertaken by a student to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development.”* (QAA, 2009, p2). PDP encourages self-reflection, responsibility for identifying and documenting personal, professional and educational development and learning as lifelong: a requirement of NMC registration. PDP is highly valued and highly visible. It is introduced at the beginning of the course, integrated throughout and embedded in the practice modules in each year. Reflection, planning and being responsible for learning and development, and the ability to communicate this to others are supported by the personal academic tutor, reflective group facilitator, and peer assisted learning and through the structure of the practice modules (practice supervisors, practice assessors, academic assessors). Students are supported to access additional learning opportunities, for example Midwifery Society or external study events that are relevant to their learning needs. They are encouraged to record a summary of their learning from taught sessions, e-learning modules and additional study and how they will apply this learning to their development, within the Brightspace e-portfolio facility. These records can be used as supporting evidence in the student’s Midwifery On-going Record of Achievement (MORA). The MORA is an essential component of the course; it supports, structures and demonstrates the student’s progress in relation to achieving the NMC proficiencies and standards and European Union directives required for registration as a midwife. It enables students to record elements of reflection, self-assessment, the development and evaluation of individual learning contracts. The MORA is introduced to students in the first block of theory, they are advised about its use and support is provided regularly throughout the course. The student’s portfolio of evidence is then used in preparing for job applications and/or supporting continuous professional development. Dedicated support is given at School level by the Careers Service to support students to be better prepared for seeking employment. Support is also provided by external partners, such as local NHS trusts and the Local Maternity System.

**14.11 Equality, Diversity and Inclusivity:** The UK Quality Code (QAA, 2014b, p1) states that “*Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning.*” The course encourages and supports inclusivity. The course provides opportunities for students to explore diversity, for example relating to ethnicity and culture. Students meet women and families from diverse social, economic, ethnic and cultural backgrounds in their placements and are supported to discuss issues around diversity with practice supervisors, in theory sessions and reflective learning groups. Students are supported to interact with a range of resources to develop their learning, for instance listening to women in the practice setting, Midwifery Society events and reading lists that include sources from diverse backgrounds and genders. Equality and diversity were considered in developing the NMC (2019b) Standards of proficiency for midwives, which underpin the course content.

**14.11.1** The course has an engagement strategy whereby the students personal academic tutor or course leader follow up students who are not attending or engaging, so that a plan can be developed to support the student. Students may be sign-posted to other services such as academic skills tutors and student well-being. The academic assessor follows up concerns about attendance or engagement relating to clinical placement. Students with disabilities are encouraged to access disability services to facilitate the development of a personal learning support plan, which is shared with relevant module leaders. Where a student’s disability affects their attendance or engagement, a plan will be developed to address their needs and will normally include a referral to occupational health.

**14.11.2** Students on the course come from a range of backgrounds. They are supported to draw on personal and professional experiences to enhance learning in timetabled sessions and are encouraged to work in groups comprising students from different backgrounds to facilitate learning from and with one another. Assessment tasks and dates are shared early in the academic year and are spread to enable students to apply learning from feedback on previous work. Students are encouraged to access support from the academic skills development team and personal tutor in planning and managing their workload and building on feedback from previous work. Assessment in practice is developmental and incorporates scheduled reviews with the PA during the module. Students have access to their MORA for all three years of the course; the MORA clearly states the assessment processes and how these will be recorded. Students are orientated to the MORA at the beginning of the practice modules and have peer support in understanding their use in placements. Some flexibility has been included in the practice modules to facilitate inclusivity. Students are encouraged to discuss concerns about development and assessments with the module leader/ personal tutor. A range of assessments is included to facilitate student development and transferable skills and some assessments provide students with an opportunity to submit their work in a variety of formats. Assessment and examination adjustments for students with personal learning development plans are discussed with students prior to the assessment. Language used in learning outcomes and assessment tasks reflects the professional, midwifery language that students will develop throughout the course.

**14.12** The university has a strong service user and carer involvement strategy that is embedded in all aspects of learning and assessment. The strategy and implementation are supported by the Public Partnership Group who prepare and support service users in teaching students. Service users participate in selection events for students, they are involved in discussions regarding changes to the programme. As part of the programme quality assurance processes, service user representatives are invited to attend and contribute to Course Committees. Women and their families are invited to share their experiences with students in scheduled teaching sessions and contribute to Midwifery Society events that are organised by students. The academic team are members of local Maternity Voices Partnerships (MVP). These are NHS working groups comprising local women and their families, service commissioners and providers who collaborate to review and contribute to local maternity care services. Matters discussed at MVP help to ensure that learning on the course remains relevant to the needs of local women and families. Students are able to attend this group. Women and their families are at the centre of midwifery care and students’ learning; the MORA encourages and facilitates their voices to contribute to student development and assessment through written feedback.

## 15. Support for Students and their Learning

**15.1** Support for students undertaking this course operates at University, School and Course level as follows:

**15.2 University Level**

**15.2.1** Students will have access to the online University Induction Resource.

Central to the provision of student support are **Student Services**. The range of services they offer include:

## Wellbeing and Disability Services

* [Counselling](http://www.hud.ac.uk/wellbeing/studentcounselling/)
* [Back on Track](http://www.hud.ac.uk/wellbeing/back-on-track/)
* [Disability Services](http://www.hud.ac.uk/disability-services/)
* [Drop in (Counselling and Wellbeing)](http://www.hud.ac.uk/wellbeing/)
* [The Faith Centre](http://www.hud.ac.uk/faith-centre/)
* [Getting help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/)
* [Group workshops and courses](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/groupworkshops/)
* [Share and support](https://students.hud.ac.uk/help/wellbeing/share-support/)
* Help for suspended students
* [Self help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/selfhelp/)
* [Student parents](http://www.hud.ac.uk/wellbeing/studentparents/)
* [Student wellbeing](http://www.hud.ac.uk/wellbeing/)
* TogetherAll
* [Welfare support](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/studentwelfare/)
* [University Health Centre](http://www.universityhealthhuddersfield.co.uk/)

**Careers and Employability Service**

* Careers and Employability Service
* Jobshop

More information on the range of [student services can be found on their website](http://students.hud.ac.uk/wellbeing-disability-services/disabilityservices).

**15.2.2** **The Student Finance Office** provides:

* Information and guidance regarding possible sources of funding for all courses in the University.
* Budgeting advice to discuss a variety of options and strategies in order to manage on a budget.
* Facilities for the billing and payment of income to be collected by the University.
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution.

Further information can be found on the [student finance website](http://www.hud.ac.uk/students/finance)

**15.2.3** **Computing services** provide induction and ongoing support for all students. More information on the range of [computing services can be found on their website.](http://students.hud.ac.uk/it/)

**15.2.4 Library** **Services** provide induction and ongoing support for all students. More information on the range of [library services can be found on their website](http://www.hud.ac.uk/library/).

**15.3 School Level**

The School of Human and Health provides additional student support using a variety of approaches

**15.3.1** **The Academic Skills Development Team (ASDT)** in the School of Human and Health Sciences provides support, development and encouragement for students at all levels with help on a range of academic skills areas.  Further information on the services provided can be found on the School pages in the VLE in Shum Quick Links.  The ASDT will be involved in supporting individual and groups of students. The team speak to students at the beginning of each year to enhance their ability to be successful.

**15.3.2** The School has a **Student Hub** with **Student Support Officers.**The Student Hub provides a drop-in service for all students in the School.  They are based in Harold Wilson Building, Ground Floor, Room 24. The Student Hub offers the following services:

* Welfare Support
* Advice on extensions and ECs
* Print credit
* Signposting students and visitors to other services
* Binding
* International Student Support
* Independent Services
* Confidential Advice
* Booking for academic staff appointments

No appointment is necessary for the Student Hub and they can be contacted on 01484 473092 or by email at: hhsstudentsupport@hud.ac.uk

**15.4     Course Level**

At course level support is provided by:

**15.4.1   Personal Academic Tutor (PAT)**
The University has implemented a personal academic tutor system for full-time undergraduate students.  This system aims to both improve the student experience of learning and teaching and increase student retention and achievement rates. Specifically, personal academic tutors:

* Provide a personal contact for the student within the University and the School.
* Act as a liaison between the student and course leaders to seek any improvements required.
* Work with students to develop confidence, a sense of control and a pro-active approach to studies
* Aid and direct students to further support with revision strategies, note taking, assessment practices, use of feedback, time-management, careers and progression opportunities.
* Work with students to review and reflect upon their own progress and if necessary, on ways to improve it.
* Recognise when the problems presented are beyond the personal tutors’ competence and seek guidance and support for the student through the University and/or School referral processes.
* Take part in supportive training events.
* Maintain a record of PAT contact within the PAT module.

**15.4.2**  **Module Leader -** The module leader is responsible for teaching, learning and assessment of the modules within this course. A module handbook is available for each module studied to provide specific and supportive information.

**15.4.3** **Year Leader** – The year leader will have a specific understanding of matters relating to a specific year of the course.

**15.4.4** **Course Leader -** The course leader is responsible for the entire quality assurance arrangements for the course. Students are provided with a course handbook each year.

**15.4.5** **Practice Supervisor -** The practice supervisor is a registered midwife, nurse or registered health or social care professional who has current knowledge and experience relating to student’s learning and development needs. The practice supervisor is appropriately prepared for the role.  They are responsible for ensuring that student learning opportunities are facilitated, for confirming achievement of midwifery proficiencies and EU directives in the Midwifery On-going Record of Achievement (MORA). The practice supervisor contributes to student assessment through providing regular feedback to the student and liaising with the practice assessor as indicated by the student’s learning and development.

**15.4.6** **Practice Assessor** - Students on the course are assigned to a nominated practice assessor for each placement year. Practice Assessors must be Registered Midwives prepared for their role. Practice assessors meet with student at the beginning of the year or part of the programme to plan practice learning. They can periodically observe the student in order to inform decisions for assessment and progression. They will review a range of evidence to make assessment and progression decisions. Practice assessors complete the placement reviews and summative holistic assessment.

**15.4.7 Academic Assessor**- The academic assessor is a registered midwife, who is nominated for each part of the programme and who is appropriately prepared for the role.  The academic assessor will work in partnership with the practice assessor to evaluate and recommend the student for progression for each part of the programme.  They will have an understanding of the student’s learning and achievement in practice and schedule communication and collaboration between academic and practice assessors. They will review the student's progress at designated points in the programme, make decisions about student progression in partnership with the practice assessor. They will review and verify student achievement, completing the progression summary in the MORA.

**15.4.8 Practice Learning Facilitator** - The practice learning facilitator (PLF) supports students when they are in their placement setting and provides support to practice assessors and practice supervisors as needed. The PLF is based in the placement setting in the clinical education team and works in partnership with the University and the practice placements to ensure that students receive excellent, quality assured clinical placements.

## 16. Criteria for Admission

**16.1** The University of Huddersfield seeks and encourages applicants in order to widen participation, improve access and apply the principles of equal opportunities.  We provide support for applicants who require additional assistance in order to select the right course of study and make a successful transition to studying at University.  We encourage local, national and international applications.

Further information for International Students can be found on:

[http://www.hud.ac.uk/international](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.hud.ac.uk%2Finternational&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd905fc823eea4b698c5608d8a0294445%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435446377644033%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=iEu6Zgln7TYVyBvfcFlYRfe6ZyB9H1MJ9iQV3V12LrA%3D&reserved=0)

**16.2**    For international students, English Language Requirements are as follows:

* Undergraduate Taught Courses: The minimum for IELTS is 6.5 overall with no element lower than 6.0, or equivalent will be considered acceptable (NMC requirement differs at point of registration)- [https://www.nmc.org.uk/registration/joining-the-register/english-language-requirements/](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.nmc.org.uk%2Fregistration%2Fjoining-the-register%2Fenglish-language-requirements%2F&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd905fc823eea4b698c5608d8a0294445%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435446377644033%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=d3Fy5Q%2Bishl98L%2BLfgTYAdBwrcsaKY1Qz%2FzlytiCKkM%3D&reserved=0)

**16.3** Accreditation of prior learning - the NMC (2019a) Standards for pre-registration midwifery programmes stipulate that “*recognition of prior learning is not permitted for pre-registration midwifery programmes*”. Students transferring from a midwifery programme at one institution to another must ensure their previous learning is mapped against the new course.

**16.5** The University’s general minimum entry requirements are specified in the ‘Regulations for Awardswhich can be found on the Registry website as follows:

[http://www.hud.ac.uk/registry/regulationsandpolicies/awards/](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.hud.ac.uk%2Fregistry%2Fregulationsandpolicies%2Fawards%2F&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd905fc823eea4b698c5608d8a0294445%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435446377654023%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=auEjUHRqQkHCqzARslm98U8VfkXpS%2FZ8eHCeyjUD9PQ%3D&reserved=0)

**16.6** Every person who applies for this course and meets the minimum entry requirement – regardless of any disability – will be given the same opportunity in the selection process.  All shortlisted applicants are invited to attend a selection event facilitated by the midwifery admissions team. Academics, practice partners, service users and carers and current midwifery students contribute to the selection event.

General advice and information regarding disability and the support the University can give can be found by contacting student services as follows:

Telephone**:** 01484 472675

Email: disability@hud.ac.uk

Further information is available at their website at: [http://www.hud.ac.uk/disability-services/](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.hud.ac.uk%2Fdisability-services%2F&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd905fc823eea4b698c5608d8a0294445%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435446377664017%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=aE%2BblhKOfoQYgEqKEBuZZa%2FDWDsQmRkmWJFoctUuTuU%3D&reserved=0)

**16.7**In addition this course can lead to eligibility to apply for registration with the Nursing and Midwifery Council (NMC).  Further advice on the specific skills and abilities needed to successfully undertake this course can be found by visiting the NMC website at [https://www.nmc.org.uk/](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.nmc.org.uk%2F&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd905fc823eea4b698c5608d8a0294445%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435446377664017%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=Bf6TMaws%2BdibJSnyX%2Fs5O%2BXpM2a4US%2FvIYeJfb2w5r4%3D&reserved=0) and by contacting the admissions tutor.

**16.8** The specific entry requirements and admission criteria for this course are detailed below:

 **BSc (Hons) Midwifery Studies entry requirements:**

* ABB at A Level including a Biological Science but excluding General Studies. The endorsement for practical work is an essential part of Science A-level study and is a requirement for entry to our degree courses.
* DDM in BTEC Level 3 National Extended Diploma in Health and Social Care (with a minimum of 4 units in Biological Sciences)
* NCFE CACHE Technical Level 3 Extended Diploma in Health and Social Care at Grade B.
* 128 UCAS tariff points from a maximum of three Level 3 qualifications including an A level Biological Science at a minimum grade B and excluding General Studies. The endorsement for practical work is an essential part of Science A-Level study and is a requirement for entry to our degree courses.
* Alternatively, a Distinction in BTEC Subsidiary Diploma/Level 3 National Extended Certificate in Health and Social Care is acceptable.
* Pass Access to Higher Education Diploma with at least 30 level 3 credits at Distinction and the remainder credits at Merit. The course must contain 18 credits in a Biological Science.
* In addition, GCSE English Language or Literature and Maths at grade 4 or above, or grade C or above if awarded under the previous GCSE grading scheme.

**16.9     Professional/Statutory body requirements for admission.**

The Nursing and Midwifery Council (2019a) Standards for pre-registration midwifery, state that admission to training as a midwife is contingent on compliance with Article 40(2) of Directive 2005/36/EC regarding education: “completion of at least 12 years of general school education or possession of a certificate attesting success in an examination, of an equivalent level, for admission to a midwifery school” for a three year course. Furthermore, the Standards require students at the point of entry to demonstrate:

* + an understanding of the role and scope of practice of the midwife
	+ values in accordance with the Code and have the capability to learn behaviours in accordance with the Code (NMC, 2018c)
	+ capability to develop digital and technological literacy to meet programme outcomes
	+ students’ health and character are sufficient to enable safe and effective practice on entering the programme
	+ good character and good health. This includes satisfactory occupational health assessments and clearance. All candidates will be required to complete a Rehabilitation of Offenders form and have an Enhanced Disclosure and Barring (DBS) check. If candidates have lived overseas a certificate of good conduct/overseas police check will be required.

**16.10** Further advice on the specific skills and abilities needed to successfully undertake this course can be found by contacting the admissions tutor and by visiting the [course finder website page](http://www.hud.ac.uk/courses/).

## 17. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

**17.1 University:** The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services are specified in the University’s; [Quality Assurance Procedures for Taught Courses and Research Awards](https://www.hud.ac.uk/policies/registry/qa-procedures/).

**17.2 School:** The School is committed to comprehensive student engagement and works actively with the University of Huddersfield Student Union to support this through the student representative system see further information at: [http://www.huddersfield.su/courserepwebsite](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.huddersfield.su%2Fcourserepwebsite&data=04%7C01%7CJ.Samples%40hud.ac.uk%7C8cea1bdda46f4bd723ce08d8a0ddea78%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637436222268855622%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=AbbpD5uT5H%2Fd3c%2FNxE%2FTLkQPcn6eN%2FfS6nOKK9iAJm8%3D&reserved=0).

 **17.3**     Within the School, students are represented at committee level from Student Panels and Course Committee to the School Board.  The School also has a Student Council.  Individual feedback on the quality and standards of teaching and learning is received through module and course evaluations.  For placements, an online Practice Assessment Record and Evaluation Tool (PARE) generates placement quality metrics, incorporating student placement evaluations and placement audits.

**17.4** Service users and carer representatives are invited to attend and contribute to biannual Course Committee meetings as part of quality assurance processes. They are involved in the programme design, delivery, and evaluation.

 **17.5** An effective external examination system is managed by Registry and all reports are viewed at university, school and course levels.  External examiner and student feedback, as well as all statistical data about the course, is reported through the course committee structure and scrutinised through the University wide annual evaluation process. Feedback from students and external examiners informs the course structure and delivery.

**17.6** The University has a Diversity, Equality and Inclusivity Enhancement Committee (UEDIEC) and the School has a Diversity Champion, both of which support and drive forward the curriculum development.As part of the proactive commitment to inclusion, the progress of learners by individual characteristics is monitored at University and School level to support ongoing action planning. This includes data about continuation, progression, and differential attainment by different characteristics such as age, gender, race, ethnicity, participation of local areas (POLAR), Index of Multiple Deprivation and disability.

## 18. Regulation of Assessment

**18.1** University awards are regulated by the [Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught) on the University website.

* Quick links to the [Regulations for Taught Students, procedures and forms](https://www.hud.ac.uk/registry/current-students/taughtstudents/) can be accessed on the University website.
* Classifications will be based on the university regulations for awards. [http://www.hud.ac.uk/registry/regulationsandpolicies/awards/](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.hud.ac.uk%2Fregistry%2Fregulationsandpolicies%2Fawards%2F&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627985503%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=fTv2z%2BU4Cuo6oehfoaMldKGQpjxnD%2BSAJsSbVI8xwfY%3D&reserved=0)
* Modules on this course do not follow the normal credit value for undergraduate courses and have been exceptionally approved by the Pro Vice Chancellor (Teaching and Learning).

**18.2 NMC specific assessment regulation**

* The [pass mark](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627245933%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=Mfn03x1TNgnEqEEY0P97ty8DYyDSQoQot1CJYYgmDso%3D&reserved=0)[is](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627255929%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=HZ8Ak7MMYcndhpiLqxTj9b4ZMrtHx32L5wmwoLomqlg%3D&reserved=0)[40% for](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627265920%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=u5F%2FIW0J1SIqpw6V68yqKFE1HqUTq3nPU9UPRhyYw80%3D&reserved=0)[each](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627275918%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=fsdwpNP2vJVteWJ78uYk6Qhzcfze4iUVUBymZ1%2BUP14%3D&reserved=0)[theoretical](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627285910%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=%2B3htYaMFiHldZDxUaq6aIaPY1leWatnmv33%2FMsy7fmk%3D&reserved=0)[assessment](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627295904%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=iRgSkz9t%2BMhibGtxDfMlayaiDq88zZrixFw1tjF7Nj8%3D&reserved=0) in line with university regulations[.](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627295904%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=iRgSkz9t%2BMhibGtxDfMlayaiDq88zZrixFw1tjF7Nj8%3D&reserved=0)
* The medicines calculation test must be achieved at 100% by the end of the course (NMC, 2019a).
* [Students](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627305899%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=hTHEAjh8f6FetLXLJIp7tLHl5vuZGRsyoIQ%2Bb953EX4%3D&reserved=0)[are](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627315890%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=GD6xviALw4OcasBy1AhljTtuXMwQKU1fSJWbWRuUsso%3D&reserved=0)[required](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627325884%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=wrWaTvM98wNFTIWuxaUseSSCwaXm1DG1h5wbkTL0lEM%3D&reserved=0)[to](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627335879%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=GJZadqFtv9DF1hzZNPWBZsyocBpyt947kJo6UyRdH6U%3D&reserved=0)[pass](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627345878%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=znpHkWNM9KoD4yjRjbsQp3g0bNn%2FbT0bm%2FV8OFnziKY%3D&reserved=0)[all](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627355869%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=r3ConKgth10fO2njmHuFVg5HugSduJxR6gZn2PFbTF4%3D&reserved=0)[components of](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627365865%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=JVoCclvAfOFrm1ge3T98KM0hOxGjr%2BUHGOT5BBtX0Lw%3D&reserved=0)[summative](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627375858%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=UVRYFy59HHbTfZsNDZ6YuaD8f8HHGs1cg72vkM1rPkU%3D&reserved=0)[assessments](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627385851%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=sBfyOOeXxdn5b3tqzFCCzydKezvl9fm74WWRWEWL8TE%3D&reserved=0)[in](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627395846%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=DfvzvCUe%2FB8lNx7SF24H68wQ%2FKVGZjV3toTaxyU0hBM%3D&reserved=0)[both](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627405839%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=%2Bmtg9UVCYUf7tieMo94Rqx2GcU%2BKXrMQur6fPNzJnQc%3D&reserved=0)[theory](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627415836%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=7FJKVUjbSjJQhK3YrEJu%2BlKyQJ8vjyuCk51ezZ%2BA42Y%3D&reserved=0)[and](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627425830%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=mjiZCY8pMMChkQ3S%2BNR%2FeSpRoKlFMXTQxsf0fIa0tjw%3D&reserved=0)[practice](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627435822%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=k4cINtasNyMeIhM1YgxBfTibA2E8TZN5e772TjAiMK4%3D&reserved=0)[in](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627445817%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=Ueo5aoEotKQYxCsYbCGnhFGdvw9HUk8TiSpVxLRzci4%3D&reserved=0)[order](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627455813%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=qg6BFfoPBPI0IfV3pemk7fZXgkrhyymO4HAMod380w8%3D&reserved=0)[to be](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627465804%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=vZIJ8L5P9qY1jsj03112EAbaqgGl1cqyZ0B5D3LG6Ic%3D&reserved=0)[awarded](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627475799%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=%2FGi9AtaD7D1aWlkrLj%2B0m%2Fp7ymXABPFRlBilZ2veaMc%3D&reserved=0)[BSc](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627485794%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=8wfD86z3WOwixV0CPObRscsgNghdlXsKhYvhma79%2F5c%3D&reserved=0)[(Hons](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627495793%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=rdaPH5fK232OsJikv0itTHTbyWjWMXcfDI2JnGxgjOk%3D&reserved=0)[)](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627505785%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=7MDLt287Lhdt%2BtLOuR%2Fz0Yq43PjT5S03sFuFwVHjE00%3D&reserved=0)Midwifery Studies.
* In order to progress, or be eligible for registration, [students](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627565747%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=Fc7bOkf0x2uE1OnC4Xjy%2BLGOI6JauMX7Xqxg1W68hGU%3D&reserved=0)[are](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627575743%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=od4fyKSKtG7lcXl3PlkS%2ByGuc4XqQtJgyC4LgC7ZCBQ%3D&reserved=0)[required](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627585735%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=pG2w5GL3tytgNwY7VN2IfTGOyGHcM69Rhb3%2BSWRGdj0%3D&reserved=0)[to](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627595727%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=nRFiuwvjjskUB%2FCJ1cT8%2FcNdfESPPfrHHLD2IOvJC40%3D&reserved=0)pass all theory and  complete the requirements of the Midwifery On-going Record of Achievement (MORA).  [All](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627605729%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=r%2BIk%2FFfgLqQVYEFhNmhgBIr4eBLnWx8O9to063dV%2Ffw%3D&reserved=0)proficiencies in the MORA are awarded either pass/ fail, for which approval has been granted by the PVC for Teaching and Learning.
* [There](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627615721%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=1zIZMlbKJgTvzWRINjdxB0YJV5fE3MtkOkJACGqDdyM%3D&reserved=0)[is](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627625711%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=9ZLILtXAyaIfCQmPRAlVcznWp7F3i4hKc1YeOdJ9Gek%3D&reserved=0)[no](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627635708%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=CGNum2tgr1gUemUXf7mrBxDC6fn3GZc8dyYR4c%2FLA94%3D&reserved=0)[condonement](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627645706%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=Jm2DAkTsjSgV4ptjx%2Fs7ivVzuk59sOSK%2Bz2bWJ6Es%2F0%3D&reserved=0)[on](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627655693%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=xyWzBJsa5%2BKxCenQf5G2Awm3JvluFRRnRz%2Bjq10cbak%3D&reserved=0)[this](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627665687%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=R3mi8juXmBP2US2OqllzhMcKO%2B7KPP2TBksivS1YLGo%3D&reserved=0)[course.](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627675682%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=k2qDmrzPFuZ2T88gkkuHMck7D%2F7RIGIqBV2hGCV7mmI%3D&reserved=0)
* There is no compensation in assessments across all theory and practice learning (NMC, 2018a).
* [To](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627675682%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=k2qDmrzPFuZ2T88gkkuHMck7D%2F7RIGIqBV2hGCV7mmI%3D&reserved=0)[qualify](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627685682%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=q72kAJCcVt6ER8X%2BGVbNwRewtScOAIUn27%2BLmIS5e4k%3D&reserved=0)[for](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627695676%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=LYU8aKZ1SCey%2Fk7p8ucnfVldz%2F6ilo40FxpBk8cQ6E8%3D&reserved=0)[the](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627705670%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=LAM2O%2Fe%2F9BOuzwb8aLR2jvIfQjfCWII2fXoSArtdWyU%3D&reserved=0)[award](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627715662%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=Yad5xNql5N9oyrYjQs8b0T441XCkd6D0rrU0B1y3o8k%3D&reserved=0)[of](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627725663%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=%2FFp3T0w2a9SSfu038tN2R8eqBnWC07YtmKLWeJaoRYw%3D&reserved=0)[the](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww2.hud.ac.uk%2Fregistry%2Fstudents_handbook.php&data=04%7C01%7CJ.Samples%40hud.ac.uk%7Cd08bcd343c6d4686415908d8a028dbeb%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637435444627735656%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=QZe5Q2Or1tCfGQuds4j3iy%2FfyHCSVRnLS5KXiOW2ROM%3D&reserved=0)BSc (Hons) Midwifery Studies, students must complete all the course requirements, and only students who successfully obtain 360 credits and successfully meet the NMC Standards will be eligible to apply for registration and entry to the Professional Register.
* On completion of the course students have five years in which to apply to register with the NMC if they wish to rely on this qualification. If they fail to register their qualification within five years, they will have to undertake additional education and training or gain such experience as specified in the NMC standards (NMC 2018a).
* Derogation will apply to this course to facilitate individualised assessment schedules where necessary.

**18.3 Progression Rules**

**BSc (Hons) Midwifery Studies: Progression Rules:**

**Progression decisions for year 1 into year 2 & year 2 into year 3:**

Students must pass all components of all modules.

Condonement is not allowed.

The pass mark for theory modules is 40%

Placement modules are pass/fail. The medicines calculation test in year 3 only: pass mark is 100%.

**Main CAB theory only (plus repeat year)**

* If all theory F/I level credits passed, then confirm pass theory, but defer decision to progress
* If any theory module assessments are failed / referred, the student will have a referral / deferral attempt before the Resit / Placement CAB.

**Resit & Placement CAB**

**Theory**

* If all 120 F/I level credits are passed, then **May Progress.**
* If 100 F/I level credits have been passed and the remaining 20 credits is a theory module, then the student **May Progress with Trail**as long as no other modules are left outstanding.

**OR**
If the student has a single 40 credit theory module left outstanding and has achieved an overall module mark of between 30-39 for that module, then the student **May Progress with Trail** as long as no other modules are left outstanding.
* In any other circumstances, the student **May Not Progress** into Year 2/3 and will need to resolve any outstanding credits in the next academic session.
* Students may not progress into year 3 if they have any outstanding year 1 modules to complete.

**Placement:**

* Students must pass the placement module in order to progress. If the student has failed at the point of the course assessment board, then they will not be permitted to progress and will be required to repeat the placement assessment in the next academic session.
* Re-sit placements will normally be undertaken in term one of the following academic year and results to the subsequent CAB.

**19. Indicators of Quality and Standards**

**19.1** The last Subject Review for the midwifery subject area in 2015 recommended continued approval of the courses within the Midwifery subject area. The panel commended the team on the high employability level (100%) of students, high NSS scores, the level of student engagement with and support for the course and the team’s knowledge and level of commitment to the subject area.

**References**

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Nursing and Midwifery Council (2018b*) Part 2: Standards for student supervision and assessment*. <https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/>

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Nursing and Midwifery Council (2019b) Standards of proficiency for midwives. <https://www.nmc.org.uk/globalassets/sitedocuments/standards/standards-of-proficiency-for-midwives.pdf>

Quality Assurance Agency for Higher Education (2009) *Personal development planning: guidance for institutional policy and practice in higher education*. <https://www.qaa.ac.uk/docs/qaas/enhancement-and-development/pdp-guidance-for-institutional-policy-and-practice.pdf?sfvrsn=4145f581_8>

Quality Assurance Agency for Higher Education (2014a) *UK Quality Code for Higher Education. Part A: Setting and Maintaining Academic Standards .* <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

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Quality Assurance Agency for Higher Education (2018) *UK Quality Code for Higher Education. Part A: Setting and Maintaining Academic Standards*. <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

Quality Assurance Agency for Higher Education (2019) *Subject Benchmark Statement: Health Studies.* <https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-health-studies.pdf?sfvrsn=7a35c881_4>

**Appendices:**

* Appendix 1: Mapping of graduate attributes to the course
* Appendix 2: Mapping of module learning outcomes to course learning outcomes for all modules and all awards (including exit awards)
* Appendix 3: QAA (2019) Subject benchmark statement – Health Studies, to course learning outcomes mapping (separate document)
* Appendix 4: PDP mapping
* Appendix 5: Assessment schedule and CAB structure
* Appendix 6 Professional Statutory Regulatory Body Guidance
* Appendix 7: Course plan (separate document)
* Appendix 8: Compliance with NMC (2019) Standards for pre-registration midwifery programmes (separate document)
* Appendix 9: Meeting the European Directive 2005/36/EC: Articles 40(3) and 42 (separate document)
* Appendix 10: Meeting the NMC Proficiencies for midwives (separate document)
* Appendix 11: Midwifery On-Going Record of Achievement (MORA) (separate document)
* Appendix 12: Context document for MORA (separate document)

**PSD Appendix 1**

**University of Huddersfield Graduate Attribute (HGA) Mapping to Modules**

| **Module code** | **HGA 1****Self-motivated** | **HGA 2****Commercially aware** | **HGA 3****Enterprising** | **HGA 4****Resilient** | **HGA 5****Effective collaborator** | **HGA 6****Confident leader** | **HGA 7****Globally & socially aware** | **HGA 8****Plans personal development**  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| HFM1008  |  2 |  |  |  |  |  |  |  |
| HFM1009 |  1,2,3,4 |  1,2,3 |  1,3,4,7 |  |  1,2,4 | 2 | 1,2 |  |
| HFM1010 | 1,2,3,4 | 1,2,3 | 1,3,4,7 | 3,4 | 1,2,4 | 2 | 1,2,3 |  |
| HFM1011 | 1,2,4 | 1 | 7 | 4 | 1 | 2 | 1,3 |  |
| HFM1012  | 1-5 | 1-4 | 2,3,4,5,7 | 1-4 | 3,4 | 2 |  | 1,2 |
| HIM2001 | 1-5 | 1-3 | 1,3,7 | 1,3,4 | 1,2,4 | 2, | 1,2,3 |  |
| HIM2002 | 1-5 | 1-3 | 3,4,7 | 1 | 1,2,4 | 2 | 1,2,3 |  |
| HIM1001 | 1-5 | 1 | 1,3 | 2,4 | 1 | 1,2,3 | 1,2,3 | 2 |
| HIM2003 | 1-5 | 1-4 | 1-7 | 1-4 | 1-4 | 1,2 | 1,2,3 | 1,2 |
| HHM3002 | 1-5 | 1-4 | 1-5,7 | 1-4 | 1-4 | 1,2,3 | 1,2,3 | 1,2,3 |
| HHM3003 | 1-5 | 1-3 | 1,3,4,5 | 1-4 | 1-4 | 1,2,3 | 1,2,3 | 1,2 |
| HHM1025 | 1-5 | 1,3 | 1,3,4,5,6,7 | 1-4 | 1 | 1 | 1,2,3 | 1,2 |
| HHM3004 | 1-5 | 1-4 | 1-7 | 1-4 | 1-4 | 1,2,3 | 1,2,3 | 1,2,3 |

In addition to module related experiences and learning that can develop ‘Huddersfield Graduate Attributes’, students on the BSc (Hons) Midwifery Studies course also have the opportunity to contribute to organisation of events involving external organisations and people through initiatives such as the Midwifery Society, acting as a student representative, representing students at local stakeholder organisations, such as Maternity Voices Partnership and Local Maternity System. A peer assisted learning scheme is not specifically attached to a module but enables experienced students to support the learning and development of less experienced students. Students are also invited to participate in selection events for new students and University Open Days, enabling them to act as an ambassador for the University, the course and the profession, to realise and share their developing knowledge and understanding.

**PSD Appendix 2**

**Module learning outcomes (MLOs) mapped to course learning outcomes (CLOs)**

**Course learning outcomes for the final award of BSc (Hons) Midwifery Studies**

Please map routes separately; identify the outcomes that apply to any exit awards (both UG and PG); include all optional modules

* Learning outcomes may be assessed at different levels
* The University’s Regulations for Awards apply in relation to the required credit accumulation for the relevant award.

**Modules mapped to CLOs by award**

| **CLO** | **HFM1008**  | **HFM1009**  | **HFM1010**  | **HFM1011**  | **HFM1012**  | **HIM2001**  | **HIM2002**  | **HIM1001**  | **HIM2003**  | **HHM3002**  | **HHM3003**  | **HHM1025**  | **HHM3004**  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLO1** | X |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO2** | **X** |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO3** |  | X |  |  |  |  |  |  |  |  |  |  |  |
| **CLO4** |  | X |  |  |  |  |  |  |  |  |  |  |  |
| **CLO5** |  | X |  |  |  |  |  |  |  |  |  |  |  |
| **CLO6** |  |  | X |  |  |  |  |  |  |  |  |  |  |
| **CLO7** |  |  | X |  |  |  |  |  |  |  |  |  |  |
| **CLO8** |  |  | X |  |  |  |  |  |  |  |  |  |  |
| **CLO9** |  |  |  | X |  |  |  |  |  |  |  |  |  |
| **CLO10** |  |  |  |  | X |  |  |  |  |  |  |  |  |
| **CLO11** |  |  |  |  | X |  |  |  |  |  |  |  |  |
| **CLO12** | X |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO13** | X |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO14** |  |  | X |  |  |  |  |  |  |  |  |  |  |
| **CLO15** |  |  | X |  |  |  |  |  |  |  |  |  |  |
| **CLO16** |  |  |  | X |  |  |  |  |  |  |  |  |  |
| **CLO17** |  |  |  |  | X |  |  |  |  |  |  |  |  |
| **CLO18** | X |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO19** |  | X |  |  |  |  |  |  |  |  |  |  |  |
| **CLO20** |  |  |  |  | X |  |  |  |  |  |  |  |  |
| **CLO21** |  |  |  |  | X |  |  |  |  |  |  |  |  |
|  | On meeting all of the above: Cert HE Health Studies |
| **CLO22** |  |  |  |  |  |  |  | X |  |  |  |  |  |
| **CLO23** |  |  |  |  |  |  |  | X |  |  |  |  |  |
| **CLO24** |  |  |  |  |  | X |  |  |  |  |  |  |  |
| **CLO25** |  |  |  |  |  | X |  |  |  |  |  |  |  |
| **CLO26** |  |  |  |  |  | X |  |  |  |  |  |  |  |
| **CLO27** |  |  |  |  |  |  | X |  |  |  |  |  |  |
| **CLO28** |  |  |  |  |  |  | X |  |  |  |  |  |  |
| **CLO29** |  |  |  |  |  |  | X |  |  |  |  |  |  |
| **CLO30** |  |  |  |  |  |  | X |  |  |  |  |  |  |
| **CLO31** |  |  |  |  |  |  |  |  | X |  |  |  |  |
| **CLO32** |  |  |  |  |  |  |  |  | X |  |  |  |  |
| **CLO33** |  |  |  |  |  | X |  |  |  |  |  |  |  |
| **CLO34** |  |  |  |  |  |  |  |  | X |  |  |  |  |
| **CLO35** |  |  |  |  |  |  |  |  | X |  |  |  |  |
| **CLO36** |  |  |  |  |  |  |  | X |  |  |  |  |  |
| **CLO37** |  |  |  |  |  |  |  | X |  |  |  |  |  |
| **CLO38** |  |  |  |  |  | X |  |  |  |  |  |  |  |
| **CLO39** |  |  |  |  |  |  | X |  |  |  |  |  |  |
| **CLO40** |  |  |  |  |  |  | X |  |  |  |  |  |  |
| **CLO41** |  |  |  |  |  |  |  |  | X |  |  |  |  |
|  | On meeting all of the above: Dip HE Health Studies |
| **CLO42** |  |  |  |  |  |  |  |  |  | X |  |  |  |
| **CLO43** |  |  |  |  |  |  |  |  |  | X |  |  |  |
| **CLO44** |  |  |  |  |  |  |  |  |  |  | X |  |  |
| **CLO45** |  |  |  |  |  |  |  |  |  |  | X |  |  |
| **CLO46** |  |  |  |  |  |  |  |  |  |  |  | X |  |
| **CLO47** |  |  |  |  |  |  |  |  |  |  |  | X |  |
| **CLO48** |  |  |  |  |  |  |  |  |  |  |  |  | X |
| **CLO49** |  |  |  |  |  |  |  |  |  |  |  |  | X |
| **CLO50** |  |  |  |  |  |  |  |  |  | X |  |  |  |
| **CLO51** |  |  |  |  |  |  |  |  |  |  | X |  |  |
| **CLO52** |  |  |  |  |  |  |  |  |  |  | X |  |  |
| **CLO53** |  |  |  |  |  |  |  |  |  |  |  |  | X |
| **CLO54** |  |  |  |  |  |  |  |  |  |  |  |  | X |
| **CLO55** |  |  |  |  |  |  |  |  |  | X |  |  |  |
| **CLO56** |  |  |  |  |  |  |  |  |  |  |  | X |  |
| **CLO57** |  |  |  |  |  |  |  |  |  |  |  | X |  |
| **CLO58** |  |  |  |  |  |  |  |  |  |  |  | X |  |
| **CLO59** |  |  |  |  |  |  |  |  |  |  |  |  | X |
| **CLO60** |  |  |  |  |  |  |  |  |  |  |  |  | X |
|  | On meeting all of the above: BSc (Hons) Midwifery Studies |

**PSD Appendix 3**

**Subject Benchmark Mapping**

The course learning outcomes and modules are mapped against Section 5 of the QAA Subject Benchmark Statement (Health Studies) (2019) as a separate appendix. Standard 5.2.i requires that the graduate is able to demonstrate a comprehensive knowledge base as outlined in Section 3, in selected subject areas that inform health and physical and mental well-being. Therefore Section 3 mapping and comments have also been included in the mapping document.

**PSD Appendix 4**

**Personal Development Planning (PDP) Mapping**

**Year 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules / area of PDP delivery** | **How PDP is achieved** | **Process** |
| **Personal Reflection** | HFM1009 | Develop understanding about organisation of midwifery care and importance of effective communication.Reflection on placement experience. | Demonstrate links between underpinning theory and practice and identify areas for further development.Identify required skills and knowledge, review personal strengths and areas for development; develop plans for growth; expectations of the midwifery role. |
| **EVIDENCE** |  | Assessment: reflective discussion. |  |
| **Personal Reflection** | HFM1002 | Placement experience. | Personal development reviews with practice assessor (PA); self-evaluation; negotiated goal setting and action-planning; gathering feedback and evidence; reflections on learning experiences.Reflection on day-to-day experiences with practice supervisor/s (PS) and peer mentors.Reflective group discussions with peers. |
| **EVIDENCE** |  | Midwifery On-going Record of Achievement (MORA) |  |
| **Personal Reflection** | Personal academic tutor (PAT) | Discussions about and reflection on individual learning needs and development. | PAT meetings; establish initial and on-going learning and development needs; identify general and specific goals and support available; reflection on assessment processes, results and feedback with PAT / module leaders. |
| **EVIDENCE** |  | Record of PAT meetings. |  |
| **Career Planning** | HFM1009 HFM1010 HFM1011 HFM1012Induction e.g. Royal College of Midwives, Midwifery Society | Induction processes.Modular learning and development. | Develop broader understanding of the knowledge, skills, attributes, roles and responsibilities of midwives to understand the range of career opportunities; application of learning to future midwife roles; insight into developmental opportunities within the University, student body and beyond. |
| **EVIDENCE** |  | Induction timetable.Summary of learning in e-portfolio and used as evidence in MORA. |  |
| **Developing Independence / Confidence** | HFM1009HFM1010 | Involvement in variety of strategies for learning, including group work and presenting findings. | Reflecting on group-working and identifying role within the team; participation in sharing group work; practising skills in small groups; learning from constructive feedback. |
| **EVIDENCE** |  | Summary of learning in e-portfolio and used as evidence in MORA.Assessment: practical skills. |  |
| **Developing independence/ confidence** | HFM1012 | Placement experience – participation under direct supervision. | Apply theoretical knowledge and prior experience to build understanding and develop practice-based skills; observation of and increasing participation in decision-making; participating in communication and interactive skills with midwives, women and their families and multi-professional team.Personal development reviews with PA; self-evaluation; negotiated goal setting and action-planning; gathering feedback and evidence; begins to record achievement of proficiencies and EU directives; reflections on confidence and competence.Reflective group discussions with peers and peer mentors. |
| **EVIDENCE** |  | MORA |  |

**Year 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area of PDP delivery** | **How PDP is achieved** | **Process** |
| **Personal Reflection** | PAT | Reflection on personal, professional and academic progress and achievement to date.  | Critical evaluation of development including grade profile, feedback on assessments and review of progress in placement. Identify strengths and challenges; discuss goals for academic achievement and identify ways to enhance strengths and access support needed to address challenges. |
| **EVIDENCE** |  | PAT record MORA |  |
| **Personal Reflection** | HIM2001HIM2002 | Explore personal and professional attitudes and feelings about working with women and their families in difficult situations, including pregnancy loss and safeguarding. | Issues explored in scheduled sessions using practice experiences, case studies and /or service user experiences; skills sessions in managing communication in challenging situations; skills sessions in managing emergencies.Group reflections/discussions to explore new understandings and feelings; reflect on responsibility as a future midwife |
| **EVIDENCE** |  | Summary of learning in e-portfolio and used as evidence in MORA.Assessment - practical skills.  |  |
| **Personal Reflection** | HIM2003 | Placement experience. | Personal development reviews with practice assessor (PA); self-evaluation; negotiated goal setting and action-planning; gathering feedback and evidence; reflections on learning experiences.Reflection on day-to-day experiences with PS and peer mentor.Reflective group discussions with peers. |
| **EVIDENCE** |  | MORA. |  |
| **Career Planning** |  | Modular learning and development. | Further understanding of the knowledge, skills, attributes, roles and responsibilities of midwives; recognise and consider the strengths, rewards and challenges of different midwifery roles; understanding learning in relation to their role as a future midwife; developmental opportunities within the University, student body and beyond, peer mentoring. |
| **EVIDENCE** |  | Summary of learning in e-portfolio and used as evidence in MORA. |  |
| **Developing Independence / Confidence** | HIM2001HIM2002HIM1001 | Involvement in a variety of strategies for learning, including group work and presenting findings. | Building confidence in contributing to /leading a group and sharing learning and speaking to larger groups; reflecting on group-working and reviewing role within the team; participation in presenting group work; practising skills in small groups and supporting peer learning; learning from constructive feedback. |
| **EVIDENCE** |  | Summary of learning as documented in e-portfolio and used as evidence in MORA.Assessment - practical skills.Documented discussions with PAT. |  |
| **Developing independence / confidence** | HIM2003 | Placement experience – contributing to midwifery practice  | Works alongside PS to enhance previous confidence and competence through application of increasing evidence-based understanding; introduction and development of additional skills; greater contribution to decision-making; actively contributes to communications with midwives, women, their families and multi-professional team.Personal development reviews with PA; self-evaluation; negotiated goal setting and action-planning; gathering feedback and evidence; progress towards achievement of proficiencies and EU directives; reflections on confidence and competence.Reflective group discussions with peers. |
| **EVIDENCE** |  | MORA. |  |

**Year 3**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of PDP** | **Modules/area of PDP delivery** | **How PDP is achieved** | **Process** |
| **Personal Reflection** | PAT | Reflection on personal, professional and academic progress, achievement to date, completing the course and practising as a midwife | Critical, supportive review of progress achievements including grade profile, using feedback on assessments to support further development; review of progress in placement – identify any issues and liaise with academic assessor (AA) and PA to support completion of practice and overall course requirements: identify ways to further enhance strengths and address issues to achieve full potential.  |
| **EVIDENCE** |  | PAT record.MORA. |  |
| **Personal Reflection** | HHM3002 | Explore personal and professional attitudes and feelings about working as a colleague, scholar and leader. | Experiences from practice used to explore issues and enhance learning; developing knowledge and skills and reflecting on ability to support students’ learning and development; peer feedback and self-evaluation in skills sessions, for instance. in managing teams and workload, supporting students’ learning. |
| **EVIDENCE** |  | Reflections in e-portfolio as added to MORA.Assessments: Self-evaluation and oral discussion. |  |
| **Personal Reflection** | HHM3003 | Explore personal and professional attitudes and feelings about undertaking systematic assessment of the newborn. | Draws on practice experiences to explore issues and enhance learning, evaluation of personal knowledge, skills and accountability. |
| **EVIDENCE** |  | Assessment: written report.  |  |
| **Personal Reflection** | HHM3004 | Placement. | Personal development and achievement reviews with practice assessor (PA); self-evaluation; negotiated goal setting and action-planning; gathering feedback and evidence; reflections on learning experiences and achievement of NMC proficiencies and EU directives.Reflection on day-to-day experiences with PS; reflection on ability to support junior students’ development and manage professional responsibilities.Reflective group discussions with peers and supports junior student reflections. |
| **EVIDENCE** |  | MORA.HHM3002– evaluation.HHM3003– written report. |  |
| **Career Planning** | HHM3002 | Modular support; university careers advisor; external careers support (local partner trusts and local maternity system). | Career advice and guidance; CV development; personal statement development; practice interviews; scenario revision; oral discussion; teaching and learning theory and practice.  |
| **EVIDENCE** |  | Reflections in e-portfolio as added to MORA.Assessments: written account and oral discussion. |  |
| **Career Planning** | HHM3004 | Placement. | Understanding and becoming proficient in the roles and responsibilities of the midwife; liaising with senior clinical midwives; learning from, with and about midwives practising in diverse roles as potential colleagues; balancing personal and professional commitments. Personal development and achievement reviews with practice assessor (PA); self-evaluation; negotiation and responsibility for completing all requirements; gathering feedback and evidence; reflections on learning experiences. Discussing progress, strengths, and areas for development, with an action plan in practice meetings assists preparation for transition to employment through applying learning from reflections, feedback and experiences in CV, personal statement and at interview.Achievement of all NMC proficiencies and EU directives.Reflection on day-to-day experiences and achievements with PS; reflection on transition to becoming a professional midwife |
| **EVIDENCE** |  | MORA.Graduate employment. |  |
| **Developing Independence / Confidence** | HHM3002HHM3003HHM1025 | Modular learning and structure. | Theoretical content and skills relate directly to responsibilities of autonomous midwifery practice; greater autonomy supported through group discussions and debates, facilitating ‘teaching’ sessions and peer feedback; students supervised for year 3 research project – facilitating decision-making, responsibility and greater independence.  |
| **EVIDENCE** |  | Assessments – evaluation; written report; research project. |  |
| **Developing Independence / Confidence** | HHM3004 | Placement: demonstrates proficiency in midwifery practice. | Builds on prior knowledge, skills and attributes to demonstrate proficiency in all NMC requirements and EU directives. Works with practice supervisors and multi-professional team under increasingly indirect supervision. Greater responsibility in decision-making, delegation, and leadership skills; supporting and supervising students. Personal development and achievement reviews with practice assessor (PA); self-evaluation; negotiation and responsibility for completing all requirements; gathering feedback and evidence; reflections on learning experiences and accomplishments.Achievement of all NMC proficiencies and EU directives.Reflection on day-to-day experiences and achievements with PS; reflect on ability to transition to newly qualified midwife. |
| **EVIDENCE** |  | MORA.Graduate employment. |  |

**PSD Appendix 5**

**Assessment Schedule**

**BSc (Hons) Midwifery Studies Assessment Schedule - September cohort**

| **Module Code** | **Assessment Task** | **Week number** | **Last Submission of course ()** |
| --- | --- | --- | --- |
| **LEVEL 4 / F** |  |  |  |
| HFM1008 | On-line test 1 (50%) | 16 |  |
|  | On-line test (50%) | 31 |  |
| HFM1009 | Reflective discussion (40%) | 25 |  |
|  | Case study (60%) | 37 |  |
| HFM1010 | In-class test (50%) | 28 |  |
|  | Practical assessment (50%) | 44 |  |
| HFM1011 | Essay (100%) | 14 |  |
| HFM1012 | MORA (100%) | 6 |  |
|  |  |  |  |
| **LEVEL 5 / I** |  |  |  |
| HIM2001 | Essay (50%) | 33 |  |
|  | Practical assessment (50%) | 43 |  |
| HIM2002 | Presentation (40%) | 24 |  |
|  | Essay (60%) | 40 |  |
| HIM1001 | Group presentation (P/R/F) | 19 |  |
|  | Research proposal (100%) | 37 |  |
| HIM2003 | MORA (100%) | 4 |  |
|  |  |  |  |
| **LEVEL 6 / H** |  |  |  |
| HHM3002 | Evaluation (40%) | 31 |  |
|  | Part 1 Essay Part 2 Oral discussion (60%) | 4144 |  |
| HHM3003 | Written assignment (100%) | 24 |  |
| HHM1025 | Research project (100%) | 44 |  |
| HHM3004 | On-line drug calculation (P/R/F)MORA (P/F) (100%) | 245 |  |

**BSc (Hons) Midwifery Studies Assessment Schedule - March cohort**

| **Module Code** | **Assessment Task** | **Week number** | **Last Submission of course ()** |
| --- | --- | --- | --- |
| **LEVEL 4 / F** |  |  |  |
| HFM1008 | On-line test 1 (50%) | 38 |  |
|  | On-line test (50%) | 52 |  |
| HFM1009 | Reflective discussion (40%) | 47 |  |
|  | Case study (60%) | 13 |  |
| HFM1010 | In-class test (50%) | 2 |  |
|  | Practical assessment (50%) | 15 |  |
| HFM1011 | Essay (100%) | 45 |  |
| HFM1012 | MORA (100%) | 30 |  |
|  |  |  |  |
| **LEVEL 5 / I** |  |  |  |
| HIM2001 | Essay (50%) | 2 |  |
|  | Practical assessment (50%) | 14 |  |
| HIM2002 | Presentation (40%) | 1 |  |
|  | Essay (60%) | 12 |  |
| HIM1001 | Group presentation (P/R/F) | 15 |  |
|  | Research proposal (100%) | 2 |  |
| HIM2003 | MORA (100%) | 28 |  |
|  |  |  |  |
| **LEVEL 6 / H** |  |  |  |
| HHM3002 | Evaluation (40%) | 50 |  |
|  | Part 1 Essay Part 2 Oral discussion (60%) | 1215 |  |
| HHM3003 | Written assignment (100%) | 2 |  |
| HHM1025 | Research project (100%) | 15 |  |
| HHM3004 | On-line drug calculation (P/R/F)MORA (P/F) (100%) | 5025 |  |

**Course Assessment Model**

The course includes placement modules which extend across each of the academic years. The results for placement modules will be presented at a later (end of year) board as their first board. The course is governed by a PSRB (NMC) for which a non-standard model is essential to accommodate placement requirements.

| **Mode of Study** | **Course Start Month** | **Length before Main CAB** | **Expected Month for Main CAB** | **End of year CAB (resits and placement)** |
| --- | --- | --- | --- | --- |
| UGT FT | September | 9 months | June | September |
| UGT FT | March | 9 months | December | February |

**PSD Appendix 6 Professional Statutory Regulatory Body Guidance**

Guidance for Nursing and Midwifery Council (NMC) approved courses.

In addition to university requirements, regulations, policies and procedures, several processes are required to meet the NMC standards. Some of the specific ones are listed below. This information should be read in conjunction with 2019 NMC(2019) standards for pre-registration midwifery programmes.

|  |  |  |
| --- | --- | --- |
|  | NMC Standard / Quality Assurance Criteria | Process/es |
| 1  | 1.7 ensure students’ health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC’s health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks (NMC, 2019a). 1.8 ensure students are fully informed of the requirement to declare immediately any cautions, charges, conditional discharges or convictions and any adverse determinations made by other regulators, professional bodies and education establishments and that any declarations are dealt with promptly, fairly and lawfully (NMC, 2019a).1.9 ensure the lead midwife for education, or their designated midwife substitute, is able to provide supporting declarations of health and character for students who have successfully completed an NMC approved pre-registration midwifery programme (NMC, 2019a). | Applicants are required to complete a declaration of good conduct and good character prior to starting on the course.  All applicants must provide an enhanced DBS (equivalent if current or previous non-UK residents). Students are not permitted to attend placement until they have provided a declaration of good conduct and an enhanced Disclosure and Barring Service (DBS) check. Any cautions or convictions will be reviewed at DBS panel and applicants, or students if current, will not be permitted to attend placement until this has been approved at DBS panel - see flow charts for traditional students. Students are required to complete a declaration of good conduct at the start of each academic year and at the end of the course. Any students transferring in or suspending/interrupting in year- must complete a declaration of good conduct on their return to the course and then complete at the same points as outlined above.  |
| 2  | 3.9 ensure that students are supernumerary (NMC, 2019a). Supernumerary status applies to pre-registration students; students in practice or work placed learning must be supported to learn without being counted as part of the staffing required for safe and effective care in that setting.  This must be compliant with the NMC (2018) Standards framework for nursing and midwifery education. | Students are always supernumerary when on placement. Students can work under direct or indirect supervision but are not included in staffing numbers.  Students can only complete up hours up to a maximum of 48 hours per week and any hours allocated for theory and practice must be included. Although students do not have to comply with European Working Time Directives (max 48 hours per week), this limit is applied to protect learning time.   |
| 3  | Theory and Practice hours 2.9 Pre-registration midwifery programmes must comply with Article 40(1) and satisfy Article 41(1) of Directive 2005/36/EC by meeting the following criteria:Specific full time education and training as a midwife is a minimum of three years and 4,600 hours: to include theoretical and practical study (route 1).  | Hours must be completed and evidenced- no exceptions Theory hours evidenced by attendance monitoring. Practice hours evidenced by confirmed clinical hours documentation.   |
| 4  | Ensure people have the opportunity to give and if required, withdraw, their informed consent to students being involved in their care   | Students must make it clear to patients/service users that they are students when they seek consent.   |
| 5  | R 2.18 appoint appropriately qualified and experienced people for programme delivery. Example- AEI procedures/systems ensure that nursing and midwifery lecturers’ registration and revalidation requirements are met. (NMC, 2018a).  | Registration status is checked on recruitment of staff and the status of all NMC academic staff is checked monthly by Human Resources.  Any breaches to registration are reported to the Academic Lead for Professional Body Engagement and Head of Department. See flow chart regarding revalidation processes for academic staff.   |
| 6  | 4.3 (academic staff) receive relevant induction, ongoing support and access to education and training which includes training in equality and diversity  (NMC, 2018)  | All academic staff must complete diversity in the Workplace training every 3 years as a minimum. This is checked by staff development and the Academic Lead for Professional Body Engagement and Head of Department informed monthly of any member of staff out of date.   |
| 7  | 2.20 ensure appropriately qualified and experienced external examiners consider and report on the quality of theory and practice learning (NMC, 2018).   | External examiners must be recruited to externally advise on and examine work.   |
| 8  | 1.3 Recognition of prior learning is not permitted for pre-registration midwifery programmes | Accreditation of prior learning does not apply; all components of the course must be studied, and all assessments completed and passed to achieve the award. |
| 9  | NMC variance R2.11 students must meet all the required proficiencies and programme outcomes in full, demonstrating their fitness for practice and eligibility for academic and professional awardVariance to university assessment regulations to meet PSRB requirements  | On NMC courses, there is no condonement. All modules are compulsory. All elements of assessment must be passed as they are mapped to NMC standards.   |
| 10  | 5.2 AEIs must notify students during and before completion of the programme that they have five years to apply to register with the NMC if they wish to rely on this qualification (NMC, 2019a).   | Students must register with the NMC within 5 years of completion of the course.   |

**PSD Appendix 7 to Appendix 12**

See separate documents

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