

Course information form (CIF)

CIF2015/16 – FOR USE IN RELATION TO NMC COURSES (WHERE REQUIRED) UNTIL THE NEXT REVIEW POINT

SECTION 1 - General Course Information

Qualification (award type)	BSc (Honours)
Course Title	BSc (Hons) Midwifery: Registered Midwife (Three Year Course)
Intermediate Qualification(s)	None
Awarding Institution	University of Bedfordshire
Location of Delivery	AA AC
Duration of Course	Full time over Three Years
FHEQ Level	6
Professional Statutory Body accreditation	Nursing and Midwifery Council
Accreditation Renewal Date (Month and Year)	Re-approval is due by 31 st August 2019
Route Code (SITS)	BSMIDAAF
UCAS Course Code	
Relevant External Benchmarking	NMC Standards for Pre Registration Midwifery Education (2009) FHEQ qualification descriptors for level 6 (QAA, 2014) QAA Subject Benchmarks for Pre Registration Midwifery (2001)
Published Course Summary	This course prepares you for practice as a qualified midwife, registered with the Nursing and Midwifery Council. You will spend time in the University and in placements within the maternity services at local NHS Trust hospitals. You will learn to care for women and their families during pregnancy, birth and the postnatal period, fulfilling the complete role of the midwife as expert in normal pregnancy and birth. You will take part in health promotion, a vital aspect of the midwives role, as well as learning how to care for women experiencing complications during this time. Each week of the course contains learning in theory and practice settings. You will learn in the classroom, through lectures, seminars, group work and simulation, as well as working allocated clinical shifts with a midwife mentor. Theory and practice are integrated in this way, and with the support of your link lecturers, you will apply the knowledge you learn in the classroom to the clinical skills you are developing. You will be supported by a variety of people both in the university and in the placement area, who will monitor your progress and help you make the

	<p>most of the learning opportunities available.</p> <p>In the second year, in addition to your maternity placements, you will be placed in non-maternity clinical areas to learn how pregnancy affects, and is affected by, a variety of medical conditions. You will spend time on medical wards, gynaecology wards, surgery, neonatal units, intensive care units, mental health wards, and other areas of relevance to your studies. You will learn about the variety of roles and personnel who are part of the healthcare team and with whom you work in the interests of women and their families. You will understand how good quality care must involve working together with others – both clients and other professionals.</p> <p>As the course proceeds, you will become increasingly independent in your study skills, and you will complete a project towards the end of your course that demonstrates your growing autonomy as a learner. In practice too, whilst always under the supervision of a qualified midwife, you will be able to care for women in normal pregnancy, labour and the postnatal period with minimal direction from your mentor. You will conduct at least 40 deliveries, under the supervision of mentors, by the time you complete the course. In the last part of the course, you will manage a small caseload and approach qualification with the confidence to make sound clinical judgements and plan, in partnership with women and their families, appropriate and effective care.</p>
<p>Graduate Impact Statements</p>	<p>The course has been designed to develop graduates who are able to:</p> <ul style="list-style-type: none"> • Utilise diagnostic skills to provide safe and compassionate midwifery care in a range of settings that vary in complexity and urgency • Work in multi-professional contexts, collaborating with health colleagues and other services to deliver high quality, evidence based, contemporary care to women and their families • Demonstrate resourcefulness and creativity in providing care that that reflects the values of the NHS and that makes a positive difference to the quality of the woman's experience.

SECTION 2 – Entry Requirements, Student Support and Further Opportunities

Entry requirements

We will consider you as an individual and take into account all elements of your application, not just your qualifications. We are looking for both breadth and depth in your current studies as well as enthusiasm for the subject you wish to study.

Academic Entry Requirements

Candidates must have GCSE Maths, English and a science subject at grade C or above (or the equivalent). Candidates should have a minimum of 280 UCAS points or equivalent for entry gained from no more than three A levels (General Studies is not accepted as an appropriate A level for Midwifery).

Other specific entry requirements

- All applicants undergo an interview
- Undertake an Enhanced Disclosure and Barring Service (DBS) check prior to registration. You must declare any criminal convictions, cautions and bindings over, including those considered spent during the admissions process. Criminal convictions do not necessarily prevent acceptance on the course, but some may be regarded by an employer or professional body as excluding you from practice. Where you have any criminal convictions, cautions and/or bindings over, your application will be considered by the DBS panel within the University, which you will be asked to attend, where a decision will be made regarding your entry to the course

- Undergo health screening. Occupational Health clearance is required prior to commencing practice

Candidates should preferably have experience of working in a care environment over the two years prior to admission to the course. This does NOT need to be maternity or midwifery-based nor is it necessary for this to have been full-time work but it is required to demonstrate commitment to a caring role and experience of some of the rigours this involves.

There is no facility for Recognition of Prior Learning for entry onto this course.

Student Support during the course

The University of Bedfordshire provides a range of student support services. These include health and well-being services, guidance with regards to financial matters and guidance on what you need to do if you experience situations out of your control that prevent you from carrying out your academic work. Support services are detailed within the student support area of the University website at:

<http://www.beds.ac.uk/studentlife/student-support>

There is a Student Information Desk (SiD) on each campus to help you during your studies. SiD is staffed by Student Information Advisers who will try to help you to resolve any problems you have immediately and will guide you to the support and services you may need. You can also access SiD online to view information and log enquiries for the SiD team. You can search the knowledge bank and frequently asked questions. If you don't find the answer or need extra help, then you can log an online enquiry for the SiD team who will respond to you within 24 hours of receiving the enquiry. Students can access online SiD 24 hours a day through BREO, E-Vision and also through the main website: <http://www.beds.ac.uk/SiD> https://sid.beds.ac.uk/asp_shared/login.aspx?CCTC=SID or you can email SiD directly: sid@beds.ac.uk

Students often need advice and guidance on developing their academic skills. The University has developed the Study Hub where you can access free professional support to develop a wide range of academic skills. The Study Hub offers support from 3 teams of specialists: Academic Liaison Librarians, Computer Skills Trainers and Professional and Academic Development (PAD) tutors. The Academic Liaison Librarians will answer queries about resources, offer guidance on finding and using information for your assignments, teach you how to cite references in essays and avoid plagiarism. They can offer individual or group appointments to help you research your assignments. Computer Skills Trainers can support you to produce well formatted documents, effective presentations and meaningful data. They provide workshops and create workbooks and other learning materials you will find useful in supporting you to develop your IT skills. They are also able to offer individual or group appointments. The PAD team can assist you to develop your assignment writing and preparation techniques, maths and data analysis and presentation skills. Visit the Study Hub website to access self-help guides, find out the dates of workshops on a range of topics or to book a one-to-one appointment. The Study Hub can be accessed at: <http://lrweb.beds.ac.uk/studyhub>

Students will be allocated a personal academic tutor, who has an educationally supportive role and who can provide you with professional and educational guidance as you progress through the course. The meetings you have with your personal academic tutor will give you an opportunity to discuss your progress and identify any difficulties or areas for development that can be explored and acted upon. Your personal academic tutor provides a point of continuity for you in terms of your professional and academic development as you move through the units of the course. He or she will help you to identify your learning needs and develop your study skills so that you become more independent as you progress through the course.

In the practice learning environment, you will be allocated a mentor who will organise and co-ordinate your learning activities in practice, supervise you in learning situations and provide you with constructive feedback on your achievements. Your mentor will set and monitor your achievement of realistic learning objectives; assess total performance including skills, attitudes and behaviours; provide evidence of your achievement or lack of achievement; liaise with others (e.g. mentors, sign-off mentors, practice facilitators, practice teachers, personal academic tutors, course co-ordinators) to provide feedback. Your mentor will identify any concerns about your performance and agree appropriate action with you. Your mentor will also provide evidence for, or act as, a sign-off mentor with regard to making decisions about achievement of competence at the end of the course prior to initial NMC registration application.

Students will be supported by a lecturer at their placement provider site, as well as a link lecturer, to monitor

their progress with practice skills development and discuss any problems or issues they may be facing. In addition, students have access to a supervisor of midwives at all times with whom to discuss areas of concern in practice, and who will offer support. This facility is greatly appreciated by students who have witnessed or been involved in traumatic clinical situations.

Students with disabilities

We are committed to supporting applications from students with disabilities. If a student has a disability that may affect their studies they are asked to inform the lecturing team at interview. The term 'disability' can cover dyslexia, deafness, some visual impairments, loss of limb, Multiple Sclerosis, Myalgic Encephalomyelitis, Repetitive Strain Injury, some back injuries, HIV/AIDS, arthritis, diabetes, epilepsy, mental health difficulties and a range of other long-term conditions. Such conditions are usually those that have lasted, or are expected to last, for one year or more. All students need to pass Occupational Health screening prior to commencing the course in practice.

Once an applicant with a disability has been accepted onto the course we will work with them to identify their individual needs in relation to attending and successfully completing the course. Reasonable adjustments to the way the course is delivered and assessed will be made so that students with a disability are not disadvantaged. The Nursing and Midwifery Council (NMC) guidance relating to Good Health and Good Character will be taken into account when identifying the reasonable adjustments required. The NMC states that good health is fundamental to fitness to practice as a nurse and explains that good health means that a person must be capable of safe and effective practice without supervision. (NMC, 2010). As all students will be expected to achieve competency in a range of skills identified by the Nursing and Midwifery Council (NMC 2010) it is important that any reasonable adjustments do not impact on the safety of people accessing health care services. Therefore advice will be sought from the University's disability advice team and practice partners to determine if a student who has a disability, is, with reasonable adjustments, capable of achieving safe and effective practice without supervision and thus eligible for a place on the course.

The University's disability advice team will coordinate this and may be able to identify additional support and resources that can help students with their studies. They can also provide more detailed advice and guidance, see:

www.beds.ac.uk/student-experience2/studying-at-bedfordshire/student-support

Distinctive Features of the course

The course is full time, and this means there are 45 weeks per year of studying and working. Students will get to know their placement areas well, and build support networks both within the University and within the placement provider organisations at which they are placed. There is close co-operation between the University and placement providers to ensure that students are supported to achieve.

Student Conferences are held twice a year, at which the whole student body (all years and sets from both the three year course and the 18 month course) come together for presentations by health care practitioners from local Trusts both from midwifery and other professions; other experts from a range of disciplines, and users of the maternity services. Students are offered the opportunity to present at conference, and these have taken the form of performance, song, dance, poetry and drama in the past. Students are encouraged to reflect throughout the course on their growth and development as practitioners, and to express this through the development of their own personal practice philosophy.

Students have the opportunity to undertake an elective placement within the last year, which may be within the UK or abroad, and are given guidance on the organisation of this. This is a good opportunity to experience midwifery in other settings, and develop links with midwives elsewhere.

Students have the opportunity to learn midwifery practice skills in simulation, with the benefit of sophisticated simulation equipment and in an inter-professional context with students from other disciplines.

Career/further study opportunities

On completing this course students are likely to progress into the following areas:

Career:

Work as a qualified and registered midwife within the NHS, or as an independent midwife.

Further study:

Students have progressed to masters level courses within a year or two of completion. Opportunities are

open for midwives to progress to management, research or teaching. Many go on to complete a Supervisors of Midwives course with the support of their employer, others work in practice development, as practice educators (employed by an NHS Trust or University), risk management, or consultant midwives within NHS Trusts.

SECTION 3 – Teaching, Learning and Assessment

Educational Aims

The course aims to

- Provide a high quality learning environment for students in theory and practice settings in which students are well supported by staff and colleagues.
- Link theory and practice learning of knowledge, skills and attitudes to ensure students develop well-informed practice.
- Move students from dependence to independence in their learning ability through concentration on the process of learning new knowledge and skills.
- Lay the foundations for lifelong learning through the development of critical reflection on practice.

Course Learning Outcomes

Upon successful completion of this course, you should be able to:-

- Identify, search for, critically analyse and apply to midwifery practice the theoretical knowledge that underpins the art and science of midwifery and which is drawn from a range of other academic disciplines such as biology, sociology and psychology.
- Construct logical, progressive arguments regarding the nature of midwifery practice, with reference to supporting research evidence, and identifying areas for service improvement and research opportunities.
- Devise and provide appropriate midwifery care for clients from a range of social, cultural, religious, political and economic backgrounds, providing woman-centred care based on partnership, which respects the individuality of the woman and her family.

Teaching Strategy

Teaching takes place in the classroom and lecture theatre (through lectures and group work/discussion) and in smaller seminar groups to encourage debate and deeper critical thinking. Students will learn therefore in their large student year set, in smaller seminar sets of approximately 10 students; with other students in their year who are based at the same Trust site on Practice Based Study Days with all other midwifery students at the twice-yearly Midwifery Student Conferences; and with students from other disciplines in clinical simulation sessions. Apart from that, they will learn one-to-one with their midwifery mentor in the practice environment. In addition, students will be given directed learning and e-learning opportunities for selected knowledge areas.

The general teaching strategy is to maximise the opportunities for students to succeed by increasing the number of ways in which knowledge, skills and attitudes are learnt.

Assessment Strategy

Assessment is on-going throughout the course, and takes place towards the end of each term, although assessment points may also be staggered throughout the year to spread the load. Students will be assessed in their theoretical knowledge through essays, oral examinations (discussions with lecturers and mentors), presentations (individual and group presentations), unseen short and long-answer written examinations, multiple choice examinations, OSCEs (Observed Structured Clinical Examinations) and report writing. They will also be assessed in practice by their mentors on a regular basis against learning

outcomes specific to their place in the course. Mentor assessments will be made against a range of criteria that test their ability to make clinical judgements, act in accordance with the standards of behaviour expected of a professional, communicate and work in partnership with women and other health professionals, and other related criteria specific to the skills in question (e.g. administering drugs safely).

Self-assessment is expected at each point of assessment – for both theory and practice assessments, and formative assessments are also built into every practice based assessments, and some theory assessments (e.g. mock examinations; formative essay and opportunity for submission of essay plans at the beginning of the course).

Curriculum Structure, Assessment Methods and Learning Outcomes

Unit Code	Level	Unit Name	Credit	Core (C) Option (O)	Assessment Methods*			Contributing towards the Learning Outcomes (Taught (T), Practised (P) and/or Assessed (A))									
					1	2	3	1	2	3	4	5	6	7	8	9	10
MDD002-1	4	Healthy Physiology for Childbearing	30	C	OT	EX	PL	TP A	TP A	TP A							
MDD003-1	4	Professional and Academic Practice	30	C	OR	OT	LR	TP A	TA	TP A							
MDD004-1	4	Childbirth and the Puerperium	30	C	EX	PL		TP A	TP A	TP A							
MDD005-1	4	Women's and Family Health	30	C	PR	CS	PL	TP A	TP A	TP A							
MDD002-2	5	Medicines Management	30	C	PF	EX	PL	TP A	TP A	TP A							
MDD004-2	5	Using Research in Practice	15	C	OT			TP A	TP A	TA							
MDD003-2	5	Medical Conditions in Maternity	15	C	EX			TA	TA	TA							
MDD005-2	5	Complex Needs and Critical Care in Maternity	30	C	EX	OT	PL	TP A	TP A	TP A							
MDD006-2	5	Caring for the Compromised Neonate	30	C	PC	PL		TP A	TP A	TP A							
MDD001-3	6	Project Preparation	15	C	WR	PR		TP A	TP A	TA							
MDD002-3	6	Independent Project	30	C	PJ	DI		TA	TA	TA							
MDD005-3	6	Consolidating Midwifery Practice	15	C	PL			PT A	PT A	PT A							
MDD003-3	6	Midwifery Practice within the Multidisciplinary Team	30	C	PL	PL		PA	PA	PA							
MDD004-3	6	Preparation for Professional Practice	30	C	PC	OT		TP A	TP A	TP A							

Section 4 – Learning and Employability

Skills Development Strategies

Communication

To help with the development of this you will:-

Communicate with clients, other health professionals, lecturers and your colleagues from the start of the course. You will learn how to keep meticulous written and electronic records that accurately reflect care given and the underlying rationale. You will give presentations to colleagues on a regular basis, and learn in practice how to hand care from one person to the next to ensure continuity and client safety. Your academic writing skills will be continuously tested and improved throughout the course, culminating in your final project. You will learn to be clear, concise and analytical in your thinking and the expression of your thinking in order that you can make sound clinical judgements, and think critically about midwifery practice at all times. Above all, you will learn how to listen attentively and actively to the views, needs and voices of those you work with and for.

Information Literacy

To help with the development of this you will:-

Learn to search electronic databases, and know which are the most relevant for your purposes. You will learn how to input data electronically within the placement area, and the importance of accurate data input for research and evaluation of maternity care. You will access electronic support throughout your course, submitting assignments online and communicating with course tutors for much of the time through email. You will contribute towards discussion boards online, and other forums whilst learning about and maintaining confidentiality as required, the vital importance of information governance within the workplace, as a professional and ethical duty to the public.

Research and Evaluation

To help with the development of this you will:-

Learn to search and retrieve data electronically and by hand in order to support your assignments. You will learn about the different types of literature that are available – and the processes of producing each type. You will learn how to evaluate the quality of the literature you use, and its applicability to practice. You will learn about different forms of evidence. You will learn how to review literature, critique the research of others, and devise your own research proposal or service improvement plan, producing a document that you can take forward with you after qualification for possible implementation. You will learn how to independently research and evaluate evidence to maintain the currency of your practice.

Creativity and Critical Thinking

To help with the development of this you will:-

Learn to reflect on your practice and your self-development in a way that examines your own beliefs and values, and how they are expressed in your work. You will be given the opportunity to use creativity to articulate the nature of your experience as a student midwife within the reflective practice strategy. You will be expected to look for power imbalances in the structure and delivery of maternity care, and work towards mitigating the effects of this in your own personal practice. You will discuss ethical issues, and how these impinge upon your practice daily and you will strive to provide care that is non-discriminatory and compassionate to all groups of clients. This will require you to be constantly alert to your own values, and to revisit those values as you progress, evaluating their impact on your practice and the ways in which experience may change them.

Team Working

You will be a member of many teams during the course: your student year group; the group of students working at your placement site; your seminar group; your profession; and healthcare workers generally. You will work in and across all these groups, producing presentations with other students for assessment; researching practice issues together for research skills assessments; peer assessing for presentations and simulations and supporting your colleagues throughout. You will be assessed by your mentor on the standard of your performance as a team worker from the initial level also – and so team-working skills are recognised as vital for learning in theory, learning in practice, and crucially caring effectively for women and their families. Lack of ability to work collaboratively is a serious issue for any health professional, and therefore this aspect of your development will be monitored

through each and every assessment and in each and every placement.

Improving Learning and Performance

In the induction block, you will learn what sort of learner you are, and how to increase your learning potential through different study techniques. You will be given access to a range of electronic resources, and personnel within the university to help you improve the efficiency of your learning. You will be exposed to a range of teaching approaches to help you evaluate which you prefer, and maximise the chances of your success. You will be given learning objectives to fulfil that, at the beginning of the course will be heavily directed but which you will negotiate yourself as the course progresses, and you become more confident with your learning ability.

Career Management Skills

As part of learning about yourself through reflection; and learning about your own learning as you proceed, you will come to realise which aspects of your chosen career exploit your strengths the best. Towards the end of the course you will be given opportunities to think about your leadership style and those areas of midwifery practice that may most appeal to you. You will have the opportunity to practice interview and presentation technique prior to job application, and you will have built a profile of practice development that will have been monitored through personal profile meetings with your personal tutor and practice educator.

Progress Files

All students, throughout the course, are developing their own personal profile. This is built into the assessment documentation of the course, and added to by the encouragement to maintain a Reflective Journal as part of the Reflective Practice Strategy. The sum of documentary evidence that makes up each student's personal profile is monitored and checked prior to completion of the course, so that students leave with a file that contains the evidence of their completion of all European Union Directive requirements for midwifery registration as well as a complete record of their practice assessments and interviews with mentors.

Professional Standards

Each student midwife is responsible for his/her practice and learning. Professional standards are central to the course and are set by the Nursing and Midwifery Council (NMC) that regulates the education and training of nurses and midwives. All midwifery students must meet the standards for pre-registration midwifery education (NMC, 2009) before registration. This ensures that midwives are fit to practise at the point of registration.

Becoming a professional is part of the learning process, and runs through each and every aspect of this course. At the start of the course you will be introduced to professional standards of behaviour and codes of practice in the Professional and Academic Practice unit where you will explore the meaning of 'being a professional' and the relationship of this to the midwife's role.

All students are expected to behave in a way commensurate with those of the public servant – and in fact standards of behaviour are assessed at each and every practice assessment point. This means that you are expected to fulfil your commitment to the course, and justify the public funds being used to educate you. As part of this commitment, you are required to comply with University rules and regulations as well as the protocols, policies and guidelines of placement providers. There are non-negotiable standards relating to social networking for instance, any breach of which will lead to disciplinary action. As you progress through the course you will be expected to internalise the idea of professional behaviour, not to behave only in response to sanctions. Professional behaviour involves behaving honestly, with integrity, taking full responsibility for your own actions, and being accountable for these actions. This accountability never leaves you, whether you are 'on duty' or 'off duty'.

Strategy for Developing and Embedding the Professional Standards

Professional standards (for practice and theory) are introduced and enforced through the professional units in the first instance, and through the 'cause for concern' documentation within the Practice Assessment Document. Any of the personnel involved with students can raise a cause for concern also through the Fitness to Practice panel, and this cause may come from academic work (for example, through the issue of plagiarism) or practice (e.g. through demeanour; approach to others; lack of team-working). Student conferences are held where speakers are invited from practice and professional bodies such as the Nursing and Midwifery Council to talk about professional codes and

rules. Students are assessed on their knowledge of key professional standards documentation by viva voce at the end of the first term in order to impress on them the fundamental nature of these principles.

SECTION 5 – Administrative Information

Faculty	Health and Social Science
Portfolio	Allied Health Professions and Midwifery
Department/School/Division	Healthcare Practice
Course Coordinator	Meryl Dimmock
Version Number	1/16
Body approving this version	University Periodic Review
Date of University approval of this version (dd/mm/yyyy)	June 2016

Form completed by:

Name: Amanda Willetts / Barbara Bromley

Date: 26/08/2016

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair:Date:

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
August 2015	Transition to enhanced CIF template	Transition event
June 2016	Changes to assessment in Medical Conditions in Maternity unit reflected in Curriculum Structure, Assessment Methods and Learning Outcomes grid	
23/08/2016	Curriculum Structure, Assessment Methods and Learning Outcomes grid updated to reflect additional assessment point to unit MDD002-3. Unit delivery codes added. Duration of delivery made explicit. Administrative Information section updated	University Periodic Review