

Programme Specification for BSc (Hons) Midwifery

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	Nursing and Midwifery Council
4.	Final award or awards	BSc (Hons) Midwifery Leading to registration on Part 2 of the Nursing and Midwifery Council Professional Register
5.	Programme title	Midwifery
6.	Pathways available	N/A
7.	Mode and/or site of delivery	University of Worcester and NHS Trust placement providers
8.	Mode of attendance	Full time. Students are also expected to attend when in clinical practice at weekends, nights and bank holidays.
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) March 17 template update

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 into 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 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 NMC 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 sound clinical reasoning, effective decision-making and excellent 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: Professional Standards of Practice and Behaviour for Nurses and Midwives* (NMC 2015)
- 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

Learning Outcomes: Honours Degree B.Sc. (Hons) Midwifery

By successfully completing level 6 of the programme, as set out on the award map, students will have attained the intended learning outcomes as set out below.			
Knowledge and Understanding			
No.	On successful completion of an Honours degree, students will be able to:	Module Code	Award * State if Non-Honours or BA/BSc Honours
1	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.	MIDC3102 MIDC3103	Non-Honours
2	Critically reflect upon the role of the midwife, be able to co-ordinate care and act as the first point of contact for women	MIDC3101 MIDC3102 MIDC3103	BSc Honours
Cognitive and Intellectual skills			
No.	On successful completion of an Honours degree, students will be able to:	Module Code	
3	Critically review concepts and evidence from a wide range of sources in order to challenge and lead developments in practice.	MIDC3101 MIDC3102 MIDC3103	BSc Honours
4	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.	MIDC3101 MIDC3102 MIDC3103	BSc Honours

5	Apply enhanced interpersonal skills (as identified in the Essential Skills Cluster – Communication) to support women and their families.	MIDC3101 MIDC3102 MIDC3103	BSc Honours
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Practical skills related to employment			
No.	On successful completion of an Honours degree, students will be able to:	Module Code	Award * State if Non-Honours or BA/BSc Honours
6	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.	MIDC3101 MIDC3102 MIDC3103	BSc Honours
7	Facilitate the physiology of childbirth and be competent in applying sound evidence to this in practice.	MIDC3101 MIDC3102 MIDC3103	BSc Honours
8	Effectively participate in managing obstetric and neonatal emergencies.	MIDC3101 MIDC3102 MIDC3103	BSc Honours
9	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.	MIDC3101 MIDC3102 MIDC3103	BSc Honours
10	Make an effective contribution to the multidisciplinary team.	MIDC3101 MIDC3102 MIDC3103	BSc Honours
Transferable/key skills			
No.	On successful completion of an Honours degree, students will be able to:	Module Code	Award * State if Non-Honours or BA/BSc Honours
11	Develop and consolidate a range of transferable and graduate skills to ensure fitness for practice, purpose and award.	MIDC3102 MIDC3103	Non-Honours
12	Plan, implement and critically evaluate care in high risk and complex pregnancies, exercising appropriate judgement along the whole of the maternity pathway.	MIDC3101 MIDC3102 MIDC3103	BSc Honours

Learning, teaching and assessment methods

The programme is 50% theory and 50% clinical practice and 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 both independently and in small groups supported by midwifery lecturers acting as facilitators.

The EBL process starts with a trigger set in practice, for example, a picture, a clinically-based scenario, or a video clip. This trigger is 'exploded' by the group to identify key issues and questions. Students then agree areas for further learning and identify the resources required. The process is supported by resource sessions such as lectures, workshops and skills sessions including simulations as well as small group tutorials with the facilitator where the students share and synthesise organised information, identify gaps in knowledge and understanding, and areas for further exploration.

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 midwifery facilitator supports students to identify areas for further learning. Students use PebblePad to share their work with each other and to record their final outputs.

The EBL approach to learning encourages the application of theory to practice. Students are able to use the skills learned through the EBL process in clinical practice.

In practice, students are mentored and assessed by midwives who have successfully completed an NMC approved preparation for mentorship programme and learn in a range of practice placements both in the primary and secondary care settings.

The NMC (2009) require that a range of assessment strategies should be used to assess midwifery knowledge, practical skills and attitude. At the University of Worcester these include:

Group presentation and supporting paper (aligned to the concept of team working in the EBL process)

Unseen written examination (To test midwifery knowledge and understanding. The NMC (2009) stipulates the programme should include at least one unseen examination).

Webfolio in years 1 & 2 presented on PebblePad

Independent Study in year 3

Assessment of practice (defined by the NMC as direct hands-on care) supported by an e-portfolio on PebblePad. (Assesses practical skills and attitude). This is assessed by midwifery sign-off mentors in line with the NMC requirement for due regard.

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 is designed to provide students with opportunities to demonstrate their practical, academic and professional progress and achievement in theory and practice throughout the programme. Both formative and summative assessment strategies are included.
- 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.

- 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.
- 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.
- Students are encouraged to develop an individual PebblePad portfolio to facilitate professional development planning;
- Assignment briefs are provided on PebblePad at the beginning of each academic year. These include the grade descriptors for each item of assessment individualised to that particular assessment and benchmarked to the university generic descriptors.

Assessment of theory

- Summative assessment activities include a group presentation (awarded a group grade) with an individual supporting paper, an unseen written examination, a webfolio and an independent study;
- The unseen written examination complies with the requirements of NMC standard 15 (NMC 2009). It is supported by formative quizzes at the end of each theory block and a 'mock' exam;
- Students are formatively prepared for the group presentation by the EBL final feedback sessions and the supporting paper by the 'outputs' they write to share on PebblePad;
- The webfolio is supported by a formative submission on which students are provided with feedback and feed forward. In the first year this contributes towards diagnostic assessment, identifying those students who may require additional support and sign-posting them towards this;
- The Independent Study is presented in two parts. The first part is a progress presentation in which the student provides a rationale for their choice of topic and the approach they will take to explore it, identifying some key literature. Students receive feedback to support the second part, their final written submission. This 2-part approach to the Independent Study is innovative and successful in supporting students' time management for the completion of their study. It enables students to receive feedback early in the process. An individual presentation also develops skills required for employment;
- Summative theory assessments are pre-planned to occur during each theory block across the students' programme to ensure students complete summative theory assessments prior to commencing their practice learning experiences;
- Students are encouraged to access tutorial support for all assessments;
- Academic assessments support the integration of theory with professional practice, many draw upon practice learning experiences or utilise a scenario-based approach;
- The webfolios and supporting papers are submitted electronically.

Assessment of practice

- 50% of the programme credits is allocated to practice learning modules;
- Assessment of practice learning is facilitated by an Assessment of Practice Document, providing opportunities for both formative and summative assessment of practice

learning for each year of the programme. It provides an on-going record of progression (NMC 2009) and achievement across the programme;

- Assessment of Practice documentation is aligned to the practice modules' learning outcomes, which are written to reflect the level of study;
- Tripartite arrangements will enhance the practice-based relationship between the student, the lead sign-off mentor and the personal 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. The aim is 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 occur during skills teaching sessions in each theory block, preparing students for clinical practice;
- Summative assessment of practice learning occurs at the end of each year, with formal progression points at the end of year 1 and 2;
- The student must successfully achieve all the NMC competencies and Standards to pass;
- Attitude is assessed by the course professional attributes;
- Students will be awarded a grade for practice by the lead sign-off mentor. This will occur at a tripartite interview between the student, the lead sign-off mentor and the student's personal academic tutor. The personal academic tutor will moderate the process;
- All students are allocated a sign-off mentor in each placement area 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. Furthermore, it provides opportunity for students to gain an appreciation of 24 hour, 7 day/week care.

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 skills rooms, utilising a 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	Credit value	Status	Pre-requisites
MIDF1101	Lifelong learning 1	30	Mandatory	None
MIDF1102	Theoretical foundations of midwifery 1	30	Mandatory	None
MIDF1103	Midwifery practice 1	60	Mandatory	None

Level 5				
Module code	Module title	Credit value	Status	Pre-requisites
MIDD2101	Lifelong learning 2	30	Mandatory	Successful completion of all level 4 modules
MIDD2102	Theoretical foundations of midwifery 2	30	Mandatory	Successful completion of all level 4 modules
MIDD2103	Midwifery practice 2	60	Mandatory	Successful completion of all level 4 modules

Level 6				
Module code	Module title	Credit value	Status	Pre-requisites
MIDC3101	Lifelong learning 3	30	Mandatory	Successful completion of all level 5 modules
MIDC3102	Theoretical foundations of midwifery 3	30	Mandatory	Successful completion of all level 5 modules
MIDC3103	Midwifery practice 3	60	Mandatory	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. The BSc (Hons) 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 student's 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 supporting decision-making in complex and unpredictable circumstances.

This award is located at level 6 of the FHEQ. The programme meets the *NMC (2009) Standards for Pre-Registration Midwifery Education*. The programme is aligned with the QAA Benchmark Statements for Midwifery (2001).

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; it is seen as being key to maximising retention.

Personal Academic Tutors

Academic tutoring is at the heart of supporting students personally, professionally and academically. The programme team believe that the personal academic tutor system is fundamental to student success. All students are allocated a personal academic tutor from within the midwifery team of lecturers. Students are advised to maintain regular contact with their personal academic tutor, with email being the communication tool of choice. They meet with their personal academic tutor at the beginning and end of the academic year. The personal academic tutor attends all tri-partite formative and summative assessments of practice, being closely involved where there are problems identified in practice and liaising with the practice facilitator and lecturer/practitioner to support the student. While it is unlikely to happen, a student may request a change of personal academic tutor (or vice versa).

Midwifery Taster Day

The Midwifery Taster day (MTD) was introduced in December 2002 in response to meeting the needs of applicants to the programme. The MTD 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, midwifery tutors and 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. Students are provided with the opportunity to invite family and friends along with the aim of understanding

the demands of the course in order to be able to better support the student and improve retention. The feedback received has been excellent and it is very much valued.

Induction

The first week of the programme provides students with the opportunity to meet other students, the teaching team, the vice-chancellor and the head of department. 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 the midwifery society.

Resilience training

The university counselling service provide three sessions per year to support students in developing skills of resilience that will protect their future health and reduce the chances of attrition from employment.

Buddy system

Students are allocated a 'buddy' student from the year above who are accessible and can support the student throughout the programme.

Practice learning support

Prior to commencing their first practice learning experience, midwifery 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 whilst in the practice learning environment, with the lead sign-off mentor having primary responsibility for supporting and supervising learning experiences, either directly or indirectly (NMC 2009).

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 the *NMC (2008) Standards to support learning and assessment in practice*. The local Trusts maintain the registers 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 student's performance to his/her sign-off mentor.

The practice learning and assessment process is further supported by:

- Practice facilitators/educators
- Personal 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.

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 <http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm> within Student Services <http://www.worcester.ac.uk/student-services/index.htm> 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.

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 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 and Pebble Pad. Additionally students have access to IT, Media and library resources, including a dedicated subject librarian for health.

18. Admissions

Admissions policy

Admissions to BSc (Hons) Midwifery are made in line with the University's Admissions Policy (see link below) and diversity and equality policies. The course seeks to recruit from a range of both school leavers and more mature applicants. All are asked to have some form of caring experience. The midwifery teaching team are looking for applicants who can demonstrate a good understanding of the role of the midwife and are passionate about women's rights and supporting women in their choices. Applicants should be able to demonstrate emotional intelligence and resilience.

Entry requirements

September 2017 Entry:

- Offers based on 120 UCAS points
- Typical offer is BBB
- Must include a minimum of one relevant subject e.g. Biology, Chemistry, Psychology, PE, Sociology, or Health and Social Care

OR

- Access Diploma, full award of 60 credits; 45 credits at level 3
- 24 or more level 3 credits must be at distinction level and the remainder at merit
- Level 3 credits must be in health/science related subjects

OR

- BTEC Diploma (Health & Social Care preferred)
- DDM

AND

- 5 GCSE passes, grade C or above, to include English Language, Maths and Science. Functional Skills Level 2 Mathematics will be accepted as an alternative to GCSE Mathematics
- Evidence of recent academic study (within 5 years).

- Evidence of contributing to the health/well-being of young people/adults, for example:
 - Duke of Edinburgh award scheme
 - Mentor/Leader in any young person's organisation
 - Volunteering
 - Caring for vulnerable individuals in a community or hospital setting
 - Doula/antenatal educator

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. The current UCAS Tariff requirements for entry to this course are published in the prospectus.

See UW Admissions Policy for other acceptable qualifications. In addition to the above, the *NMC (2010) Standard 3: Selection, Admission, Progression and Completion* specifies professional entry requirements to determine good health and good character.

All students are expected to provide an enhanced DBS prior to entry to the programme and self-declare good character each year. Good health is determined through occupational health assessment which is currently provided by an independent supplier.

<https://www.nmc.org.uk/globalassets/sitedocuments/registration/character-and-health-decision-making-guidance.pdf>

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>

Admissions procedures

All applications are received through University and College Application Service (UCAS). Course code: B720.

Applications are screened and suitable applicants short-listed against set criteria, and invited to a selection day. 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.

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.

Admissions/selection criteria

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. Criteria for making an offer of a place include:

- Applicant meets/working towards academic entry requirements;
- 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 are then invited to attend a 'getting to know you session' prior to programme commencement.

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;
- Institute Annual Evaluation Report;
- External Examiner Reports; the external examiner having the opportunity to visit practice learning environments and review Assessment of Practice documents twice a year;
- Annual monitoring by the NMC;
- All practice learning environments have a current learning environment profile (LEP);
- Active mentor registers are maintained with triennial review processes in place;
- Informal mid-point 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 Educational Development Unit (EDU) 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 Taught Courses Regulatory Framework

All modules must be successfully passed to be eligible for the award of BSc (Hons) Midwifery and registration with the NMC as a Registered Midwife. 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;
- 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;
- All modules have attendance requirements. Students are expected to attend 45 programmed weeks per year both in theory and practice. Some sessions are mandatory prior to the student being able to attend clinical practice, for example, moving and handling and basic/intermediate life support;
- Practice learning modules require the student to complete a minimum of 80% attendance in the practice learning environment for summative assessment to take place
- The NMC Standards, Essential Skills Clusters and Course Professional Attributes are awarded a pass/fail and a grade is awarded for practice by the lead sign-off mentor;
- 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, in 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 please see the <http://www.worcester.ac.uk/registryservices/documents/TaughtCoursesRegulatoryFramework.pdf>

Retrieval of failure

- Students are entitled to re-sit 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. In this situation, only one reassessment attempt is permitted unless a claim for mitigating circumstances has been accepted, in which case the student may have a third and final re-assessment of practice;
- 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 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

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 120 credits at Level 4;
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 120 credits at Level 5;
- 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 modules;
- Progression points occur 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 re-assessments, any outstanding outcomes must be met and confirmed within 12 weeks of the students' progression to the next level of study;
- A student who fails in the original and reassessment opportunity of a practice learning module will be withdrawn from the programme

Requirements for Awards

Award	Requirement
Certificate of Higher Education in Health and Care	In order to be eligible for the exit award of Certificate in Higher Education in Health and Care, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Diploma of Higher Education in Health and Care	In order to be eligible for the exit award of Diploma in Higher Education in Health and Care, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.

Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

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

For further information on honours degree classification, see the Taught Courses Regulatory Framework.

21. Indicators of quality and standards

Teaching and learning support staff

There are currently 7.3 WTE midwifery lecturers and 1wte Lecturer Practitioner. These are supported by a number of visiting experts, mostly specialist midwives but also medical staff, support groups and nursing specialists. There are practice facilitators in each Trust to support students in clinical practice. There are also university IT support, writers-in-residence, work-based midwifery mentors and a subject librarian.

Pass rates

Graduate destination data for the two cohorts who completed in 2015/16 is not yet available as the survey does not take place until one year after graduation. Generally there is 100% employment or further education for the course graduates. Of the graduates for 2015/16, the majority have been successful in gaining employment as midwives.

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 20th and 21st April 2016. The standard was met in all categories.

External Examiner Reports

External Examiner reports have been very positive:

“The Department demonstrates cohesiveness and equity in the marking process and demonstrates a facilitative approach to enable students to access support and feedback”.

“Throughout the professional programme, students demonstrate academic progression and professional development appropriate to the level descriptors and NMC standards”.

(External Examiner’s Report 2016)

NSS and UWSS scores

The overall response rate for the NSS in 2016 was 79%, similar to the previous year. Midwifery increased its overall satisfaction score this year from 4.0 to 4.6.

There were no potential issues, as defined by a NSS score of 3.3.

There were no issues, as defined by a NSS score of <3.2.

Success, as defined by a NSS score of >4.3 was recorded in all 7 categories and highlighted in yellow in the table below.

Category	2014	2015	2016
Careers	3.9	4.8	4.6
Course content and structure	4.1	4.5	4.6
Course delivery	3.8	4.5	4.7
Feedback from students	3.6	4.4	4.4
Learning community	4.1	4.4	4.6
Intellectual motivation	4.4	4.7	4.8
Well supported by personal/academic tutor	4.4	4.8	4.9

Staff achievements

Publications:

Kenyon S, Jolly K, Hemming K, **Hope L**, Blissett J, Dann S-A, Lilford R, MacArthur C. (2016) Lay support for pregnant women with social risk: a randomised controlled trial. *BMJ Open* 6:e009203. doi:10.1136/bmjopen-2015-009203

Martin, K. (2015) Interprofessional learning: innovation in teaching and learning for pre-registration student nurses and midwives *MIDIRS Midwifery Digest*, 25 (3)

Martin, K. (2015) Law and Ethics: A Midwifery Dilemma. *MIDIRS Midwifery Digest*, 25 (4) p.424–429.

Mason L (2014) Community care: added value at no extra cost *The Practising Midwife* 17(2) p.26-28

Snow, S.; **Taylor, K.** and Carpenter, J. (2016) *Rapid Midwifery*. Chichester, Wiley Blackwell

Conference Presentations:

Tina Dennis: 3rd July 2015, Bournemouth University

Title: Innovation in Midwifery Education - What Works? Poster Presentation - Innovation poster prize winner.

Rosalind Weston: 3rd December 2016, 5th European Midwives Association - Education conference, Queen Elizabeth 11 Conference Centre, London

Title: Final year midwifery students’ views and experiences of practice-related storytelling: a phenomenographic study.

Toni Martin: 25th January 2017. Heads of Midwifery Annual Conference. Delivering the A-EQUIP model of Supervision

22. Graduate destinations, employability and links with employers

Graduate destinations

All students registered with the NMC at the point of qualification thereby assuring the relevance of the course. The majority of students who successfully completed the course applied for a midwifery post and were successful in their application, thereby moving into a midwifery career. A number of students were offered more than one post following interview and therefore had a choice of posts to accept.

With all students achieving good degrees, a number undertake post-graduate study including the CPD provision offered by the University at Masters' level.

Student employability

As a professional course, 50% learning and assessment occurs on clinical placement; students pass the NMC Standards and are therefore deemed competent to undertake the activities of a Registered Midwife on successful completion of the programme. Students graduating from the University of Worcester have a good reputation and are sought after for midwifery posts.

Midwifery students are prepared for job applications and interviews through sessions led jointly by a Careers Adviser and the midwifery lecturer/year lead. Matrons from the Trusts are invited to participate in mock interviews with the students. Further support is offered by the Careers Adviser and Personal Academic Tutors to complete CVs and complete supporting statements on an individual basis.

Links with employers

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 and external examiner reports. Practice partners have been involved in the development of the current Pre-Registration Midwifery programme. Practice educators were closely involved in the development of the practice learning modules. The LME/programme lead and other members of the Pre-Registration Midwifery team are constantly involved in discussion regarding the development of the curriculum with the Heads of Midwifery in the local NHS Trusts and strive to respond to feedback from practice partners.

The NMC set the standards for pre-registration midwifery education; all programmes are required to meet NMC requirements and this programme met the NMC requirements for validation in 2012.

Mott Macdonald, on behalf of the NMC, reviews the midwifery programme at the university on an annual basis with the last review being held on 20th and 21st April 2016. The standard was met in all categories.

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 associated course documentation e.g. course handbooks, module outlines and module specifications.

Award map template for: Single Honours at Levels 4, 5 and 6

Course Title: B.Sc. (Hons) Midwifery

Level 4					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
MIDF1101	Lifelong learning 1	30	M	None	MIDF1102 MIDF1103
MIDF1102	Theoretical foundations of midwifery 1	30	M	None	MIDF1101 MIDF1103
MIDF1103	Midwifery practice 1	60	M	None	MIDF1101 MIDF1102

*indicate if a module is 'non-standard' delivery (e.g. 30 credit module delivered in 1 semester)

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules MIDF1101, MIDF1102, MIDF1103

Level 5					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
MIDD2101	Lifelong learning 2	30	M	Successful completion of all level 4 modules	MIDD2102 MIDD2103
MIDD2102	Theoretical foundations of midwifery 2	30	M	Successful completion of all level 4 modules	MIDD2101 MIDD2103
MIDD2103	Midwifery practice 2	60	M	Successful completion of all level 4 modules	MIDD2101 MIDD2102

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules MIDD2101, MIDD2102, MIDD2103

Level 6					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
MIDC3101	Lifelong learning 3	30	M	Successful completion of all level 5 modules	MIDC3102 MIDC3103
MIDC3102	Theoretical foundations of midwifery 3	30	M	Successful completion of all level 5 modules	MIDC3101 MIDC3103
MIDC3103	Midwifery practice 3	60	M	Successful completion of all level 5 modules	MIDC3101 MIDC3102

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include all mandatory modules MIDC3101, MIDC3102, MIDC3103