

Programme Specification for BSc (Hons) Midwifery

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| 1 | Awarding institution/body: University of Worcester |
| 2 | Teaching institution: University of Worcester |
| 3 | Programme accredited by: Nursing and Midwifery Council |
| 4 | Final award: BSc (Hons) Midwifery Leading to Registration on Part 2 of the Nursing and Midwifery Council Professional Register |
| 5 | Programme title: BSc (Hons) Midwifery |
| 6 | Pathways available: N/A |
| 7 | Mode and/or site of delivery: University of Worcester and local NHS Trust placement providers |
| 8 | Mode of attendance: Full-time |
| 9 | UCAS Code: BSc (Hons) Midwifery B720 |
| 10 | Subject Benchmark statement and/or professional body statement: QAA (2001) Health Care Programmes: Midwifery Nursing and Midwifery Council (2009) Standards for Pre-Registration Midwifery Education |
| 11 | Date of Programme Specification preparation/revision: Approved by Audit and Review Committee/validated by NMC May 2012 August and October 2014 (Regulations) |

12. Educational aims of the programme

Midwives play a central role in ensuring that women have a safe and life enhancing experience during their maternity care and that their babies and families have the best possible start in life. It is our intention to attract high calibre candidates onto the programme to produce and promote excellence in maternity service provision.

This dynamic Pre-Registration BSc (Hons) Midwifery programme has been developed in partnership with clinical colleagues, service users and students past and present. Its evolution has also been in response to the requirements and recommendations of the Nursing and Midwifery Council (NMC 2009) Standards for Pre-Registration Midwifery Education; Delivering High Quality Midwifery Care (DoH2009) and Midwifery 2020: Delivering Expectations (DoH 2010).

This programme aims to:

- Develop midwives who meet the Midwifery Standards (NMC 2009) and become eligible to register on the midwifery section of the NMC Professional Register.
- Effectively integrate theory and practice.
- Promote a woman-centred, evidence based approach to care which encourages partnership between midwives, women and their families.

- Develop flexible practitioners who can transfer and synthesise skills and knowledge to meet the demands of differing practice environments and who recognise both the accountability and responsibilities of the midwife's role.
- Develop critically reflective practitioners capable of clinical reasoning, decision making and sound professional judgement.
- Promote commitment to lifelong learning and continuing professional development.
- Develop leadership skills which promote and sustain change and allow effective management of high quality, equitable care and service provision
- Ensure service users are safeguarded by facilitating the development of responsible, accountable and autonomous professionals, who practice according to *The Code: Standards of conduct, performance and ethics for nurses and midwives NMC (2008)*
- Reflect the University of Worcester Learning, Teaching and Assessment Strategy to facilitate a personally and professionally rewarding student learning experience which is academically and practically worthwhile and meets the varied needs of students, the NHS, other employers and the public.

13. Intended learning outcomes and learning, teaching and assessment methods

Intended Learning Outcomes

By the end of the programme students will be able to:

1. Facilitate the physiology of childbirth and be competent in applying sound evidence to this in practice.
2. Critically appraise evidence-based knowledge of psychological, social, emotional and spiritual factors that may positively or adversely influence normal physiology, and be competent in applying this in practice.
3. Apply enhanced interpersonal skills (as identified in the Essential Skills Cluster – Communication) to support women and their families.
4. Critically reflect upon the role of the midwife, be able to co-ordinate care and act as the first point of contact for women
5. Effectively participate in managing obstetric and neonatal emergencies.
6. Act as autonomous practitioners and lead carers to women experiencing normal childbirth and support women throughout their pregnancy, labour, birth and postnatal period, in all settings.
7. Undertake critical decision-making to support appropriate referral of either the woman or baby to other health professionals or agencies when normal processes are adversely affected and compromised.
8. Make an effective contribution to the multidisciplinary team.
9. Plan, implement and critically evaluate care in high risk and complex pregnancies, exercising appropriate judgement along the whole of the maternity pathway.
10. Critically review concepts and evidence from a wide range of sources in order to challenge and lead developments in practice.
11. Practice within a legal and ethical framework, acknowledging the impact and responsibility of legal and ethical issues on the role of the midwife and in the delivery of maternity care.
12. Develop and consolidate a range of transferable and graduate skills to ensure fitness for practice, purpose and award.

Learning and Teaching Methods

The programme aims to create an inclusive, challenging and transformational learning experience. The curriculum is based upon an Enquiry Based Learning (EBL) philosophy which encourages students to be independent but supported learners. Students are actively encouraged to be involved in building knowledge, solving problems and making decisions. Students will work independently and in small groups which will be supported by midwifery lecturers acting as facilitators.

The EBL process starts with a trigger which may take the form of a picture, a clinically based scenario, or a video clip. This trigger is then discussed by the group to identify key issues and areas of interest. Students then agree areas for investigation and identify the resources required. The process is supported at all times by the midwifery teaching team.

Each enquiry finishes with students producing an 'output'. This could take the form of a group discussion, a story board, a Powerpoint presentation, role play or a quiz.

The EBL approach to learning encourages the application of theory to practice.

There will also be an emphasis on the acquisition of clinical skills enabling students at the point of qualification to be confident and competent practitioners. To complement and consolidate skills acquired during clinical practice experience students will also have 3 weeks each year devoted to skills simulation within the university setting.

14. Assessment Strategy

The programme takes account of the [University's Assessment Policy](#) and the *Nursing and Midwifery Council (2009) Standards for Pre-Registration Midwifery Education*.

- Assessment variety has been reduced.
- The same type of assessment will usually be repeated each year of the programme to allow students to develop and refine academic skills and master the skills of assessment.
- Summative assessment activities include group presentations, a webfolio, reflective essays, scenario-based oral examinations and an independent study.
- The scenario based oral assessment will be an unseen, invigilated examination to comply with the requirements of NMC standard 15 (NMC 2009).
- Assessment is designed to provide students with opportunities to demonstrate their practical, technical, academic and professional progress and achievement in theory and practice throughout the programme. Both formative (informal and developmental) and summative (formal) assessment strategies are incorporated
- Summative theory assessment weeks are pre-planned at the end of each theory block across the students programme to ensure students complete summative theory assessments prior to commencing their practice learning experiences.
- Assessment activities are utilised enabling students to develop the skills of higher education and those needed for future employment as a registered midwife
- All summative assessment is constructively aligned to the module learning outcomes and reflects the academic level of study.
- Academic assessments support the integration of theory with professional practice, many draw upon practice learning experiences or utilise a scenario-based

approach

- Guidance is provided for all assessment activities whether formative or summative. For summative assessments a comprehensive assignment brief is provided, containing explicit assessment criteria, aligned to the learning outcomes and clearly indicating what students need to do to complete the assessment successfully, utilising marking criteria benchmarked to [UW grade descriptors](#).
- Formative assessment is an important feature across the programme and the teaching team believe it has a fundamental role to play in student learning and development. Students are strongly advised to engage with all formative assessment. It provides students with regular feedback on their progress, allowing them to self-assess their achievement. Furthermore it is aligned to summative assessments, increasing student confidence in achieving the module learning outcomes.
- All written course work will be submitted electronically.
- Students will be encouraged to develop an individual Pebble Pad portfolio to facilitate professional development planning.

Assessment of practice

- Assessment of practice learning is facilitated by an Assessment of Practice Document, providing opportunities for the formative and summative assessment of practice learning for each year of the programme. It provides an on-going record of progression and achievement across the programme.
- Assessment of Practice documentation has been aligned to the practice modules learning outcomes, which are written to reflect the level of study.
- Summative assessment of practice learning occurs at the end of each year, with formal progression points at the end of year 1 and 2.
- Students will be awarded a grade for practice by their sign off mentor. This will occur at a tripartite interview between the student, their sign-off mentor and the student's academic tutor. The academic tutor will moderate the process.
- Tripartite arrangements will enhance the practice based relationship between the student, their sign-off mentor and the academic tutor. Formalised meetings will take place at least 3 times across each year of the programme: a formative assessment opportunity will occur at the end of the first and second practice placement blocks. They aim to promote a robust and consistent arrangement for the assessment of practice learning.
- Formative assessment is integral to and supports summative assessment of practice learning and therefore it must normally be completed. It involves interviews, which facilitate the development of a focused learning plan to assist students to achieve the required level of skill, competence and professional behaviour.
- Additional formative learning opportunities will occur during designated skills weeks at the end of each theory block. These will help prepare students for clinical practice and allow them to practice skills learnt during the EBL weeks.
- 50% of the programme credits will be allocated to practice learning modules.
- All students are allocated a sign-off mentor who has successfully completed a recognised mentorship preparation programme.
- All sign-off mentors are required to attend annual updates and undergo triennial reviews as per the requirements of *NMC (2008) Standards to Support Learning and Assessment in Practice*.

15. Programme structures and requirements

The programme meets the requirements of the *NMC (2009) Standards for Pre-Registration Midwifery Education*. The BSc (Hons) Midwifery programme provides a three year, full-time, unified, integrated and mandatory programme consisting of theory and practice learning modules from level 4 to level 6.

It complies with NMC requirements of 50% theory and 50% practice throughout, providing students with the opportunity to complete 2475 hours theory and 2475 hours practice learning. Furthermore, it provides opportunity for students to gain an appreciation of 24 hour, 7 day a week care.

Programme Weeks

| Year | Theory | Practice | Other |
|--------|--|----------|-----------------|
| One | 23 weeks Includes one preparation for labour ward practice week | 22 weeks | 7 holiday weeks |
| Two | 22 weeks | 23 weeks | 7 holiday weeks |
| Three | 22 weeks | 23 weeks | 7 holiday weeks |
| Totals | 67 weeks | 68 weeks | |

In line with NMC requirements students are required to evidence all practice learning hours including sickness and absence, with hours lost needing to be 'made-up'. These are recorded on Record of Attendance Sheets and entered onto the student's education record.

Equal weighting exists between learning in theory and practice.

All modules have been developed to facilitate achievement of the NMC standards and essential skills clusters.

Practice learning progression points exist at the end of year one and year two. Theory progression points occur concurrently to practice progression points at the end of years one and two

The programme provides opportunities for students to engage with service users and their families during practice learning, but also when appropriate as part of the learning, teaching and assessment strategy.

The programme offers opportunities for inter-professional learning (IPL) through the development of pre-planned conference days integrated into the programme. There is also opportunity for IPL during practice learning placements.

Opportunities exist for simulated learning in state of the art simulation suites, utilising a wide range of simulation manikins of various degrees of complexity from basic models to high fidelity patient simulators.

Reading weeks provide students with the opportunity to consolidate their learning experiences and where necessary for reassessment of any outstanding academic or practice learning assessments.

The programme incorporates opportunities for an international or national elective practice learning experience in year three, with the opportunity for either a four week or 12 week experience.

Award Map - BSc (Hons) Midwifery

| LEVEL 4 | | | | |
|-------------|--|------------------|--------------------------------------|---------------|
| Module Code | Module Title | Credits (Number) | Status Mandatory (M) or Optional (O) | Prerequisites |
| MIDF1101 | Lifelong Learning 1 | 30 | M | None |
| MIDF1102 | Theoretical Foundations of Midwifery 1 | 30 | M | None |
| MIDF1103 | Midwifery Practice 1 | 60 | M | None |

| LEVEL 5 | | | | |
|-------------|--|------------------|--------------------------------------|--|
| Module Code | Module Title | Credits (Number) | Status Mandatory (M) or Optional (O) | Prerequisites |
| MIDD2101 | Lifelong Learning 2 | 30 | M | Successful completion of all level 4 modules |
| MIDD2102 | Theoretical Foundations of Midwifery 2 | 30 | M | Successful completion of all level 4 modules |
| MIDD2103 | Midwifery Practice 2 | 60 | M | Successful completion of all level 4 modules |

| LEVEL 6 | | | | |
|-------------|--|------------------|--------------------------------------|--|
| Module Code | Module Title | Credits (Number) | Status Mandatory (M) or Optional (O) | Prerequisites |
| MIDC3101 | Lifelong Learning 3 | 30 | M | Successful completion of all level 5 modules |
| MIDC3102 | Theoretical Foundations of Midwifery 3 | 30 | M | Successful completion of all level 5 modules |
| MIDC3103 | Midwifery Practice 3 | 60 | M | Successful completion of all level 5 modules |

All modules must be passed to be eligible for the award of BSc (Hons) Midwifery and Registration with the NMC.

BSc (Hons)/BSc Midwifery award cannot be made separately from Registration with the NMC.

The award of Registered Midwife is contingent upon the Lead Midwife for Education confirming the students' good health and character in support of their self-declaration.

16. QAA and Professional Academic Standards and Quality

The BSc (Hons) Midwifery programme has taken account of a range of quality academic and professional frameworks.

The learning outcomes for theory and practice learning modules at each level have been constructed in accordance with the *QAA Framework for HE Qualifications*, with learning becoming progressively more challenging, moving from broad generic concepts to a more in-depth knowledge allowing decision-making in complex and unpredictable circumstances.

The programme meets the *NMC (2009) Standards for Pre-Registration Midwifery Education*.

The programme is aligned with the QAA Benchmark Statements for Midwifery (2001).

Please see mapping document in the course handbook for the following:

mapping of modules to the *NMC (2009) Section 2: Standards of Competence*

mapping of modules to the *NMC (2009) Essential Skills Clusters*

The course has a 50% practice-based learning requirement. These aspects of the programme incorporate the requirements of the *Code of Practice for the Assurance of Academic Quality and Standards in Higher Education - Section 9: Work-based and Placement Learning (QAA 2007)* and the University [Quality Standards for Work-based and Placement Learning](#)

17. Support for students

Student support is a central component of the Midwifery programme and is available from within the Academic Unit of Allied Health Sciences, the Institute of Health and Society and from the wider University. It is seen as being key to maximising retention.

Midwifery Taster Day

The Midwifery Taster day (MTD) was introduced in December 2002 in response to meeting the needs of non-traditional applicants to the programme, i.e. those with little or no experience of clinical care, or who have not followed a traditional educational path. These, and indeed many other applicants to the midwifery programmes, are frequently naïve to the demands inherent within a rigorous course of study that offers both an academic degree and a professional qualification. The MTD therefore evolved as a means of providing not only information about the BSc (Hons) Midwifery programme, but also a significant opportunity to engage with those already experiencing student midwifery. This

unique initiative is consistently praised by the NMC as an example of good practice and has subsequently been adopted by other programmes, both within and external to the university. Midwifery taster days occur during one week each academic year prior to the UCAS application cycle.

'Getting to Know You' event

This event works in harmony with the overall philosophy of the MTD. All new starters are invited to attend university for a pre-course introduction session where they have the opportunity to engage with the Lead Midwife for Education, Admissions tutor and/or current course students. The essential aim of the 'getting to know you' session is to foster early relationships between new students and therefore support their transition to the higher education environment.

Induction

The first week of the programme follows on from the 'getting to know you event' and provides students with opportunity to meet other students, the teaching team, including practice facilitators and their academic tutor. Sessions exist to introduce students to the principles of learning and teaching in higher education, introduction to information and learning systems including library resources, an introduction to student services, the student union and professional and representative bodies.

Academic tutors

Academic tutoring is at the heart of supporting students personally, professionally and academically. The programme team believe that the academic tutor system is fundamental to student success. All students are allocated an academic tutor from within the midwifery team of lecturers.

Students are advised to maintain regular contact with their academic tutor, with email being the communication tool of choice. All tutorial contact is recorded in writing, with a copy made available for the student.

While it is unlikely; a student may request a change of academic tutor (or vice versa).

Disability and Dyslexia support

The University has a [Diversity and Equality Policy](#) and does not discriminate directly or indirectly in the admission, progress and assessment of students. The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis. Additionally the University's [Assessment arrangements for disabled students](#) sets out policy, procedures and guidance to ensure that disabled students are not discriminated against in relation to assessments.

Meeting the needs of a midwifery student with a disability requires a balancing of creative reasonable adjustments and support strategies within a context of professional regulation and competency. Reasonable adjustments and support strategies must be professionally acceptable and ensure patient safety. Students are actively encouraged to disclose their disability to facilitate safe systems of support and permit additional needs/reasonable adjustment to be put in place.

Practice learning support

Prior to commencing their first practice learning experience, students have a practice induction, which includes professional responsibilities and expected conduct, introduction to practice learning assessment documentation and Trust policy and guidance.

Students are supernumerary and supervised while in the practice learning environment, with the sign-off mentor having primary responsibility for supporting and supervising learning experiences, either directly or indirectly.

Students are expected to work 40% of their practice learning experience with their sign-off mentor, who will have undergone a formal period of preparation for the role. Sign-off mentors are required to attend regular updates as per requirements of the *NMC (2008) Standards to support learning and assessment in practice*. The local Trust's maintain the register of sign-off mentors.

During additional learning opportunities students are supported and supervised by appropriately educated practitioners, who may not be a midwife but who will provide feedback on the students' performance to their sign-off mentor.

The practice learning and assessment process is further supported by:

- Practice facilitators/educators
- Academic tutors
- Work Based Learning Support Team
- Simulated learning opportunities

Further details of practice learning support are available in the course handbook and Assessment of Practice Learning document.

Additional course information

All students are provided with a comprehensive course handbook and course planners. Module outlines and assessment briefs are provided for all modules of study and assessments. An Assessment of Practice document for each year of the programme and a mentor guide to the Assessment of Practice document are also provided.

All students have access to a personal [SOLE](#) page, with a single sign-on to an email account, learning support, course information, life support, recreation and living. This includes links to Blackboard where there are dedicated nursing and midwifery pages. These are the main way in which both staff and students communicate with each other. A wide range of information and learning services are available to students including e-learning platforms, e.g. Blackboard, Moodle and Pebble Pad. Additionally students have access to IT, Media and library resources, including a dedicated subject librarian for health.

18. Admissions policy, criteria and procedures

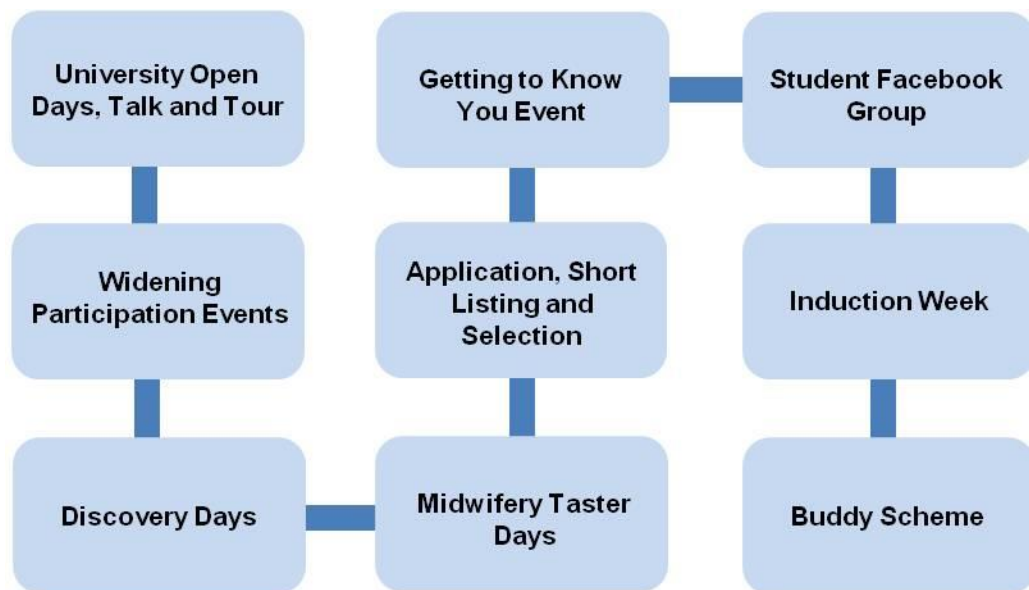
Commissions

Currently, NHS Midlands and East (formerly West Midlands Strategic Health Authority; WMSHA) commission Pre Registration Midwifery at the University of Worcester. The number of students currently able to access the programme is therefore strictly regulated.

Admissions Policy for the course

The University aims to provide fair and equal access to a university education for all those who have the potential to succeed or benefit from it. Admissions to BSc (Hons) Midwifery are made in line with the University's [Admissions Policy](#) and diversity and equality policies.

Overview of Midwifery Recruitment



Entry requirements

For September 2014 entry, offers will be based on 300 UCAS points:

- From a maximum of 3 and a half A levels. One must be a relevant subject, e.g. psychology, sociology, biology or health and social care.
- 5 GCSE passes, grade C or above, to include English, Science and Maths.
- Evidence of recent academic study (within 5 years).
- Evidence of contributing to the health/well-being of young people/adults.

OR:

- Access Diploma. Full award of 60 credits, 45 credits at level 3. 30 credits must be achieved at merit/distinction level in a science/health related subject.
- Equivalent level 2 qualifications in English, Maths and Science.
- Evidence of recent academic study (within 5 years).
- Evidence of contributing to the health/well-being of young people/adults.

OR:

- BTEC National Diploma (for example, Health & Social Care). Level required DDM.
- Equivalent level 2 qualifications in English, Maths and Science.
- Evidence of recent academic study (within 5 years).
- Evidence of contributing to the health/well-being of young people/adults.

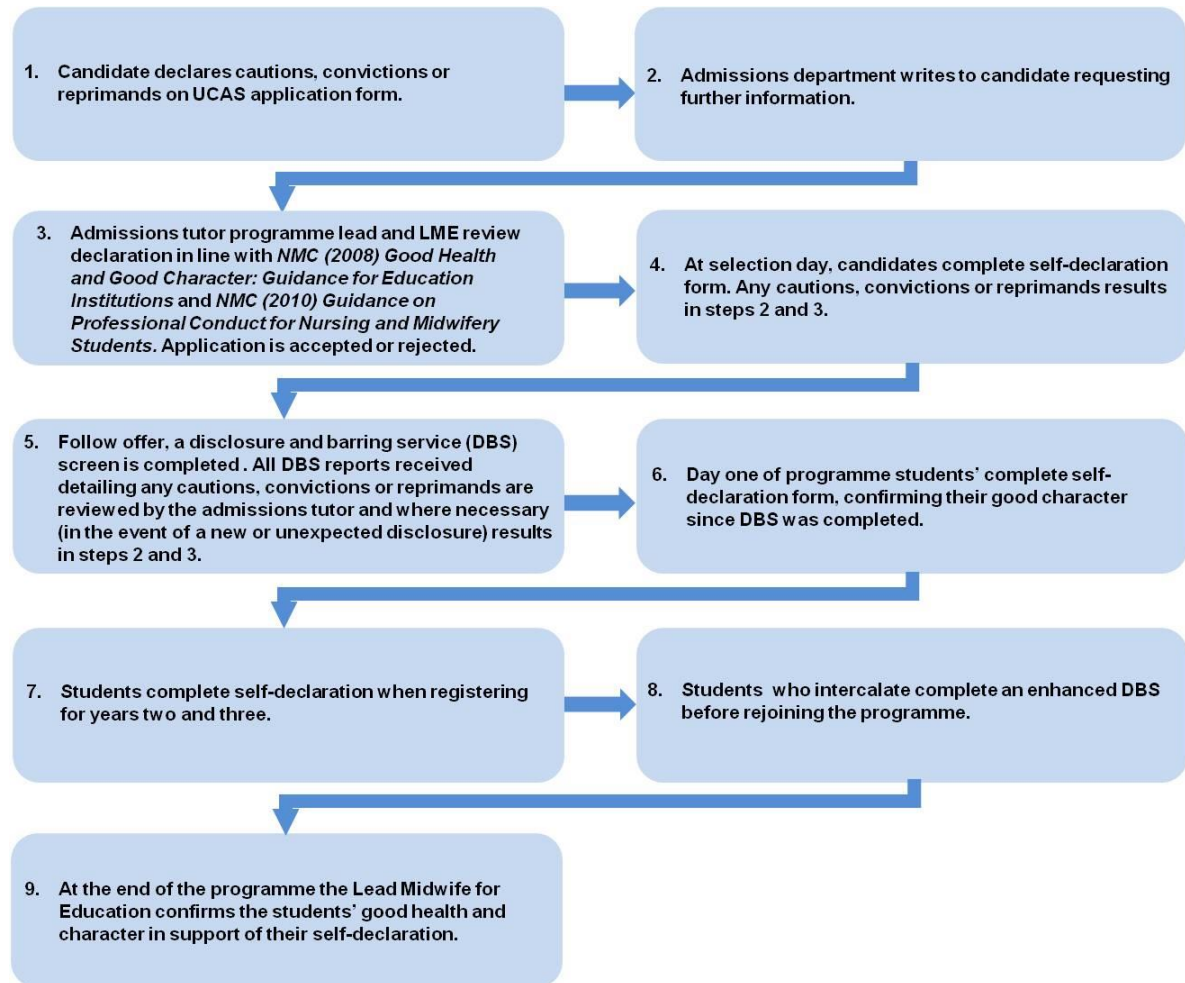
For applicants whose first language is not English, the Nursing and Midwifery Council require a minimum IELTS score of 7.0. <http://www.nmc-uk.org/Registration/Joining-the-register/Trained-outside-the-EU--EEA/International-English-Language-Testing-IELTS/>

The University is committed to widening participation and therefore prospective candidates who hold other qualifications, or who do not fully meet the entry requirements will be considered on an individual basis by the Admissions tutor and Lead Midwife for Education.

In addition, to the above, the *NMC (2010) Standard 3: Selection, Admission, Progression*

and Completion specify professional entry requirements to determine good health and good character.

Pre-Registration Midwifery operate the good character flow chart shown below:



Good health is determined through occupational health assessment which is currently provided by an independent supplier.

<http://www.nmc-uk.org/Educators/Good-health-and-good-character/>

Admissions procedures

All applications are received through University and College Application Service (UCAS)

Admissions/selection criteria

All applications received are scrutinised and short listed against set criteria which include both educational and professional requirements:

- Applicant meets/working towards academic entry requirements
- The personal statement must be well written and demonstrate:
 - A clear midwifery focus.
 - A realistic and objective motivation.
 - A robust understanding of the role of the midwife and her scope of practice.
 - Evidence of relevant key skills.
- A satisfactory and relevant reference must be supplied.

- Any criminal cautions/convictions are declared and assessed on an individual basis.
- Residency must comply with EU rules.

Candidates who meet the criteria for admission are invited to attend a selection day.

The selection day process facilitates a variety of opportunities for candidates to demonstrate their understanding and commitment to the BSc (Hons) Midwifery programme. These include assessments of motivation, communication and team working skills. In addition, all candidates are required to undertake literacy and numeracy testing as required by the NMC.

Academic and practice learning partners, senior student midwives and service users participate in the recruitment of potential students. Decisions are made through observation and recording of candidates' behaviour during each activity which is then mapped against set criteria. Each of these is sub-divided with positive behavioural indicators rated from 'excellent' to 'strong development need'.

Academic and practice learning partners attend training in the principles of selection, anti-discriminatory behaviour and equal opportunities through the University or the practice partners employing institution.

Where a candidate is unsuccessful at selection day, they are offered written 'feedback' against individual performance and interview outcome. In some instances potential students may be advised to reapply at a later date or to seek further education.

Those students who meet all the criteria for entry and are successful at selection day are offered a place, conditional upon satisfactory occupational health and disclosure/barring (DBS) screening.

Candidates are then invited to attend a 'getting to know you session' prior to programme commencement.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

19. Methods for evaluating and improving the quality and standards of teaching and learning

An integrated range of strategies are used by the Pre-Registration Midwifery team to monitor, evaluate and improve the quality and standards of learning and teaching:

- NHS Midlands and East annual review meeting (ARM), part of the on-going quality and monitoring and enhancement (OQME) processes into its commissioned

provision

- Annual Evaluation Report
- External examiner reports with the external examiner having the opportunity to visit practice learning environments and review Assessment of Practice documents
- Annual monitoring by the NMC
- All practice learning environments have a current learning environment profile (LEP)
- An active mentor register is maintained with triennial review processes in place
- Informal midpoint and formal, anonymous online end of module evaluation by students. Module leaders provide a formal response and action plan which is available for current and future students to access via Blackboard
- Feedback sessions evaluating and reflecting on practice learning experiences facilitated by academic tutors. Formal opportunity to anonymously provide online evaluation of practice learning, which is shared with practice facilitators and mentors
- Course management committee meetings every semester, facilitated by the programme lead involving StARs, academic and practice team members to allow on-going monitoring and evaluation of the programme
- Quality steering group who oversee the quality aspects of the provision, including evaluations of theory and practice experiences and recruitment and retention issues
- Modifications to modules including assessment strategies are presented at the Institute of Health and Society's Institute Quality Committee
- Institute of Health and Society student forum
- Post examination board moderation provides opportunities to reflect on assessment activities, process and assessment marks of identified modules
- Mentor and practice facilitator involvement in the formal review and evaluation of existing provision and involvement in the development of the new curriculum;
- Student involvement in the formal review and evaluation of existing provision and involvement in the development of the new curriculum.
- Involvement of service users in learning, teaching and as applicable in assessment activities and formal review and evaluation of existing provision and involvement in the development of new curriculum
- Academic team engagement with the University's peer learning through observation scheme supported by an Institute of Health and Society peer learning champion
- Final year students complete the National Student Survey (NSS).
- The University and Institute of Health and Society Learning and Teaching Committees, together with the Academic Development and Practice Unit (ADPU) promote learning and teaching, through the provision of support and personal development opportunities for staff. This includes a programme of staff development seminars and when requested facilitates Institute/departmental staff development.

20. Regulation of assessment

The course operates under the University's Undergraduate Regulatory Framework

The regulation of assessment adheres where appropriate to the [University's Undergraduate Regulatory Framework](#) and the [University's Assessment Policy](#).

All modules must be successfully passed to be eligible for the award of BSc (Hons) Midwifery and Registration with the NMC.

BSc (Hons) Midwifery award cannot be made separately to Registration with the NMC.

The award of Registered Midwife is contingent upon the Lead Midwife for Education confirming the students' good health and character in support of their self-declaration.

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications
- The minimum pass mark is D- for each module,
- [NMC Standards](#), Essential Skills Clusters and Course Professional Attributes are awarded a pass/fail and a grade awarded for practice.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required
- Some modules have attendance requirements, where these exist they will be documented in the module outline and include mandatory moving and handling and basic life support sessions
- Practice learning modules require the student to complete a minimum of 80% attendance in the practice learning environment for summative assessment to take place
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline and assignment brief and for practice learning modules within the student/mentor guide to the Assessment of Practice document

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances
- For full details of submission regulations see URF

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-
- If a student is unsuccessful in the reassessment, they have the right to retake the module unless the module is a practice learning module, where only one reassessment attempt is permitted
- Where a practice learning module is failed students will be offered an opportunity of a minimum of a 4 week placement to facilitate retrieval of the fail
- Failure in the original and reassessment opportunity of a practice learning module will result in withdrawal from the programme
- No student will be reassessed in practice more than 3 times throughout the whole programme. Failure in excess of this will lead to discontinuation from the programme

Requirements for Progression

- Progression points exist at the end of year one and year two.
- Students will not be allowed to carry failed modules into a succeeding year. Given the professional NMC requirements of the award, students are required to meet all

assessed outcomes, including extra attempts, within 12 weeks of the progression point.

- Students must pass all modules for the level, ie achieve 120 credits to progress to the next level of study
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University
- Students who pass less than 120 credits but have submitted all items of assessment will be required to retake failed modules to retrieve the failure.
- A student who fails in the original and reassessment opportunity of a practice learning module will be withdrawn from the programme
- Where exceptional circumstances have prevented students from achieving all assessed outcomes prior to the progression point; any outstanding outcomes must be met and confirmed within 12 weeks of the students' progression to the next level of study.

Requirements for Awards

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| End of year one 120 credits at Level 4 Certificate of Higher Education Health and Care |
| End of year two 120 credits at Level four and 120 credits at Level 5 Diploma of Higher Education Health and Care |
| End of year three 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6 BSc (Hons) Midwifery and Registered Midwife |

Classification

The Honours classification is determined by:

Method One:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

- Candidates will be awarded a first class degree, irrespective of their other module results, where they have attained 90 credits at grade A- or higher and 30 credits at grade B- or higher.
- Candidates will be awarded an upper second class degree, irrespective of their other module results, where they have attained 90 credits at grade B- or higher and 30 credits at grade C- or higher.
- Candidates will be awarded a lower second class degree, irrespective of their other module results, where they have attained 90 credits at grade C- or higher.
Academic Regulations and Procedures: Undergraduate Regulatory Framework (Applicable to all undergraduates admitted since September 2007 onwards)
- Candidates will be awarded a third class degree, irrespective of their other module

results, where they have not fulfilled rules (a), (b) or (c), but are eligible for the award of an honours degree.

Method Two:

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

- Candidates will be awarded a first class degree, irrespective of their other module results, where they have attained 60 credits at grade A- or higher and 30 credits at grade B- or higher.
- Candidates will be awarded an upper second class degree, irrespective of their other module results, where they have attained 60 credits at grade B- or higher and 30 credits at grade C- or higher.
- Candidates will be awarded a lower second class degree, where they have attained 60 credits at grade C- grades or higher.
- Candidates will be awarded a third class degree, irrespective of their other module results, where they have not fulfilled rules (a), (b) or (c), but are eligible for the award of an honours degree.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

21. Indicators of quality and standards

Pass rates

A total of 23 students graduated during academic year 2011/12 compared to 21 in the previous academic year.

Periodic Review of Pre-Registration Midwifery

In 2011 the programme underwent Periodic Review. The outcome of the review was a '*statement of confidence in the academic standards and quality of learning opportunities in the Pre-Registration midwifery programme*'. The following were noted as features of good practice and innovation: The Moving on Programme; evidence of strong student support by the course team and the ILS representative; the range of resources and simulation opportunities available.

Nursing and Midwifery Council Annual Monitoring

Mott Macdonald on behalf of the NMC has reviewed the Midwifery programme at the University on an annual basis with the last review being held on 8th & 9th December 2010. Good was achieved in all 5 categories. The range of initiatives to strengthen the selection process and thereby improve student retention was commended.

NHS Midlands and East Annual Review Meetings

The NHS Midlands and East (formerly WMSHA) have conducted an annual review meeting as part of its on-going quality and monitoring and enhancement processes into its commissioned provision and confirmed confidence in the quality of the provision.

External Examiner Reports

External Examiner reports have been positive:

"The aims and learning outcomes of the BSc Midwifery programme reflect the standards

expected from the pre-registration midwifery NMC standards (2009) and those of the University of Worcester. They remain both current and relevant".
External Examiner's Report 2010/11

Institutional Audit

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22. Graduate destinations, employability and links with employers

During the final year of the programme students are prepared for employment. Local prospective employers are invited to discuss job opportunities. Students receive sessions on CV preparation, and interview technique.

Employment Data

Achievement of the BSc (Hons) Midwifery normally indicates a student's *Fitness to Practice* and eligibility to enter the NMC professional register, permitting them to use the title Registered Midwife. Almost all graduates go straight into midwifery employment, locally, nationally and in some instances international. First destination data shows that midwifery students from the University enjoy high levels of employment despite periodic fluctuations in staff vacancies.

The Institute of Health and Society in conjunction with the university's careers department will hold a career fair every year for qualifying students. Employers from within the Worcestershire and Herefordshire counties and surrounding areas are invited to meet with students and discuss career opportunities and further professional development.

<http://www.worc.ac.uk/careers/>.

Working with practice partners

The Institute of Health and Society has excellent working relationships with its practice partners, which have been commended by a number of organisations including the NMC, SHA and external examiner reports. Practice partners have been involved in the development of the new Pre-Registration Midwifery programme. Practice educators have been closely involved in the development of the practice learning modules. The programme lead and other members of the Pre-Registration Midwifery team have been involved in discussion regarding the development of the curriculum with the heads of midwifery in the local NHS Trusts.

Opportunities for further study

Continuing professional development learning opportunities exist on a number of courses available at the University of Worcester: <http://www.worcester.ac.uk/departments/659.html>.

The University also provides the opportunity to undertake post-graduate academic study including the Masters degree (MSc) in Advancing Practice for students existing with a BSc (Hons) <http://www.worcester.ac.uk/courses/8295.html>.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and Section 3 of the course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.