Faculty of Education Health and Wellbeing

Institute of Health Professions

BACHELOR OF SCIENCE (HONOURS) MIDWIFERY

ON CAMPUS COURSE GUIDE 2015/6
About this guide

Welcome

Course Management and Staff Involved with the Course

Student Voice

Student Feedback

Student Charter

Engagement

The Wolverhampton Graduate

About the Course

Contact Hours

External Examiners

Academic Regulations

Exam Regulations

Course information

Academic Misconduct

Anonymous Marking

Support for Students

Course Structure

University Academic Calendar

Timetables

Where to Get Help with your Course

Extensions, Extenuating Circumstances and Leave of Absence

Health and Safety Issues

Health and Wellbeing whilst using your computer

Progression for Further Study

Alumni
About this guide

This Course Guide has been designed to help you plan your course. You are encouraged to read this Guide through now. It will be a considerable advantage to you to be familiar from the outset with the various aspects of your studies that are described. It may be that the relevance of some of the sections will not be immediately obvious. Keep it somewhere accessible, so that you can refer to it as needed.

Obviously even in a document like this we have not covered every query and problem that you might have about the course. The Course Guide should be read in conjunction with the Undergraduate Student Guide / Postgraduate Student Guide; the Student Charter; the University’s Policies and Regulations and the University Assessment Handbook documents should provide you with all the basic information that we think you will need for your period of study here.

If you find that there is something you need to know, please contact your Academic Faculty Office or local Student Centre on the details included below.

<table>
<thead>
<tr>
<th>Please enter the contact details for your Personal Tutor for your future reference:</th>
<th>The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision</th>
</tr>
</thead>
</table>
| Your local Academic Faculty Office is: | Sister Dora (WP) Building  
Walsall Campus  
Tel 01902 518934 |
| Your Student Centre is: | WA Building  
Walsall campus  
Walsall. WS1 3BD  
01902 323153  
E Mail: Here2Help@wlv.ac.uk |

Please note that in order to develop and improve the Course, it may be necessary on occasions to amend or revise the details given in this Course Guide. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.
Welcome
On behalf of the Course Management Team I should like to extend to you a very warm welcome and wish you every success in your studies at the University of Wolverhampton.

The University experience and academic success is all about the effort you put into learning and making the most of the wide range of opportunities available to you. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market.

You will need to demonstrate good time management skills, independent learning, flexibility and discipline in order to achieve a study-work-life balance. We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience here at the University.

Marcia Edwards
Head of Midwifery
Lead Midwife for Education
Supervisor of Midwives

Course Management and Staff Involved with the Course
Midwifery Course Management Committee
The Midwifery Course Management Committee meets three/four times per year and includes membership from all key stakeholders. The midwifery course management committee is responsible for quality assuring the midwifery programme and enhancing the student learning experience.

Terms of Reference

- Monitor student recruitment and retention.
- Evaluate curriculum in line with relevant policy, for example, subject benchmarks professional standards, race equality action plan.
- Revise the content operation and administration of the programme in accordance with professional statutory and regulatory body requirements.
- To receive and consider reports from Course Monitoring Meetings, Module Leaders, course Co-ordinators and student representatives as appropriate.
- To provide an annual report to the Faculty Quality Committee.
- Implement and monitor action plans in response to professional bodies and external agencies, quality assurance activities.
- Prepare reports for professional and external agencies as required.

The Bachelor of Science (Hons) in Midwifery can only be studied as a specialist subject. This guide outlines the modules contributing to this course, teaching and learning styles and assessment tasks. If there is anything you need to discuss further, please contact either Marcia Edwards (01902 518860 marcia@wlv.ac.uk) Head of Midwifery/Lead Midwife for Education (HoM/LME) or Sue Southall (S.T.Southall@wlv.ac.uk) who is the course co-ordinator.
**Midwifery Teaching Team and Module Responsibilities**

<table>
<thead>
<tr>
<th>Name</th>
<th>Key Roles</th>
<th>Telephone and E-Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marcia Edwards</td>
<td>Head of Midwifery, Lead Midwife for Education, Supervisor of Midwives</td>
<td><a href="mailto:marcia@wlv.ac.uk">marcia@wlv.ac.uk</a> (01902) 518860</td>
</tr>
<tr>
<td>Pak Hung</td>
<td>Module Leader&lt;br&gt;Post Qualifying, Contraception and Sexual Reproductive Health (CASH)&lt;br&gt;Pregnancy and Health</td>
<td><a href="mailto:P.Y.Hung@wlv.ac.uk">P.Y.Hung@wlv.ac.uk</a> (01902) 518870</td>
</tr>
<tr>
<td>Pauline Lim</td>
<td>Module Leader&lt;br&gt;Midwifery Practice 1&lt;br&gt;Postnatal Care of Mother and Baby</td>
<td><a href="mailto:P.Lim@wlv.ac.uk">P.Lim@wlv.ac.uk</a> (01902) 518868</td>
</tr>
<tr>
<td>Hilary Lumsden</td>
<td>Module Leader&lt;br&gt;Independent Midwifery Practice&lt;br&gt;Post Qualifying Neonatal Modules&lt;br&gt;Developing postnatal care of mother and baby&lt;br&gt;Critical Care of Mother and Baby</td>
<td><a href="mailto:Hilary@wlv.ac.uk">Hilary@wlv.ac.uk</a> (01902) 518862</td>
</tr>
<tr>
<td>Arlene Munroe</td>
<td>• The Midwife as an Educator</td>
<td><a href="mailto:Arlene.Munroe@wlv.ac.uk">Arlene.Munroe@wlv.ac.uk</a> (01902) 518865</td>
</tr>
<tr>
<td>Sue Southall</td>
<td>Module Leader&lt;br&gt;Promotion of Normality in childbearing&lt;br&gt;Research Awareness for Healthcare Professionals (co-ordinator)&lt;br&gt;Midwifery practice 3</td>
<td><a href="mailto:S.T.Southall@wlv.ac.uk">S.T.Southall@wlv.ac.uk</a> (01902) 51 8864</td>
</tr>
<tr>
<td>Asha John</td>
<td>Module Leader&lt;br&gt;Introduction to Intrapartum Care&lt;br&gt;Midwifery Practice 2&lt;br&gt;The Midwife as an Educator</td>
<td><a href="mailto:Asha.John@wlv.ac.uk">Asha.John@wlv.ac.uk</a> (01902) 518892</td>
</tr>
<tr>
<td>Emma Whapples</td>
<td>Module Leader&lt;br&gt;Essential Clinical Skills for Midwifery Practice&lt;br&gt;Developing Intrapartum Care&lt;br&gt;Public Health and the Practicing Midwife</td>
<td><a href="mailto:Emma.Whapples@wlv.ac.uk">Emma.Whapples@wlv.ac.uk</a> (01902) 518845</td>
</tr>
</tbody>
</table>

**Course Structure**

This is an integrated programme of theoretical and practical experiences organised on a modular framework. The programme has been developed to enable you to acquire the necessary knowledge and skills to practice confidently and competently as a practicing midwife following initial registration to the Midwifery Part of the Professional Register.

The programme is conjointly validated, offering a professional and academic award. The professional award is from the Nursing and Midwifery Council (NMC) and the academic award is from the University of Wolverhampton.

Central to the educational programme is the achievement of programme outcomes and midwifery standards of proficiency. Additionally you must achieve certain clinical experiences to meet the European Union (EU) requirements for clinical practice (*Appendix 1*). You will be expected to sign a declaration of achievement of the EU requirements prior to registration with the NMC, and each time you re-enrol.
This programme has been designed to offer some shared learning between the 3 year and the shortened pre-registration midwifery programmes. Modules that are shared are highlighted on the course plan.

**Length of the Programme**
For students undertaking the three year route, the programme must be completed within five years of initial enrolment. This includes any periods of leave of absence taken during the programme (NMC 2009).

**Course Outline: 3 Year Route**

**Theoretical and Clinical Modules**
The programme is inclusive of annual leave and is planned over 15 week terms to coincide with the University’s calendar. Within a given term several modules are studied concurrently. The credit volume of modules are 20 credits and equivalent to 200 hours of study, derived from a combination of direct teacher/practice contact and individual study.

**Module Descriptions**

**Year 1 Modules**

<table>
<thead>
<tr>
<th>Title</th>
<th>4MI004: Midwifery Practice 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Pauline Lim</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>The module will facilitate an understanding of the principles of midwifery care, and enable the student to prepare a portfolio of evidence to support clinical practice.</td>
</tr>
</tbody>
</table>
| **Outcomes** | 1. Demonstrate an awareness of effective midwifery practice.  
2. Describe the principles of professional, legal and ethical midwifery practice.  
3. Evaluate personal skills, knowledge and fitness to practice within a Multi-professional team  
4. Demonstrate an awareness of the midwife’s role in promoting quality care that is evidence based. |
| **Assessment** | **Weighting** |
| Portfolio | 50% |
| Clinical Practice | 50% |

<table>
<thead>
<tr>
<th>Title</th>
<th>4MI006: Essential Clinical skills for Midwifery Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Emma Whapples</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>This module will provide you with an introduction to anatomy and physiology that underpins clinical midwifery practice. It will facilitate your essential clinical skills which are necessary to assess the health and wellbeing of the childbearing women.</td>
</tr>
</tbody>
</table>
| **Outcomes** | Demonstrate knowledge of the anatomy and physiology that underpins clinical midwifery practice.  
Demonstrate an understanding of normal clinical findings and how these relate to the childbearing women.  
Appreciate the importance of safe drug administration, identifying basic drug groups, outlining their actions and uses. |
| **Assessment** | **Weighting** |
| Coursework | 50% |
| Examination (OSCE) | 50% |

<table>
<thead>
<tr>
<th>Title</th>
<th>4MI003 Introduction to Intrapartum Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Asha John</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>This module aims to provide you with an introduction to care and management of woman in labour. This will be underpinned by the relevant anatomy and physiology.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Evaluate the midwife’s role in facilitating care and management of the woman in normal labour. Identify how knowledge of the relevant anatomy and physiology facilitates understanding of the processes of labour. 3. Demonstrate an awareness of psychological and communication factors which may influence childbirth and midwifery practice.</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td><strong>Weighting</strong></td>
</tr>
<tr>
<td>Examination</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>4MI001 Pregnancy and Health</td>
</tr>
<tr>
<td><strong>Module Leader</strong></td>
<td>Pak Hung</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>This module will provide you with an introduction to the principles and practice of antenatal care of pregnant women and their unborn babies. You will develop your knowledge and understanding of the normal physiological and psychological process of pregnancy and be able to discuss health promotion strategies that are used to optimise health for the pregnant women.</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>Demonstrate knowledge and understanding of the role and responsibilities of the midwife in caring for the women during the antenatal period. Acquire and understanding of the underlying concepts and principles of health promotion in pregnancy and childbirth. Discuss the normal anatomy and physiology of the reproductive system and identify the physiological and psychological adaptations to pregnancy.</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td><strong>Weighting</strong></td>
</tr>
<tr>
<td>Presentation</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>4MI005 Postnatal Care of mother and Baby</td>
</tr>
<tr>
<td><strong>Module Leader</strong></td>
<td>Pauline Lim</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>This module intends to introduce you to normal care of the postnatal mother and baby, with relevant anatomy and physiology.</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>1. Demonstrate knowledge of the anatomy and physiology underpinning the normal puerperium including psychological adaption. 2. Demonstrate knowledge of the underpinning anatomy and physiology relating to the normal well infant including transition to extra uterine life. 3. Be able to demonstrate knowledge of the physiology of lactation and evaluate the benefits of breastfeeding for mother and baby.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td><strong>Weighting</strong></td>
</tr>
<tr>
<td>Coursework (2000 words)</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>4HW031 Research Awareness</td>
</tr>
<tr>
<td><strong>Module Leader</strong></td>
<td>Julian Barratt</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>This module will develop your awareness of the importance of research to health and social care professionals. Learning with, from and about students from other professional groups, you will undertake activities that will develop an understanding and appreciation of the value of research. You will also develop reflective, search and retrieval skills that are essential to becoming an enquiring health and social care professional.</td>
</tr>
</tbody>
</table>
| **Outcomes** | 1. LO1 Participate as part of an Interprofessional team in identifying the varied sources of knowledge and evidence that informs social work and healthcare disciplines. 2. LO2 Plan and undertake a specific research activity, drawing on a critically reflective appreciation of research theory, knowledge and other forms of evidence. 3. LO3 Be familiar with and be able to use databases to support your
### Year 2 Modules

<table>
<thead>
<tr>
<th>Title</th>
<th>5MI006 Public Health and the Practising midwife</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Emma Whapples</td>
</tr>
<tr>
<td>Aim</td>
<td>You will critically explore contemporary public health issues that impact upon the holistic care and experiences of the childbearing woman and her family.</td>
</tr>
</tbody>
</table>
| Outcomes | 1. Discuss the contribution of epidemiological evidence of the identification of issues that impact upon public health and relate this to the holistic health care of women accessing maternity services.  
               Debate the inequalities and differential needs of women and their families in a diverse and multi-cultural society.  
               3. Critically review and discuss the political, social, psychological and educational factors that may influence the woman’s experiences of childbearing and their access to midwifery services. |
| Assessment | Weighting |
| coursework (2500 words) | 70% |
| coursework | 30% |

<table>
<thead>
<tr>
<th>Title</th>
<th>5MI004 Midwifery Practice 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Asha John</td>
</tr>
<tr>
<td>Aim</td>
<td>This module will enhance the development of midwifery knowledge, skills and practice, facilitated by critically reflecting in and on practice.</td>
</tr>
</tbody>
</table>
| Outcomes | 1. Demonstrate clinical effectiveness within practice.  
               Discuss the application of professional, legal and ethical principles within midwifery practice.  
               3. Analyse personal skills, knowledge and fitness to practice within a Multi professional team.  
               Discuss the principles of evaluation and how this contributes to quality care that is evidence based. |
| Assessment | Assessment |
| Clinical Practice | 50% |
| Portfolio | 50% |

<table>
<thead>
<tr>
<th>Title</th>
<th>5MI005 Developing intrapartum care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Emma Whapples</td>
</tr>
<tr>
<td>Aim</td>
<td>This module will build on the foundations laid in the first year to give you greater understanding of the processes of labour and birth.</td>
</tr>
</tbody>
</table>
| Outcomes | Demonstrate a critical understanding of the anatomical and physiological principles underpinning practices in the intrapartum period.  
               Critically examine the altered physiology relating to complications in labour.  
               3. Critically discuss the midwife’s role in the care and management of a woman during the intrapartum period. |
| Assessment | Assessment |
| Viva Voce | 100% |

<table>
<thead>
<tr>
<th>Title</th>
<th>5MI003 Developing Antenatal Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Pak Hung</td>
</tr>
<tr>
<td>Aim</td>
<td>This module will enable you to develop your midwifery knowledge and understanding pregnancy as a normal physiological process. You will be able to appraise he evidence based care in relation to any interventions offered and their benefits to pregnant women.</td>
</tr>
<tr>
<td>Outcomes</td>
<td></td>
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<tr>
<td>-------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>1. Appraise the methods of assessment and screening</td>
<td></td>
</tr>
<tr>
<td>2. Critically discuss the evidence base information and care provided for</td>
<td></td>
</tr>
<tr>
<td>pregnant women with reference to specific medical and obstetric</td>
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</tr>
<tr>
<td>conditions that may impact on the pregnancy outcome.</td>
<td></td>
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<tr>
<td>3. Critically evaluate the patho-physiology and psycho-social aspects of</td>
<td></td>
</tr>
<tr>
<td>specific medical and obstetric conditions relating to pregnancy.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
<th><strong>Weighting</strong></th>
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<tbody>
<tr>
<td>Coursework (3000 words)</td>
<td>100%</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th><strong>5MI002 Developing Postnatal Care of Mother and Baby</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module Leader</strong></td>
<td>Hilary Lumsden</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>This module aims to build upon and develop your previous knowledge and understanding of postnatal care in the midwifery setting.</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>1. Explain the anatomical and physiological and psychological principles that underpin practice during the postnatal period.</td>
</tr>
<tr>
<td></td>
<td>2. Critically examine the altered physiology that impacts on the mother and baby in the postnatal period.</td>
</tr>
<tr>
<td></td>
<td>3. Critically discuss the role of the midwife in planning postnatal care for women and their babies.</td>
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<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
<th><strong>Weighting</strong></th>
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<tbody>
<tr>
<td>Examination</td>
<td>100%</td>
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<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th><strong>5HW025 Frameworks for Professional Practice</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module Leader</strong></td>
<td>Juliet Drummond</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>This is an innovative interprofessional module that explores the frameworks for professional practice through service-user experiences. Working together with students from other professional groups you will explore contemporary, relevant ethical, legal and policy issues that shape professional practice. This will provide you with an understanding of the roles and responsibilities of your own and other relevant professions in supporting service users.</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>1. Develop an understanding and appreciation of the roles and responsibilities of other relevant professions in support of service users.</td>
</tr>
<tr>
<td></td>
<td>2. Analyse and discuss common ethical principles that are relevant to professional practice.</td>
</tr>
<tr>
<td></td>
<td>3. Examine and reflect upon how law guides and informs interprofessional practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
<th><strong>Weighting</strong></th>
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</thead>
<tbody>
<tr>
<td>Coursework (2500 words)</td>
<td>100%</td>
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<table>
<thead>
<tr>
<th><strong>Year 3 Modules</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
</tr>
<tr>
<td><strong>Module Leader</strong></td>
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<tr>
<td><strong>Aim</strong></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
<th><strong>Weighting</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Practice</td>
<td>50%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>50%</td>
</tr>
<tr>
<td>Title</td>
<td>6M1003 Promotion of Normality in Childbearing</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Module Leader</td>
<td>Sue Southall</td>
</tr>
<tr>
<td>Aim</td>
<td>This module will enable you to critically explore the concept of normality in childbearing and examine the role of the midwife in providing individualised care which is evidence based and focused on the normal childbearing process. It will expand your knowledge of physiological, psychological and emotional influences, by reflecting on clinical practice, this will enable you to challenge contemporary midwifery practice.</td>
</tr>
</tbody>
</table>
| Outcomes | 1. Evaluate the psychological, psychological and emotional aspects of promoting normality in childbearing.  
2. Analyse the role and responsibilities of the midwife in promoting normality in childbearing.  
3. Critically discuss the factors which influence normality in childbearing. |
| Assessment | Coursework (500 words) |
| Weighting | 100% |

<table>
<thead>
<tr>
<th>Title</th>
<th>6M1006 Midwife as an Educator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Arlene Munroe</td>
</tr>
<tr>
<td>Aim</td>
<td>This module will develop your skills as a facilitator of adult learning for both parent education and healthcare professionals...</td>
</tr>
</tbody>
</table>
| Outcomes | 1. Critically analyse adult teaching theory in relation to target group chosen for teaching package.  
2. Critically evaluate own teaching practice to demonstrate self-awareness. |
| Assessment | Coursework (2000 words) |
| Assessment | Coursework (2000 words) |

<table>
<thead>
<tr>
<th>Title</th>
<th>6HW065 Service Improvement (incorporating interprofessional collaborative working)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Carol France</td>
</tr>
<tr>
<td>Aim</td>
<td>This module aims to develop the students of health and social care disciplines in relation to the improvement of services across these professional fields with a focus on interprofessional working. The student should demonstrate critical thinking and enhanced decision making skills as well as accountability and responsibility within professional practice through a proposal to enhance quality of care for service users within their own practice domain.</td>
</tr>
</tbody>
</table>
| Outcomes | 1. Critically appraise the input of the multi-professional team and their specific roles in service improvement.  
2. Critically evaluate the application of evidence and theories to justify a proposal for change in an area of practice.  
3. Critically appraise the management of quality assurance in relation to service improvement.  
4. Demonstrate critical-thinking, originality, awareness of current issues in relation to the proposed service improvement. |
| Assessment | Report (4000 words) |
| Weighting | 100% |

<table>
<thead>
<tr>
<th>Title</th>
<th>6M1007 Independent Midwifery Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Hilary Lumsden</td>
</tr>
<tr>
<td>Aim</td>
<td>The purpose of this module is to provide you with an opportunity to independently study an area of midwifery practice in depth related to a woman from your caseload demonstrating critical reasoning and application of</td>
</tr>
</tbody>
</table>
theory to practice.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critically examine the origin and validity of the various forms of</td>
<td>Project (5000 words)</td>
<td>100%</td>
</tr>
<tr>
<td>knowledge that influence midwifery practice.</td>
<td></td>
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</tr>
<tr>
<td>2. Demonstrate critical understanding of professional, legal and ethical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>midwifery practice.</td>
<td></td>
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<tr>
<td>3. Demonstrate the ability to achieve quality through evaluation and</td>
<td></td>
<td></td>
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<tr>
<td>research.</td>
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<td></td>
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</tbody>
</table>

### 6MI004 Critical Care of Mother and Baby

**Module Leader**: Hilary Lumsden

**Aim**: The module aims to enable you to further develop knowledge and skills in relation to critical care of the high-risk childbearing woman and her baby.

**Outcomes**

1. Critically discuss how high-risk conditions can be recognised and demonstrate the ability to prioritise care.
2. Demonstrate the ability to effectively manage obstetric and neonatal emergencies in the simulated setting.
3. Evaluate evidence based care of high-risk women and neonates in relation to national and local policy.

### Student Support in FEHW

<table>
<thead>
<tr>
<th>STUDENT ADVISORS</th>
<th>HERE2HELP STUDENT CENTRE</th>
<th>PERSONAL TUTOR</th>
<th>SKILLS FOR LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who?</strong></td>
<td></td>
<td></td>
<td>Trained and professional staff supporting your academic work</td>
</tr>
<tr>
<td>Dedicated staff employed within the Faculty to support your University experience</td>
<td>Each campus has a Student Centre, commonly known as ‘Here2Help’</td>
<td>An academic member of staff will act as your personal tutor for the duration of your Degree.</td>
<td>Based in our Learning Centres</td>
</tr>
<tr>
<td>Links to our Graduate Interns</td>
<td></td>
<td></td>
<td>Online and in person support and guidance</td>
</tr>
<tr>
<td><strong>What?</strong></td>
<td></td>
<td></td>
<td>Transferable support on your academic skills:</td>
</tr>
<tr>
<td>Pre-entry support</td>
<td>Enrolment &amp; module registration Submitting work &amp; examinations Academic regulations – one week extensions &amp; extenuating circumstances Leave of absence Student finance issues Student enabling centre Careers &amp;</td>
<td>Support for your academic development and progression Personal (pastoral) guidance A consistent point of contact throughout your studies. Three meetings per year.</td>
<td>General skills guidance Academic writing support Referencing Searching for literature</td>
</tr>
</tbody>
</table>
### Student Voice
The Student Voice is a partnership between the University and the Students’ Union, put in place to make sure students’ opinions/feedback are heard at every level of university governance, from course level to the University’s governing body.

The main positions within the Student Voice are Course Reps, who are volunteer students on every course. They have meetings with lecturers on a regular basis, highlighting both positive and negative feedback to Heads of Department or lecturers within their course. Faculty Reps are elected during the Spring Elections and have meetings with Senior Management within their Faculty. They are an essential link between Course Reps, the Students’ Union and management within each Faculty. To find your Faculty Rep: Faculty Representatives

If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students’ Union – Student Voice

For independent advice and guidance on all matters related to being a student eg. academic, finance, and housing issues, contact the Students’ Union’s Advice and Support Centre by telephone or e-mail Advice and Support.

### Responding to Student Feedback “You said/We did”
‘You said you needed more time to navigate around and get more familiar with University systems.

We extended the induction period in year one to two weeks instead of one and included sessions on the use of PebblePad, WOLF, searching the literature and Harvard referencing.

You said the portfolio element of the practice modules were hefty pieces of work that should be marked and not just awarded a pass/fail grade.

We now mark all portfolios so that the mark awarded in years 2 & 3 contributes to your final degree classification.

You said you wanted the midwifery lecturers to present their research and talk about their research journeys.

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<table>
<thead>
<tr>
<th>How?</th>
<th>counselling appointments</th>
<th>Skills for Learning website</th>
<th>Drop-in appointments Study guides Online resources Twitter, Facebook, Skype (wlv_skills) and YouTube</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact: <strong><a href="mailto:FEHWSupport@wlv.ac.uk">FEHWSupport@wlv.ac.uk</a></strong> Regular drop in sessions &amp; appointments City – MH building Walsall – WP building Burton Campus</td>
<td>City - MX building 01902 321150 Walsall - WA building 01902 323135 Log a call – e:vision helpdesk (Help&gt;contacts)</td>
<td>Check who your tutor is on e:vision Meet with your personal tutor at regular intervals Visit SAMS to book an appointment <a href="http://FEHWSams.wlv.ac.uk/">http://FEHWSams.wlv.ac.uk/</a></td>
<td>Skills for Learning website Workshops Drop-in sessions Appointments Study guides Online resources Twitter, Facebook, Skype (wlv_skills) and YouTube</td>
</tr>
</tbody>
</table>

*** Visit the [Student Support homepage](http://www.wlv.ac.uk/student_support) for more information ***

*** Also visit the Students Union Advice and Support Centre for impartial guidance ***
We embedded a research workshop into the Independent Midwifery Practice module (6MI007). Members of the teaching team present their research and the methodologies used.

You said you wanted to see samples of past students research projects.

We provided samples of work for you to look at within a workshop environment.

You said you wanted some input and guidance in the compiling of curriculum vitae and personal statements in preparation for employment at the end of your course.

We arranged for a member of staff from the department of Careers, Enterprise and The Workplace to meet this need at the end of your programme.’

Student Charter
The University’s Student Charter has been developed primarily by the Students’ Union and informed by student views. The Charter is not a contract, nor is it intended to be legally binding; it is a set of shared expectations which establishes the values and standards we are seeking to promote across all of our learning community. The Charter seeks to apply to all students on all courses and reflect our normal expectations of your experience at University. On occasions different types of study and interactions will mean necessary variations from time to time. However, what is important to us is that, whatever you are studying, your experience is a great one.

Engagement
The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. The University is committed to helping you fulfil your potential. Your engagement with the study materials, and participation in the sessions, activities and assessment tasks are very important in ensuring that you are able to do so.

Your engagement will help you to:
1. Understand the subject area you are studying;
2. Acquire and develop the skills and knowledge needed to ensure success;
3. Prepare for assessment tasks;
4. Learn from and with your fellow students;
5. Receive feedback from your tutors on your progress;
6. Fully participate in sessions, forums, seminars and other activities;
7. Develop your communication skills.

If you are unable to participate in any of the activities or sessions please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was dealt with during the session or activity, and what you need to do to catch up. Please do remember how important engagement and participation is to your success. You may be required to sign an attendance register at lectures so that we may monitor engagement. You are encouraged to engage with the University’s Virtual Learning Environment (VLE) and Student Management System, further details of how to access these can be found here.

Contact time with teaching and associated staff is available to help shape and guide your studies. The term ‘contact hours’ refers to the amount of time that you spend learning in contact with teaching or associated staff, when studying your chosen course. The number of contact hours on a course is influenced by the subject, as well as how and where you are studying. Academic staff should make it clear how many hours contact time you should receive, and what these hours are at the beginning of the course/module.

The Wolverhampton Graduate
The experience of studying at University is about much more than just gaining knowledge and understanding of a subject(s), it is also about developing additional skills and capabilities
that you can take with you into a wide range of different settings. Sometimes it can be difficult to explain to others what you have done and achieved. The following Graduate Attributes will help you think about the knowledge and skills you have gained and how these can be presented to prospective employers and/or other interested parties. This is not an exhaustive list and you will need to reflect on what you can personally demonstrate that is appropriate for different settings and contexts such as job interviews. You will also have formed your own opinion about what going to university means to you and how you think you have developed.

While at university you will have the opportunity to:

1. acquire, generate, interrogate and apply knowledge from a wide range of sources,
2. develop research skills to enable analysis, synthesis, understanding and evaluation of data and information.
3. demonstrate self-discipline and organizational skills by meeting deadlines, and taking responsibility for your own development and learning
4. present ideas clearly in an informed and persuasive manner to a variety of audiences.
5. be innovative, creative and enterprising work collaboratively, whilst acknowledging, respecting and engaging with the views of others in a constructive and empathetic manner
6. draw on professional advice and feedback to reflect on and improve your own learning and professional practice;
7. prepare for the world of work through engagement with real life situations, briefs and problems
8. engage with new ideas and ways of working as an active member of the communities in which you study, live and work.

About the Course
This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact Marcia Edwards, Course Leader or Sue Southall, Course Coordinator

Midwifery Education Philosophy
We firmly believe in a student-centred approach to learning in a climate that encourages openness, critical analysis and the development of self-awareness which is supported by blended learning. We believe the programme cultivates effective evidence-based clinical decision making, autonomy, responsibility, and accountability in student midwives as future leaders and champions of midwifery. Student midwives equally understand and value inter professional learning as essential to clinical practice.

We further believe in the philosophy of lifelong learning which will enable student midwives to explore and evaluate all available evidence, constantly striving for excellence in midwifery education and practice.

Fundamental to midwifery education is the promotion of the health and wellbeing of the mother, baby and her family. This involves midwives collaborating with the woman, her family and the multi-professional team to provide quality evidence-based care to childbearing women, which is founded on shared decision making and informed consent. Not only is this supported and protected by the professional and legislative framework in which midwifery is enshrined but also further enhanced by the recognition that the midwife as part of the inter professional team.
Integral to midwifery practice is the importance of local, national and international public and social policies which recognises the cultural diversity of the women, their families and student midwives, in which their attitudes, values and beliefs are respected.

The value added elements of the programmes such as the Baby Friendly Initiative (BFI) accreditation, teaching the New-born and Infant Physical Examination (NIPE) programme and New-born Life Support (NLS) ensure student midwives are fit for contemporary midwifery practice.

The educational aims of the course are: The pre-registration midwifery course will enable you to develop the knowledge and skills to provide safe and effective midwifery care in local, national and international healthcare settings. You will have the opportunity to study with other health and social care professionals. On successful completion of your studies you will be eligible to apply for registration as a midwife with the Nursing and Midwifery Council. The BSc (Hons) Midwifery is one of the few courses in the United Kingdom that is accredited with the UNICEF Breast Feeding Initiative (BFI), the course also includes New born Life Support training that is accredited by the Resuscitation Council and meets the New born and Infant Physical Examination standards (NIPE)

The course learning outcomes are:

1. Meet the NMC Standards of proficiency for pre-registration Midwifery education.
2. Provide midwifery care that is safe, effective and ethical and assume full responsibility and accountability for your own practice as a Midwife registered on the midwifery part of the NMC register within the legal framework of the country in which you are employed.
3. Reflect upon and critically evaluate evidence to reach sound midwifery judgements and exercise effective decision making in complex situations within the midwifery sphere of practice.
4. Critically examine the impact of political, professional and social contexts on your provision of person centred midwifery care within the context of a multidisciplinary team.
5. Effectively apply your learning to identify, manage and lead enterprising innovations and service improvements in midwifery practice.
6. Demonstrate competence in the use of advanced technologies to quality assure and enhance your midwifery practice and maintain your life-long learning.

These will be achieved through the following learning activities:

Your learning will include the study of six modules per year, there are no optional modules as you will need to study the prescribed modules in order to fulfil professional requirements. The learning activities which support you in achievement of the learning outcomes are wide and varied. Further to this, they should enable you to achieve our graduate attributes of digital literacy, global citizenship and be knowledgeable and enterprising. The types of learning which will help achieve the above include:

- **Formal learning** - we promote a blended approach to learning; some core content will be delivered in the ‘face to face’ traditional teaching style but will include interactive activities to challenge your knowledge and practice.

- **Applying theory to practice** – we use a variety of approaches to enhance your ability to evaluate, articulate and apply evidence to shape your professional practice e.g. critiquing of journal articles, informal presentations and case studies, and skills in summarising of key research in order to develop and disseminate findings to the healthcare team. You will make use of a range of electronic resources to investigate the influence and impact of global healthcare communities on national and local policy.
Problem solving and decision making – Problem based learning is an engaging and dynamic tool that can be an effective way to enhance your understanding of real practice problems. It provides an opportunity to develop your skills in clinical decision making within a safe environment, and to apply knowledge to deliver and lead quality initiatives to improve the experience of the patient (and family) in the multicultural care setting.

Research skills – you will be supported in the preparation of a detailed evidence based intervention and an independent study which will develop and expand your theoretical and practical knowledge of the research process.

Computer based learning - the integration of computer based technology, directed studies and traditional teaching will enhance the quality and efficiency of your learning experience. You will be encouraged to access electronic learning resources within both University and the healthcare environment, including the use of e-mail and discussion forums to communicate with fellow professionals in the learning community and develop your personal and professional values.

The ability to use digital resources and equipment is a key attribute of a graduate nurse and reflects the need for the healthcare worker to use advanced technologies in areas such as record keeping, delivery and management of care.

We will guide and support your learning using a mixed approach including:

Lectures – we will use a variety of interactive learning methods that are supported by digital technology to enhance your learning.

Workshops – interactive workshops will allow you to develop your therapeutic skills by having time to practice, such as the essential clinical skills and clinical practice modules.

Simulated practical sessions – you will have the opportunity to engage in supervised practice to become knowledgeable and skilled in midwifery, which will enhance your employability prospects. You will have the opportunity to learn in our well-equipped skills laboratories which include practice areas that are hospital and home focussed. Some assessments will also take place in the skills laboratories to enable you to develop your skills in a safe environment. For these sessions you must dress appropriately (see appendix 2).

Debate and dialogue - the University’s virtual learning environment, Wolverhampton on-line Learning Forum (WOLF) will provide a forum for you to engage in dialogue with other students in your group as well as the lecturer.

Also:

Seminars – where students take the lead in discussing relevant articles, debating and examining the evidence base that underpins midwifery.

Formative on-line assessments – where we provide you with the chance to ‘have a go’ at some of the summative assessment tasks before the actual assessment is submitted as a way of developing your academic and practical skills with our tutorial guidance and feedback.

Work placements – minimum of 50% of your course will be undertaken in practice placements where you will have the opportunity to practice your skills in the work environment with supervision and support. We hope that as you develop graduate midwifery skills during your course, you will be able to apply your learning to develop your midwifery proficiencies in the practice setting. You will be able to reflect on personal and professional learning, the development of knowledge and skills and identify strategies to develop midwifery care in the future.
**Peer presentations** – you will study some aspects of specific modules and feed these back to the wider group so that you develop your ability to search, retrieve and use information to develop your knowledge of midwifery.

**Independent and self-directed learning** – this is an important part of degree level study and through the course you will be encouraged to become an independent learner, able to decide what to learn and how best to achieve this. Independent learning will required of you as a qualified midwife as part of the Prep requirement (NMC 2008) to ensure continuing professional development as part of the requirement for midwifery registration.

**Tutorials** – face to face meetings with the module team and your personal tutor.

The course is accredited, endorsed or approved (depending on the professional body requirements) Midwifery education is governed by British law through a series of Statutory instruments which you should be aware of as these govern the way in which your course has been developed.


Successful completion of your course leads to an academic award i.e. BSc (Hons) Midwifery and ensures you have met the standards of proficiency necessary for safe and effective practice under the midwifery part of the register.


The Nursing and Midwifery Order (2001) includes the details of the role and responsibility of the NMC with regard to protection of the public. Broadly, the NMC has to ensure that those admitted to the register are proficient midwives who meet the requirements to be safe and effective practitioners based on the course of study undertaken and the evidence that each registered midwife is in ‘good health and of good character’.

In order to meet all of these requirements you will need to fulfil a set number of hours of study which are compulsory, this will include attendance both in the University and in the practice placements you will have.

Your course has been specially designed to provide you with the opportunity to fulfil the requisite number of hours. These have been agreed as 4600 hours in three years that equates to 156 weeks. A minimum of 50% of your course will be based in the practice setting and the remainder will be based in University.

As you will be working in the field for a minimum of 50% of your course, you will be required to demonstrate professional conduct at all times. Your placement experiences will include providing midwifery services care to some of societies’ most vulnerable people, the newborn, those who have physical disability, learning disability and those who have perhaps been through some very challenging situations.

In order to ensure all the people you care for are protected and kept safe, you will be expected to abide by the NMC guidance for students. In addition we will expect you to conduct yourself in a highly professional manner and this will form part of your assessment in practice. Further information will be provided by the course team and from the Nursing and Midwifery Council website:

http://www.nmc.org.uk/education/becoming-a-nurse-or-midwife/when-studying-to-be-a-nurse-or-midwife/guidance-for-students/

In addition to this, you will also be required to demonstrate good health and good character and this is both at the start of the course and throughout your studies and beyond. You will be asked to declare any changes in your circumstances that may have an impact on this important requirement and we have specialist support available at all times to advise you in the event of any changes.
Further details will be available to you in your course guide and from the following link to the NMC website: http://www.nmc.org.uk/education/becoming-a-nurse-or-midwife/when-studying-to-be-a-nurse-or-midwife/guidance-for-students/

Successful course completion and registration with the NMC entitles you to use the title Registered Midwife.

Interruptions to training

If there are interruptions to the midwifery programme of education, the programme must be completed within five years (equivalent to 260 weeks full time) of the commencement date.

Transfer between approved educational institutions

Students may transfer their programme with credit for prior learning only where:

- they transfer from one NMC approved pre-registration midwifery programme to another
- the relevant NMC requirements for good health and good character are met
- the student’s prior learning can be mapped against the programme they wish to transfer to, enabling them to go on to meet all necessary outcomes and standards on completion of the course

Stepping on and off the midwifery programme

Students can ‘step off’ a pre-registration midwifery programme of education if they have:

- completed a period of study successfully
- taken leave from a programme before its completion
- been awarded education and practice credits from the original programme provider (this would be at the discretion of the approved educational institution)

and

- have not been discontinued from the programme by the education provider

Students can ‘step on’ to a pre-registration midwifery programme of education when:

- they have met the requirements for ‘stepping off’

and

- the pre-registration midwifery programme they wish to join is comparable, be it at the same or another NMC approved educational institution
- they are able to complete the outstanding part of the pre-registration programme within the time frame set out by the NMC, the commencement date being the date the student started the original programme
- they have met the NMC’s requirements for good health and good character and satisfactory references have been taken up from the Lead Midwife for Education (LME) at the original approved educational institution
- a period of orientation is undertaken by the student appropriate to the period between stepping off and stepping back on. The LME at the new approved educational institution will determine the length of this in relation to the length of time between the leaving of and starting again on the programme.

Important Note Students will only be supported to repeat the module if they are able to complete the award within the normal time frame as specified by the NMC, this includes all periods of leave of absence.
Professional conduct

As a student midwife you must be trustworthy and behave in a way that upholds the reputation of the profession. Behaviour that compromises this reputation may call your continuation on the pre-registration midwifery programme into question, for example:

- falsification of clinical or training records, for example falsification of timesheets
- breach of confidential information about patients and clients
- disclosure of information that will have personal consequences on patients and clients.
- To knowingly plagiarise academic material is the equivalent of fraud, and will be treated very seriously.

Professionalism/professional behaviour relates to your conduct both within the University and practice placement. In some cases of academic misconduct your professionalism may be called into question, and may result in referral to a fitness to practice panel. The policy can be found on the university web page for Policies and Regulations.

Professional misconduct might also include behaviour not directly connected to professional practice, for example, involvement in any criminal activity.

As a student midwife you must not provide midwifery care unless under direct/indirect supervision of a midwife.

Important Note At the end of your programme it is necessary for the Lead Midwife for Education to complete a signed declaration of good health and character, if this is not provided you will not be able to gain entry to the professional register. Further information about declaration of good health and character can be found on NMC website http://www.nmc-uk.org/Students/

Information about registering with the NMC can be accessed from the NMC website

Contact Hours

At University, the term ‘contact hours’ is used very broadly to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course. This time provides you with support in developing your subject knowledge and skills, and provides opportunities to develop and reflect on your own, independent learning.

Contact time on this course will be based on your interaction with staff in some or all of the following situations: lectures, seminars, tutorials, demonstrations, practical classes and workshops, project supervisions, fieldwork, external visits, one-to-one sessions and discussions, interaction by email and other electronic or virtual media and situations where feedback is given on assessed work.

During your study this interaction takes place with academic (teaching and research) staff, teaching assistants, technical and specialist support staff, employers and others.

Alongside contact time, private and independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. Your independent study time will include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision and others.
**External Examiners**

External Examiner (Module)
Helen Joyce, External Examiner University of York

External Examiner (Award)
Frances Galloway, External Examiner Anglia Ruskin University

External Examiners play a key role in helping the University to ensure that our standards are comparable with other institutions in the sector and are consistent over the years and that our assessment processes and regulations treat all students fairly and equitably. It is not part of their remit to communicate with individual students (it is to be noted that students are given access to External Examiner reports in their entirety via the Modules and Programmes page on e-vision in line with the HEFCE Publication 06/45 and some students may have the opportunity to meet with externals if they visit placement areas or attend for planned meetings or assessment). Students are therefore reminded that they must not make direct contact with External Examiners in respect of their assessed work or performance. Any student issues should be relayed either directly to the Module or Course Leader.

**Academic Regulations**

This course follows the University’s academic regulations. A full version of these regulations can be found on the University web page for Policies and Regulations. These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them. If you have any questions regarding the regulations you should raise your query by logging an e:Vision Helpdesk call.

**Exam Regulations**

The University also have regulations that specifically cover examinations. Examination Regulations

The maximum period over which an award may be studied is detailed in the regulations appropriate to your course. Typically these are:

**Undergraduate Honours Degrees**

<table>
<thead>
<tr>
<th></th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honours Degree</td>
<td>3 years</td>
<td>5 years</td>
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<tr>
<td>Degree</td>
<td>3 years</td>
<td>5 years</td>
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The above maximum registration periods do not include time away from study approved under the Leave of Absence procedure.

Please be aware that to be eligible to continue on your course you must pass at least one module in your first year of study.

For NMC approved programmes Leave of Absence is included in maximum registration periods – so for example for an UG degree 5 years includes any periods of leave.

Please be aware that to be eligible to continue on your course you must pass at least one module in your first year of study.

Please be aware that to be eligible to continue on your course you must pass at least one module in your first year of study.

The following exemptions apply for your programme:

D3.5 Students who fail the module for a second time have a right to repeat the module (this will not apply to practice modules)

D3.8, 3.9 and 3.10 there will be no compensation
H6.1 Students will only be allowed to progress with a max of 20 credits outstanding to level 5 and level 6, exemption requested for 40 credits. Students must retrieve any outstanding assessments with 12 weeks of starting the next level of study.

**Academic misconduct:**

Academic and professional conduct is inextricably linked, and consequently any academic misconduct impacts on professional standards of behaviour. The assessment board will exercise D3.12 for any students found guilty of academic misconduct in final year of studies, and will not support the right to reassessment or to retake the module, and the student will be deemed to have failed the programme. All practice modules are custom modules.

Academic and professional conducts are inextricably linked, and consequently any academic misconduct impacts on professional standards of behaviour. The assessment board will exercise D3.12 for any student found guilty of academic misconduct in final year of the programme, and will not support the right to reassessment or to retake the module. The student will be deemed to have failed the programme.

In order to successfully complete your programme of studies and apply for admission to Part of the Nursing and Midwifery Council (NMC) Professional Register. You are required to achieve the required standards in the following:-

- Theoretical Assessment
- Clinical Assessment
- Standard of Conduct

At the end of your programme it will be necessary for the Lead Midwife for Education to complete a signed declaration of good health and character. You will additionally be required to sign a declaration of completion of all EU requirements.

Advice will be given by academic staff throughout your programme to assist you to progress. Should you fail to reach the required standard at any stage in the programme, then discontinuation by the Award Board may occur.

Three summative points of progression are identified within the programme. It will be necessary for you to have attempted and successfully completed all programme components in theory and practice, at the appropriate summative point in order to satisfactorily progress to the next academic level of study.

*See Appendix 1* for a guide to understanding your progression

**Course Information**

The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. Staff are committed to helping you fulfil your potential. Your attendance at, and participation, in classes is a key factor in ensuring that you do so.

Attendance will help you to:

- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for and undertake assessments;
- Learn from and with your fellow students;
- Receive feedback from teaching;
- Participate in practical and group work;
- Develop your communication skills.
If you are unable to attend a class please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was covered in the class, and what you need to do to catch up. Please do remember how important attendance is to your success. **The University considers this to be so important that it reserves the right to review the position of students who fail to attend.**

**Sickness and Absence**

The purpose of the sickness/absence procedure is to promote consistent arrangements for managing sickness/absence. The guiding principle, which should determine management of sickness and absence is the need for fair and responsible action that is consistent with the requirements of the NMC, university and NHS Trusts.

It is the responsibility of your Personal tutor, in liaison with Registry Officers and Clinical Managers, to monitor course attendance in a consistent and sensitive manner in order to facilitate course completion and compliance with the regulations of the NMC.

**Notification of Sickness**

Your Personal tutor and/or HoM/LME, Maternity and the Newborn will advise local procedural variance by which you report sickness/absence, which must be adhered to at all times.

All students, if unfit for work must notify their clinical placement area and should contact FEHW External Partnerships on 01902 518630 or by email FEHWexternalpartnerships@wlv.ac.uk on the first day of sickness. Failure to report sickness will be classed as absence. In the event of public holidays or weekends you must notify the clinical placement on the day of sickness/absence and notify the PLU on the next working day. You must also report your return to work, otherwise continued sickness/absence will be recorded.

**Important Note**

The NMC’s requirement for the Pre-Registration Midwifery Programme is a minimum of 156 completed weeks for the 3 Year Programme and 78 completed weeks for the shortened route. Proof of attendance is required to confirm that you have met the NMC requirements for attendance.

**Monitoring of attendance**

Module leaders will monitor your attendance at lectures/study days. You should note that signing in on behalf of another student constitutes fraud, and may result in disciplinary action.

Verification of attendance in practice is by your practice mentor or deputy. You are required to submit your time sheet for verification of attendance at the end of each shift.

You should note that falsely obtaining signatures for attendance will result in disciplinary action and may result in discontinuation from training.

**Theory**

Attendance at all formal lectures is obligatory unless you have negotiated absence with module leaders.
**Practice**

Attendance in practice placements is obligatory.

**Records of attendance**

Records must be maintained of all attendance in theory and practice.

It is important that you sign attendance sheets on study days, failure to sign the attendance form will constitute an absence. Should you forget to sign in, this must be brought to the attention of the module leader within 7 days of the session.

Copies of attendance sheets (time sheets) must be submitted to your Personal tutor, at the end of each month for entry to your records. All sections of your time sheet must be completed indicating clearly, study days; rest days, sickness and leave (appendix 3). If time sheets are not submitted within 3 weeks following the end of the month, you will be assumed to be absent and bursary payments/salary will be suspended.

During extended periods of sickness, (beyond 3 days), you will be asked to provide self-certification and/or medical certificates.

**Important Note**

A permanent record will be kept of all sickness and absence, irrelevant of whether the time has been made up or not. All sickness and absence is reported in terminal references, as future employers normally request this and may consider this in future offers of employment.

**Authorised Absence**

This is absence negotiated and agreed in advance and should only take place in exceptional circumstances. Examples of authorised absence may include, attendance for a hospital appointment, bereavement, and family crisis. This will normally only apply for an occasional absence and not absence over a longer period. Authorised absence must be covered by a signed agreement to support your absence. A form designed for this purpose can be obtained from the student access points. There are two types of form designed for this purpose.

**Authorised Absence from Theory (appendix 4)**

This is applicable when there is a previous agreement about achievement of learning outcomes through independent study.

**Special Leave (appendix 5)**

This is intended for absence from clinical practice or leave over an extended period, for example compassionate leave or family crisis.

**Notified Absence**

This will occur in unforeseen circumstances that prevent you from getting to work. Notified absence will not have been previously authorised. Examples of this might include unforeseen transport difficulty.
Unauthorised Absence

This is absence from work without notice or prior agreement. You simply fail to turn up for work on either a planned study day, or a day on which you have been scheduled for clinical practice. This is considered unprofessional behaviour and may result in disciplinary action.

It should be noted that any changes to off duty should be agreed in advance. In exceptional circumstances it may be possible to change your days off at short notice by agreement with the Manager.

Failure to attend for clinical placement on shifts rostered without prior agreement will be classed as unauthorised absence.

Guidelines on making up sickness and absence time

Annual leave, reading weeks or professional study days, occurring within the programme should not be used to make up time. Flexi time at the end of each year should be used to make up sick time.

It is recognised that we all need adequate time to rest and therefore need both days off and annual leave. Working long continuous periods without leave or adequate time for study may adversely affect your work and personal health. Consequently, sickness and absence should be made up at the end of the programme.

Sickness/Absence from Practice

Absence/Sickness from clinical placement must be made up in practice at the end of the programme taking into consideration your clinical allocation and/or your educational needs.

Extensions to contracts (and bursary/salary) will be negotiated for certified sickness or approved absence of up to 21 days. Extensions to contract beyond this will be considered on individual basis.

Absence/Sickness from Theory Sessions

A number of factors will be taken into consideration in determining how and when this time is made up. As individual theory sessions may not be repeated within a year, it may not possible to pick up these sessions, and therefore this time may have to be made up in practice at the end of the programme.

Excessive Sickness/Absence

To align University procedure with Trust policy, students having more than 10 days sickness within an academic year will be seen by their personal tutor to discuss their attendance and the impact of this on their programme of study. The same applies with absence of 5 days or more. Referral to the Occupational Health Department may occur following this meeting.

Depending on the duration and timing of sickness you may miss critical practice experiences or theoretical input. If this cannot be compensated for within your current year/period of training, your training may be suspended until you can join another group for this input. Examples of situations in which this might apply, includes an accumulative loss of 28 days from practice or substantive absence from any given module of study.

Occupational Health

Occupational Health Screening is provided by a local NHS Trust. Your acceptance onto the course is subject to a satisfactory medical clearance and it is a condition of studentship that
you will submit at any reasonable time to a re-examination should it be deemed necessary to ascertain your medical fitness.

The HoM/LME in the following circumstances may refer you to the Occupational Health Unit:

- Repeated episodes of sickness or absence over a 12 week period.
- Prior to returning after prolonged sickness if more than 2 weeks or following a long leave of absence of 8 months or more.
- Any behaviour that gives cause for concern about your health status.

If you require advice about your eligibility to work due to changes in your health status, you can contact the occupational health department that provided your initial health screening.

**Sick Pay**

Payment of the bursary during sickness is subject to immediate notification in accordance with local policy on the first day of sickness, and submission of sick notes as appropriate.

Failure to comply with this will result in loss of pay.

**Maternity and Paternity leave**

Should you require maternity leave, your HoM/LME, will advise on such arrangements. Return to the course will need to be negotiated with the HoM/LME will ensure continuity in respect of the course programme and assignment work.

**Annual Leave**

Leave entitlement is the equivalent of 7 weeks per year. Bank Holidays are incorporated into your set annual leave. Unless specifically programmed, you **must** work Bank Holidays occurring during placement. Annual leave is pre-programmed at the outset of the programme, and will be notified to you at induction; this is fixed and should not be changed.

**Religious and Cultural Observance**

Some students may have particular needs for time off in relation to religious and cultural observance. In most instances this is likely to take the form of a day off for a particular religious or cultural occasion. Where this is the case, and you are on a practice placement, you must make a request to the manager in charge of the placement area, explaining why you require the time off and giving as much notice as possible. Managers will be sympathetic to requests for time off on these grounds and will try to accommodate them, wherever it is reasonably practicable to do so but subject to the needs of the service. You must make up any time off granted under these arrangements.

If the request for time off falls within your time at University you should make your request to the, HoM/LME who will try to accommodate your needs, wherever this is possible. You will be required to make up missed learning. The way in which this will be made up is at the discretion of the HoM/LME who may include attending alternative lectures/teaching sessions, being provided with additional learning materials, being directed to specific learning resources or a combination of these.

**Confidentiality**

If in the course of duty, you come into possession of information regarding clients/patients and their circumstances, such information should be treated in confidence, and as such not
divulged to anyone who does not have the right to this information. Contravention of this may lead to disciplinary action being taken which could result in dismissal.

**Disclosure Barring Service (DBS)**

All Students are required to undergo an enhanced disclose barring check prior to commencing the course. If you are found to have a criminal record that was not declared, then this may result in dismissal from the programme.

If you receive a criminal conviction after commencing the course you must make this known to the Lead Midwife for Education. Failure to do so may jeopardise your position on your new programme and subsequent entry to the professional register.

**Annual Self Declaration of Good Character and Health**

You are required by the NMC to declare your good character and health annually over the course of the programme. You must do this prior to enrolment in each subsequent year of study. It is your responsibility to inform the HEI if you receive any cautions, convictions or is bound over for a criminal offence, or if there is any change to your health status affecting your ability to practice safely and effectively.

You will advised about annual self-declaration form at the beginning of each year of study and will not be allowed to progress to your next year of study until this is completed.

**Finance**

**Bursary Students**

This section is only applicable if you are in receipt of an NHS bursary. For information appertaining to salaried students refer to Salaried Students overleaf.

This scheme has been developed to safeguard the supply of nurses and midwives to the NHS and to widen access to these careers. The NHS bursary is confined to those students who have been recruited within agreed NHS requirements, and is normally only applicable to students registered for the full 3 Year Programme.

The key features of the scheme are that:

- Your tuition fee contributions are paid in full by the NHS.
- It is means tested.
- You may be eligible for a student loan from your local LEA.

There are a variety of other sources from which financial assistance can be obtained. Information about this will be made available to you during your programme.

The bursary will may be paid for the full duration of maternity leave. Paternity leave will be in line with statutory provision and similarly negotiated.

**Termination of Bursary by the NHS**

Your Bursary will be terminated:

- On the expiry of the period ordinarily required to complete the course.
- If you abandon the course.
- If you are deemed to have failed to progress on the course.
- If you show yourself by your conduct to be unfit for midwifery.
• If there is reason to believe that you have fraudulently obtained your bursary or provided false information in which case you will be reported to the NHS who will seek redress or take further action.

Reduced Payment

Under certain circumstances, the NHS may pay you a reduced bursary, such conditions may be:

• If you are absent without leave from the course.
• If you are suspended from the course.
• If you are required to take longer than 3 years to complete the course.
• During sickness period exceeding 60 days.

The NHS as the funding body has the right to decide whether or not you should continue to receive a Bursary and continue to have your tuition fees paid.

Travel Costs

During your programme you will be required to attend Faculty centres and placements in a variety of locations. Financial assistance with travelling expenses may be obtained through the NHS Student Grants Unit providing the criteria as determined by the Grants Unit are met.

In order to be reimbursed by the Student Grants Unit for travel costs, you will be required to complete a clinical placement excess travel claim form on at least a quarterly basis. You are advised to keep records/receipts of travelling incurred, as this may be required to support your claim for travelling expenses.

For journeys funded, or when the University of Wolverhampton provides transport additional travelling expenses cannot be claimed for these same journeys.

Falsification of claims is considered to be misconduct and may result in discontinuation from the programme.

Travelling Expenses

Eligibility for travelling expenses normally only applies if travel to clinical placements is in excess of the normal distance travelled from home to the main site of clinical placement. You will be advised of the procedure to claim for travel to placements. Travelling expenses will not be paid for study days.

Parking

You should be aware that there is limited parking at all of the University's campuses and where possible you should travel by public transport.

Termination of Training

Termination of the student contract will also result in the termination of the Trust contract.

Change of Circumstances

If you are sponsored, the employing Trust should be notified of any change in circumstances in addition to the Student Office. You can change your personal contact details directly through e-vision.
Withdrawal

When considering withdrawal from the programme you are strongly advised to discuss this with your Personal tutor before taking any action. Alternatively you could approach any other member of the team (if you prefer). There are normally other options available before resorting to withdrawing. Sometimes just talking about your problems is enough to help you.

Whilst it may not always seem possible at the time, many problems can be improved or even resolved. Withdrawal should be a last resort. The Midwifery Team will endeavour to support you in any decision you make, but can only help if you are able to share any problems you have.

If after exploring all your options, you still decide to withdraw you will be asked to attend for an exit interview with the HoM/LME. It is important to explore reasons for leaving and your feedback might help to enhance the quality in the future of the programme.

Return of University Property

All learning resources including books, equipment and uniforms remain the property of the University. These items must be returned upon withdrawal, discontinuation or on completion of studies. The University student debtor department will pursue debts incurred for noncompliance with this requirement.

Contacting staff:

Although all your teaching is based at Walsall, the Midwifery Team work between various University campuses and NHS Trusts. Their locations vary from day to day and week to week. Locations for the current week are normally held by the midwifery administrative staff, and at reception. If you need to see any of the midwifery lecturers, you are advised to make an appointment as it cannot be guaranteed that they will be in or free to see you if you drop in unexpectedly. Staff can be contacted by email, telephone or via the midwifery administrative team. If you telephone and are not able to get the lecturer you want, you should ask to leave a message and contact number to return your call.

Email is an effective means of contact, however you are not guaranteed responses to emails on the same day. You would normally expect to get an initial response to email communication within 3 working days, and a substantive response with 7 working days providing the recipient is not on holiday or sick leave.

If you need to speak to a midwifery lecturer urgently, the midwifery administrative team can contact them on your behalf. In an emergency, any of the midwifery team will help you.

You should be aware that the midwifery team book annual leave at varying times of the year, which will not necessarily coincide with your annual leave. With exception of public holidays there will always be a member of the team who will be contactable at the University. Forward planning is essential if you want to see a particular member of the team.

Staff contacting you

Staff may need to contact you for various reasons, often at short notice and possibly urgently. It is therefore essential that you regularly check your email. All class emails will be sent to your University email address, and not to private accounts. Always use your University email account as mail from private addresses are often classified as ‘spam’ and are thus directed away from staff accounts.

It is essential that any change in your personal details, like a change of address or telephone number, is recorded on the University Student Management System (e:Vision) without delay.
Remember to notify any change to your mobile number. All correspondence will be sent to the address registered on the University Management System. You should check that this is correct.

It is advisable that the group agree an effective means of getting information to each other. Infrequently, it may be necessary to get a message to the whole group urgently, for example, in unforeseen circumstances that necessitate postponing a lesson start time. We appreciate that your time is valuable, and endeavour to keep you informed of any events/circumstances to prevent you making an unnecessary journey to University or place of work.

Previous groups have found it effective to identify contacts that can then initiate cascading the information to the group. The notice board on WOLF will be used to notify any non-urgent advanced changes to outline plans and timetables.

A Guide to Understanding Your Progression

Regulations

To be eligible to progress to the next level of study, students must pass all the required assessments in theory and practice. In order to progress from one year to the next students will:

a. be required to have passed modules totalling 80 credits or more; and
b. be in a position to recover any failure within the rules of the course; and
c. be able to complete the award within 5 years from the commencement of the programme

The award and progression board is responsible for confirming the progression status of students.

Students found guilty of academic misconduct in the final year of study will be discontinued from the programme.

Frequently asked questions

Requirement to have 80 credits or more to progress.

Q. When is the award and progression board normally held?

A. For autumn cohorts this will normally be in June/July and for Spring cohorts this will normally be in November/December

Q. What is the latest point by which I must have 80 credits in order to be able to progress into my next year of study?

A. At the final assessment board of the year, for autumn cohorts this will normally be in September and for Spring cohorts, this will normally be in January.

Q. What will happen if I do not have enough credits to progress?

A. You will be required to step off to retrieve the outstanding assessments, or you will be required to repeat the modules if you do not have any further assessment opportunities. You are not entitled to repeat practice modules. See the section about understanding your rights to a resit for more information about retrieval.

Q. Will I continue to receive bursary while I am stepped off?

A. No, you are only eligible to receive bursary whilst you are in full time study.
Requirement to recover failure within the rules of the course.

Q. What are the rules of the course that determine if I can progress with 100 credits?
A. You must be able to retrieve the modules within 12 weeks of progressing into your next year of study. Assessments must have been marked and the results ratified by an assessment board.

Q. Will I always have to step off if I have to repeat a module?
A. Yes, however in some cases you may have a right to an additional resit attempt. See the section on understanding your rights to a resit for more information about this.

Q. What if I have extenuating circumstances, will I been able to continue and have longer to complete?
A. No, you must still be able to retrieve everything in time to go to an assessment board within 12 weeks of progressing into your next year of study.

Ability to complete the award within 5 years

Q. If I take a leave of absence, is this counted towards the 5 years? A. Yes, all leave or absence is counted within the 5 year period.

Understanding your rights to a resit attempt

Regulations

Students will only have two assessment opportunities to pass an assessment in the absence of any mitigation. If a module is not passed by the second attempt, students will have to repeat the module. There is no right to repeat practice modules.

Where Professional, Statutory, Regulatory Bodies do not permit compensation students will normally be permitted an additional re-sit attempt, provided students have passed modules worth a minimum of 80 credits at the same level, as follows:

a. a maximum of 20 credits at level 4
b. a maximum of 20 credits at level 5
c. a maximum of 20 credits at level 6
d. but overall, a maximum of 40 credits for Degree and Honours Degree awards

An additional re-sit attempt will not be permitted for:

a. practice modules
b. the designated independent study module at level 6

Frequently asked questions

Q. When will it be decided if I can have an additional resit attempt?
A. Once you have completed all modules. You will only be eligible for an additional resit attempt if you have passed 80 credits at the same level. Additional resit attempts are not permitted for practice modules.
Q. What will happen if I have failed two modules (after 2\textsuperscript{nd} attempt)?

A. Providing both modules are theory modules, you will have to step off the programme and repeat the modules the next time that they are delivered. If you fail practice you will be discontinued from the programme. You will not be eligible for bursary while you are stepped off to repeat a module/s.

Q. What will happen if I have to repeat a module?

A. Your bursary will be suspended, you will have to step off the programme, re-register for the module and repeat the learning. You will have to wait until the module runs again before you can retake it. You will have to wait to re-join the programme at the point you were stepped off, which may take a whole year.

Q. If I have to repeat a module, if I have passed a component of assessment, will I have to retake this?

A. Yes, if you repeat a module, you will have to repeat all module assessments and the grade will be capped to a D5.

Q. Is it possible to complete within the year if I am entitled/eligible to an additional resit opportunity provided I have not exceeded the maximum of 40 credits for the award?

A. Yes, providing you have not had to delay any assessment due to extenuating circumstances.

Q. What if I have failed one module (after 2\textsuperscript{nd} attempt) and still have a resit attempt on another module because of mitigation at the end of the year, will I be able to progress with 80 credits and have another resit opportunity in the module that I have failed and complete the resit at the same time so I do not have to be stepped off?

A. No, you will have to step off. You can only be considered for an additional resit attempt once you have passed 100 credits. You would have to complete your outstanding resit attempt first, and if you pass you will be eligible for the additional resit attempt. You would not have time to complete this within the rules of your course (12 weeks into your next year of study), so you would have to step. You should be aware that if your assessment is delayed because of mitigation, it may delay your progression if you do not have enough credits to progress.

**Blended learning**

As a student at the University you are entitled to experience the opportunities afforded by blended learning, where traditional learning and teaching is enhanced with the use of a range of technological approaches, such as online and interactive learning resources in a virtual learning environment, WOLF. We also provide state of the art technological equipment and extensive access to high quality desk top computers across the University. The Library and information services, rated very highly by our students in the National Student Survey, are also supported by high level technology, enabling you to access a great deal of support for your learning, not just when you are on the campus – but from home, your placements and work.

All your modules have what we call a WOLF topic – that is a place on WOLF where module related information and learning resources are located. You will have access to electronic versions of all lecturer produced documents, as well as the opportunity to engage in online dialogue with your lecturers and fellow students. Further to this, in some of the modules you have the opportunity to do formative assessments, to ‘have a go’ at certain assessment activities and gain valuable feedback early in the course before you submit your summative assessments.

The course will draw on a wide range of interactive learning methods, some enhanced with interactive technology, for example collaborative forums in WOLF and an e-portfolio in PebblePAD.
Another electronic resource that you can use to develop your personal and professional development plans throughout your studies. In *PebblePAD* you will be introduced to ‘treasure hunts’ to guide you in gathering important information and ‘webquests’ where you will engage in activities to enhance learning. Additionally, some modules will include the use of state of the art streamed remote controlled video/audio cameras in the clinical skills labs. These medical observation and training system cameras (*smots™*) harness the very latest technologies to record your and others’ nursing practice for the purpose of review and evaluation to improve your nursing practice skills.

We will also be providing you with the opportunity to submit some assessments online, in particular the formative assessments which enable you to ‘have a go’ at assessed work that will not count directly to your degree classification, but will provide practice at certain points in the course so you can test out your knowledge and skills and receive helpful feedback on your progress.

Finally, as part of your use of blended learning opportunities we will expect you to use the technology and support available to research your own sources of information in order to meet the learning outcomes of the course.

**Assessment Methods**

**Assessment Theory**

At level 4 you are adjusting to the requirements of higher education. For some, this is a transition from Faculty/FE and for others it is from the world of work. As you enter with different abilities and levels of knowledge of midwifery, the assessment strategy at level 4 is based on understanding this and giving you the opportunity to enter level 5 equally prepared. Therefore at level 4, assessment is designed to build self-confidence and orientate you toward university life and learning with others on the course. This is done through some group work and coursework done in collaboration with others from other professional groups (nursing and social work).

Assignments require you to demonstrate knowledge of and understanding of selected concepts and theories pertaining to midwifery. As midwifery has a strong practical focus your assessments will include both academic and key practical/clinical skills. You will be enabled to develop such things as written communication skills, referencing, and working with others. A range of class based exercises, formative assessments (including online) and summative assessments are used across Level 4. Feedback on these is designed to enable you to develop and improve your own work. Level 4 supports you in acquiring the underpinning knowledge and skills that you will need to progress further with your studies. Feedback on assignments is given on content and analysis and also on written communication skills, referencing, structure and presentation. This is then applied as generic criteria throughout the entire course with raised expectations at each level as appropriate.

Level 5 further develops skills and consolidates knowledge and understanding achieved at level 4. You are expected to demonstrate wider reading, the use of databases and other pertinent IT together with the ability to synthesize evidence from a number of different sources. You will also be expected to develop a sound grasp of the theoretical underpinnings and principles of midwifery and assessment mirrors this. You will be assessed (both formative and summative) using a wide variety of assessment types including essays, exams, practical work, research exercises, case studies, presentations, and formative blended learning exercises and online collaborations. At Level 5 you are expected to demonstrate the ability to critically analyse information and evidence and apply learning more widely. You should have an understanding of research and be developing higher levels of competence in academic skills and digital literacy.

At level 6 you are expected to be a competent and independent learner with the ability to use academic study skills appropriately as well as other methodological tools appropriate to
midwifery. You should be able to evaluate sources and arguments and make judgements. You should have developed a thorough understanding of the body of knowledge of midwifery and be able to communicate this effectively. Opportunities however, will still exist for formative assessment particularly through the submission of plans (in the Independent Study and Service Improvement modules) and the delivery of presentations in relation to your independent study. Various modes of assessment are utilized including coursework, presentations, online collaboration, examinations and case studies. The culmination of the programme for you is your independent study in which you should demonstrate your ability to critically analyse and evaluate, demonstrate research skills and understanding, demonstrate high level academic skills and digital literacy together with a command of theory and knowledge of midwifery.

Clinical Placements
Organisation of the programme supports equal worth of theory and practice. Placement learning is considered an integral part of the programme and as such contributes to its overall coherence and integrity. Clinical placements enable the student to experience the full scope of midwifery practice and provide the opportunity to develop skills to work across professional boundaries and alongside other professionals in the provision of midwifery care.

Clinical placements are arranged in collaboration with NHS Trusts and are monitored through annual audit and placement evaluations. Placements are planned in order that experience can be gained in all aspects of midwifery practice. Initially placements are short, but there are opportunities for longer placements as the programme advances.

There may be differences in the length and type of placement in the various NHS Trusts due to variation in organisational structure and the experience available. For example in one unit community and hospital services are integrated; midwives work in teams covering both hospital and community, thus the allocation of students is to a team for the whole of the course, rather than to specific areas. Whilst in another unit, midwives also work in teams, but there are separate teams for hospital and community, therefore allocations in this unit are for set periods in hospital and community. Although the placements vary between units, all students will have the opportunity to develop the same range of midwifery skills, by the end of the programme.

Allocations will be issued at the commencement of your studies and at the beginning of each year of your programme. On occasions it may be necessary to adjust allocations if you are short of a particular experience.

IMPORTANT NOTE
You are expected to work local Trust shift patterns over a 24 hour cycle, including weekends and public (bank) holidays. Public holidays have been incorporated into your annual leave. If a public holiday occurs during placement you are expected to work unless this falls on your day off.

You should refer to your clinical placement handbook for further information about clinical placements.

Information Technology (IT) And Technology Supported Learning (TSL)
The NHS Connecting for Health ( CfH ) is delivering the National Programme for IT to bring modern computer systems into the NHS to improve patient care and services. The National Programme for IT will connect over 30,000 GPs in England to almost 300 hospitals and give patients access to their personal health and care information, transforming the way the NHS works ( http://www.connectingforhealth.nhs.uk/ ). It is essential to introduce you to information technology to allow you to develop skills and an awareness of the systems available to support both learning and your future career.

Computer assisted learning will form an integral part of the programme for teaching and learning. Computers are available at all campuses; you may also access the systems from home or your NHS placement where available.
You will be issued with a University e-mail address and a password which will allow you to access your email and use other computer facilities. It is essential that you check your email at least once a week as changes to teaching sessions or pre session instructions may be sent to all students in this manner. You can access your email from home, university, and placement or by using a web browser anywhere in the world by logging on to www.wlv.ac.uk

The University has 2 electronic learning tools, one of which is called PebblePad http://eportfolio.wlv.ac.uk/. The Pebble Pad e Portfolio system allows you to build a diverse collection of items related to your studies, your personal development or your hobbies and interests. Pebble Pad can be used to collate work for assessment; to support your personal development planning; to record progress on professional courses and for supporting peer-networks or project groups. Your lecturers may ask you to use Pebble Pad to create items for assessment or personal and professional development. You are referred to your clinical placement handbook for further information on developing your electronic portfolio.

The University has another electronic learning tool called Wolverhampton Online Learning Framework (WOLF) accessible via www.wlv.ac.uk. This environment provides students with modular information including module guides and extra learning materials to support the modules.

You will be provided with training and support to use these learning tools.

E Vision is a system that allows you as a student to update personal details such as a change of address and to look up examination or coursework results. Again login is via the University homepage www.wlv.ac.uk

You will be required to abide by University rules regarding the use of the IT facilities. Failure to do so may result in disciplinary action.

Guidance on the presentation of written assignments for the pre-registration midwifery programme

The majority of written assignments allocate a small percentage of marks to the presentation of the work- usually 5-10%. This is reflected in the overall grade your work is given. These marks can be gained through careful presentation, following the guidelines below. Additional information relating to the presentation of assignments submitted through electronic means such as pebble pad, can be found in the course guide for that module.

Use:
- a clear font such as Verdana or Arial
- a size 11 or 12 font
- Either double or 1½ spacing between the lines of your work
- Justify the edges
- Reference your work according to the Harvard referencing system available at http://www.wlv.ac.uk/lib/skills_for_learning/referencing/harvard_referencing.aspx
- Include a word count - all words used within your assignment are to be counted including references and direct quotes but excluding reference list and appendices
- Leave a line space between each paragraph
- Include page numbers
- Proof read your work carefully checking grammar, syntax and spelling
- Include a front sheet with your name, student number, cohort, personal tutor, module leader, named marker and title of the assignment
- Include the student declaration and barcode form – not necessary for electronic submission
- If appropriate, include your disability number and request for sympathetic marking
- Do NOT put each page in an individual clear plastic sheet
- Secure all pages of your work together
• Whilst appendices may enhance a student’s work, they are not marked.

For further support and guidance visit http://www.wlv.ac.uk/lib/skills_for_learning.aspx

**Maintaining Confidentiality in Assessed Work**
The guiding principle when considering confidentiality is protecting the identity of patients/clients and/or their relatives, so that they cannot be directly or indirectly identified. Thus when submitting an assignment containing information about a patient/client, you must ensure that the work:

- does not contain information that directly identifies patient/clients and/or their relatives (e.g. actual name, address or place of work)
- does not contain original or photocopied materials that can directly identify a patient/client
- and/or their relatives
- has the names of clinical staff, wards or departments altered
- has the consent of the patient concerned

It is in order for you to submit copies of documents readily available within the workplace, e.g. assessment and care planning documentation (providing no patient details are included), without making alterations other than those cited above. You are not required to remove names and/or logos of various organisations (e.g. NHS Trusts).

Students may also cite, unaltered information that is in the public domain such as local and national policies, as long as the source is fully referenced.

**Penalty for a breach in confidentiality**
Where there has been a clear breach of confidentiality, i.e. the assignment contains information that directly identifies patient/clients and/or their relatives (e.g. actual name or address), you will be awarded a refer grade.

**Penalties for over wordage**
It is important that you keep within the wordage as it will affect your final grade if you go over wordage. The following penalties will apply if you go over wordage.

For students who go over the given wordage, the following penalties will apply:

- More than 10% over – the final grade will be reduced by 10%
- More than 20% over – the final grade will be reduced by 20%
- More than 30% over – a FAIL grade will automatically be awarded

There is not a set penalty for under wordage, however it is important to fully utilise the wordage allocated, to enable you to fully address the learning outcomes.

**Study Support**
We offer a variety of learning resources to help you progress. Academic skills support is available to all students throughout all levels of study, via the Faculty and learning centres. Academic skills sessions are introduced within the induction programme, different modules and through a blended learning approach with access to material in WOLF. This is to help you with using the learning resources effectively and also to help you when it comes to the assessments. Academic skill development is further embedded within the curriculum at different levels, through the ways in which lecturers present information and guide you to use it. Further support for learning is offered via personal tutors, tutorials with lecturers and feedback provided by lecturers for individual modules.
• Learning Information Services advisors who offer individual support across our four campus learning centres.
• **ASSIST** – which provides real-time online librarian support

**Personal Support**

- **Student Advisors**
The Faculty of Education Health and Wellbeing has student advisors to offer help and advice on a range of issues that may be affecting your studies. Accessible by telephone and e-mail or [website](#).

- **Personal Tutors**
You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship. Your personal tutor will maintain communication with you (and you with them) as you progress through to completion of your course.
  - Counselling offers a confidential space in which you can talk to a counsellor about your concerns. Personal appointments are available on all campuses; there is a drop-in service every weekday at City Campus and on online counselling is available via WOLF.
  - The student financial support unit can help students with advice on funds available to students.
  - The student enabling service centre provides a comprehensive range of support for D/deaf, Dyslexic and Disabled students including; screenings and assessments, guidance on gaining financial support, various support services and enabling technologies.

**Practice Support**

In addition to the support available to you from the university, you will be supported in practice by your sign-off mentor and a named Supervisor of Midwives. Further information about support in placement is provided in placement handbook. You will have supernumerary status whilst in the practice setting.

This course leads to an academic award and a qualification as a registered midwife. The BSc (Hons) Midwifery is one of the few courses in the United Kingdom that is accredited with the UNICEF Breast Feeding Initiative (BFI). The Newborn Infant Physical Examination (NIPE) programme is integrated within the degree and the course also includes Neonatal Life Support training that is accredited by the Resuscitation Council. This will enhance your employability locally, nationally and internationally.

Students choose to study midwifery at the University of Wolverhampton because they have a choice in selecting their home Trust which means their clinical placement is near to their home. They find the clinical and teaching staff friendly and approachable and the learning facilities excellent.

Clinicians always comment on the standard of students exiting the programme as being exceptional which is demonstrated at interview

- **Personal Tutor**
When you join the University you will be given a [Personal Tutor](#). This information can be found in your e-vision homepage. Your personal tutor is someone who can offer you guidance and advice, this could be about your course, and any other aspects that affect your study. In order for personal tutoring to be a beneficial and meaningful relationship for you, you need to communicate with your personal tutor.

- **Academic Misconduct**
We take pride in the academic integrity of our staff and students but when academic misconduct is suspected the University will take action. The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the
values of a learning community. If not challenged, academic misconduct will ultimately devalue our academic standards and undermines the honest efforts on the part of our staff and students.

Academic misconduct includes plagiarism, collusion and cheating and may be deliberate or unintentional. Whatever form it takes, it will be thoroughly investigated and penalties will be applied if proven.

Support for Students
The University and the Students’ Union believe that many incidents of academic misconduct can be avoided by increasing students’ knowledge and skill.

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct:

1. Visit the Learning Centre or our study skills support website at www.wlv.ac.uk/skills
2. Download the Students' Union guide to Avoiding Academic Misconduct ("Write Right") - available from the Student's Union website:
3. Book a Skype appointment with study skills adviser or join the online chat service ASSIST - through the Learning Centre “Skills for Learning” website.
4. Contact your personal tutor or module leader.

Remember – there is help available if you need it.

Defining Academic Misconduct

Cheating
Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes, for example, all breaches of examination room rules, impersonating another student, falsifying data, and obtaining an examination paper in advance of its authorised release. Cheating attracts the University’s most severe penalties.

Other common examples of cheating would include –
1. Being in possession of “revision notes” during an examination
2. The purchase or commission of assignments from others
3. Theft of other students’ work
4. Prohibited communication during an examination

Plagiarism
Plagiarism is the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic Faculty.

The most common forms of plagiarism are –
1. Cut or copied and pasted materials from websites
2. Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
3. Copying material from a text book or journal

When you’re using other people’s work or ideas it is important to engage with their work critically. You can quote, paraphrase, summarise or critically review – but you must always provide appropriate references.

Collusion
Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence.
For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).

**Plagiarism Detection**
In concert with the skills and experiences of academic staff the University will utilise electronic tools such as Turnitin to detect plagiarism. Turnitin is the software currently subscribed to by the University.

At Undergraduate level the University will require that all final year projects and dissertations are submitted to Turnitin for analysis. At postgraduate level the University will require that all dissertations (or similar) are submitted to Turnitin for analysis.

Students are required, where appropriate, to make a declaration as the authenticity and originality of any submitted piece of work. This declaration also authorises the University to request and require students to provide an electronic version of any submitted assessment for checking work via Turnitin where plagiarism is suspected.

**Penalties**
Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. There is a cumulative range of penalties which will be applied to any continuous period of registration for study with the University. The severity of the penalty will vary according to the nature of the offence and the number of previous offences. Penalties range from failure of the assignment under investigation to exclusion from the University.

Full details about the University's policy on Academic Misconduct, regulations and procedures, investigation of academic misconduct or to make an appeal or a complaint are available on the conductandappeals website.

**Anonymous Marking**
Anonymous marking is the process undertaken to avoid the possibility of bias through the assessment and marking process. To this end, wherever possible, the identity of students should not be apparent to markers and work should only be identified by student number. Where the method of assessment does not allow anonymous marking, (e.g. dissertations, presentations, oral examinations, practical examinations), alternative methods of marking to mitigate the possible effect of bias will be explained to you.

When submitting assessments in hard copy, you are asked to use your personalised bar-coded coversheet and ensure that you record only your student number in the header or footer of your piece of work.

**Course Structure for Undergraduate courses**
Students will study:
- **Full-time**: normally modules worth 120 credits each academic year
- **Part-time**: normally modules worth no more than 80 credits each academic year.

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<tr>
<th>Year long modules</th>
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<tbody>
<tr>
<td><strong>Core</strong></td>
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<tr>
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<tr>
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<td>Core</td>
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<td>Core</td>
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</table>

**University Academic Calendar**
*University Academic Calendar*
Timetables
Timetabling information is available to you through the following:

1. Using the teaching timetable where you can search for and view all modules online at [www.wlv.ac.uk/timetable](http://www.wlv.ac.uk/timetable).
2. Once you have completed your module registration, a more personalised timetable showing only those modules which you are studying will be available for you to view through your e:Vision page.
3. For more general information about timetabling and teaching rooms use the Central Timetabling Unit webpages at [www.wlv.ac.uk/ctu](http://www.wlv.ac.uk/ctu).
Where to get help with your course

Student Support
If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.

Administration queries:
- enrolment
- extensions
- extenuating circumstances
- Leave of Absence
- Course transfer, etc
- eVision helpdesk or your Student Centre

Academic and Course related queries
- Personal Tutor
- Course Leader
- Head of Department (by email)

Module related queries
- Module guide (on WOLF)
- Module Leader or Tutor

Support for Study Skills
- W: www.wlv.ac.uk/skills
- E: skills@wlv.ac.uk
- T: 01902 32(2385)

Who to Contact for help when you are studying on campus

Financial advice
- W: www.wlv.ac.uk/moneymatters
- E: money@wlv.ac.uk
- T: 01902 32(1070)

Careers & Employment Centre
- W: www.wlv.ac.uk/careers
- E: careers@wlv.ac.uk
- T: 01902 32(1414)

Special Needs
- (Students with disabilities)
- Special Needs Tutor
- or
- Student Enabling Centre
- W: www.wlv.ac.uk/sec
- E: sec@wlv.ac.uk
- T: 01902 32(1074)

Personal Issues
- Personal Tutor (see eVision for details)
- University Counselling Service
- W: www.wlv.ac.uk/counselling
- E: counsellingservices@wlv.ac.uk
- T: 01902 32(2572)

General queries
- eVision helpdesk
- or your Student Centre

Independent academic, financial, international and housing advice
- Students’ Union Advice and Support Centre
- W: www.wolvesunion.org/advice
- E: advice.wolvesunion@wlv.ac.uk
- T: 01902 32(2038)
Extensions, Extenuating Circumstances and Leave of Absence
The University wants all students to do their best. You are expected to take responsibility for your own learning and we know students perform best if they participate in all activities associated with their modules.

Very occasionally something may happen suddenly which is beyond your control and this will prevent you from attending an examination (or other test) or completing an assessment by the due date. Common reasons for needing additional help are poor health or a death in the family – although other reasons may apply.

Extensions - for some assessments there may be the option to apply for a short term (maximum 7 days) extension if you are experiencing difficulties in completing your work on time. You should apply for the extension via your e:Vision account on or before your assessment date and provide supporting evidence to your Student Centre. On receipt of the evidence your claim will be assessed and you will be notified by e-mail if your extension has been approved and your revised submission date. Further details can be found here.

Extenuating Circumstances – claims for extenuating circumstances are also submitted via your e:Vision account on or before your assessment date and again evidence to support your claim must be provided to your Student Centre. Claims for Extenuating Circumstances tend to be for more serious matters and if your claim is accepted then it enables you to take the assessment at the next available opportunity without penalty. If you have any queries regarding either of these processes then please log a call on the e:Vision helpdesk.

Leave of Absence - in more extreme cases of potential prolonged absence you might consider a temporary leave of absence. Students may temporarily suspend their studies a semester at a time (and up to a maximum of four semesters). You can apply for a Leave of Absence via e:Vision but we would strongly recommend that you get advice from your Personal Tutor, your Student Centre or the Students’ Union, particularly regarding the financial implications, before taking this step.

Health & Safety issues
Specific procedures relating to your course will be explained to you during induction and at appropriate points throughout the course. The University can accept no responsibility for any injury sustained through a student’s negligence, misuse of equipment or disregard of instructions. You must observe all instructions regarding accident and fire prevention. All accidents must be reported immediately to a member of staff and will be recorded on an accident report form.

If you have a medical or other condition which may endanger yourself or others in a particular situation you must inform the member of staff present, and also discuss the condition beforehand with the Faculty Enabling Tutor.

Fire notices, exits and assembly points are posted in all teaching rooms and around the buildings. Procedures to be observed when the alarm sounds are to leave as quickly as possible in a quiet and orderly manner and to assemble at the appropriate point. Do not attempt to re-enter the building until you are told it is safe to do so. You may need to show your identity card on entry to the building so ensure you have it with at all times.

Health and Wellbeing whilst using your computer
As a student you will be using a computer for the majority of your study. The guidelines below are to promote good health and wellbeing in relation to your computer use.

Set-up and space
Ensure you have a comfortable working area where you can have adequate space for your keyboard, mouse, monitor or laptop/mobile device and that you are in a comfortable seated position. Try to prevent eye strain by ensuring you have good lighting, adjusting your monitor...
to prevent glare and by cleaning your monitor regularly. If you are using a laptop for any extended length of time try to use an external mouse to prevent continued use of a laptop mouse pad which can cause strain injuries.

**Taking a break**
You should take regular breaks away from the screen. One to two minutes away every thirty minutes can be most effective, with regular longer breaks every couple of hours. Physically moving away from the screen and working area will also allow for important stretching and increasing circulation as well as reducing eye strain from looking at the screen.

**Progression for Further Study**
In addition to a wide range of exciting jobs and careers, you will also be required to undertake continuing professional development in order to maintain your midwifery registration. [http://www.opsi.gov.uk/si/si2002/uksi_20020253_en.pdf](http://www.opsi.gov.uk/si/si2002/uksi_20020253_en.pdf)
This life-long learning approach is critical to the maintenance of safe and effective care for women and their families.

More information is available from the Prep Handbook (NMC 2008) which includes details of the NMC requirements for nurses and midwives to demonstrate how each nurse or midwife has kept his or her knowledge and skills up to date. [http://www.nmc.org.uk/](http://www.nmc.org.uk/)

You can continue with further study and research in the Faculty of Education Health and Wellbeing where we currently offer a wide range of post graduate courses in health and wellbeing. These include post-graduate certificates, post-graduate diplomas, masters and doctoral degrees. The post-graduate courses are highly flexible, work-based and have been designed with health and social care employers to ensure that your studies will be related to the key current and future issues for health and social care provision. Courses can be studied full or part-time and you may be eligible for some support from your employer to undertake certain courses related to your job.

We also have some short courses available either to meet a specific requirement our health and social care partner employers have, or to provide you with a ‘taster’ of the longer courses. Details are available from the website dedicated to Continuing Education.

**Alumni**

*We're proud of your success. Be proud of your connection with us.*

Once you complete your studies you will continue to be part of the University of Wolverhampton academic community as one of our ever growing alumni community. The WLV Alumni Association is a university-wide association bringing together Wolverhampton graduates.

For further information on Graduation and Alumni please visit our [Alumni](http://www.nmc.org.uk/) website.
APPENDIX 1

Statutory Requirements

In order to comply with EU Regulations EC Midwives Directive 80/155/EC, Article 4 and EC Midwives Directive 89/594/EC Article 27 and the Nursing and Midwifery requirements, it is necessary to obtain specified experiences during the midwifery programme.

Article 27 EEC Directives 89/594/EEC
1. Advising of pregnant women, involving at least 100 pre-natal examinations

2. Supervision and care of at least 40 women in labour.

3. At least 40 deliveries personally carried out by the student.

4. Active participation with breech deliveries, or, where this is not possible because of lack of breech deliveries, practice in a simulated situation.

5. Performance of episiotomy and initiation into suturing, including theoretical instruction and clinical practice.

6. The practice of suturing has included suturing of the wound following an episiotomy and a simple perineal laceration (or in a simulated situation where absolutely necessary).

7. Supervision and care of 40 women at risk in pregnancy, or labour or post-natal period.

8. Supervision and care (including examination) of at least 100 post-natal women and healthy new born infants.

9. Observation and care of the new born requiring special care including those born pre-term, post-term, underweight or ill.

10. Care of women with pathological conditions in the fields of gynaecology and obstetrics.

11. Initiation into care in the field of medicine and surgery. Initiation shall include instruction and clinical practice.
APPENDIX 2

Uniform & Dress Code for Clinical Skills Sessions
When study sessions are conducted in the skills laboratories you must be appropriately attired ie full uniform unless otherwise directed. When dressed in uniform you must ensure that your uniform is:

• Smart in appearance and stain free

• Cared for in a way that promotes personal and patient safety and must be clean, in good repair, well-fitting and complete.

• You must wear a name badge stating your full name and title.

• Department of Health guidance states that staff must wear short sleeves. When undertaking clinical skills you must be bare below the elbow.

• A head covering required on religious grounds is permissible. Headwear should not cause a significant risk to the wearer and should be of a neutral colour. Any scarf which is worn at the neckline must be tucked securely inside the uniform.

• Footwear must be stable, fully enclosed, in a good state of repair with anti-slip sole and low heels.

Jewellery

• Rings: One plain wedding ring may be worn by staff working in a clinical environment.

• Earrings: One pair of discreet, non-stoned studs may be worn by staff working in a clinical environment. No other ear-piercings are allowed.

• Wrist watches necklaces, bracelets and facial jewellery must not be worn when working in a clinical environment.

Personal Hygiene

• Hair should be clean at all times. Long hair should be worn off the collar and secured to an appropriate length in a neat and tidy style with minimum adornment to comply with infection control and health & safety requirements.

• Male students who have a moustache and/beard must ensure it is kept clean, trimmed, neat and tidy.

• Facial piercings are not permissible.

• Fingernails must be kept clean and short for clinical skill procedures. No nail varnish should be worn including clear varnish. Fingernail extensions, of any type are not permissible.
# Appendix 3

## BSc (Hons) Midwifery STUDENT MIDWIFE TIME SHEET

**NAME:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>CODE</th>
<th>TIME ON</th>
<th>TIME OFF</th>
<th>SIGNATURE OF MIDWIFE</th>
<th>COHORT:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a.m</td>
<td>p.m.</td>
<td>a.m</td>
<td>p.m.</td>
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**UNIVERSITY No:**

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</table>

**STUDENT SIGNATURE:**

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</tbody>
</table>

**Notes on completion of form:**

- This form should be completed daily.
- Time on to time off includes meal breaks but hours worked does NOT include meal breaks.
- Codes must be used to denote activity on all days.
- Time sheets MUST be submitted to your personal tutor at the end of every month.
- Failure to submit time sheets may result in your bursary being suspended.

**THIS FORM SHOULD BE SIGNED BY THE MIDWIFE/NURSE WHO CAN VERIFY YOUR ATTENDANCE AT THE END OF EACH DAYS SHIFT. IT IS IMPORTANT THAT IT IS SIGNED AS ANY DAYS NOT VERIFIED WILL BE CONSIDERED ABSENT.**

- **S** = Sickness
- **AL** = Annual Leave
- **A** = Absence
- **SD** = Study day
- **NA** = Notified Absence
- **DO** = Day Off
- **SC** = Certified Sickness
- **RD** = Reading Day
- **SL** = Special Leave
- **N** = Night Duty
- **R** = Reading
- **DN** = Doctors Note
- **AA** = Authorised Absence
- **CL** = Carers Leave
- **UA** = Unauthorised Absence
- **PD** = Professional Development
- **C** = Compassionate
- **P** = Paternity Leave
Both sections to completed by the student submitted to an authorised person for approval.

SECTION A
Name ……………………… Student Number…………………………
Cohort ……………………………
Module ……………………………
Number of Sessions ……………
Date and Times requested………………………………………………
………………………………………………………………………………
Reason ………………………………………………………………………
Approved by module leader or nominee………………………………
Date ………………………………………………………………………

Return section ‘A’ to the Registry Department

SECTION B
Name ……………………… Student Number…………………………
Address ………………………………………………………………………
………………………………………………………………………………
Module ……………………………
Number of Sessions ……………
Date and Times requested………………………………………………
………………………………………………………………………………
Approved by module leader or nominee………………………………
Date ………………………………………………………………………

Detach section B and return to applicant
Appendix 5

FACULTY OF EDUCATION HEALTH AND WELLBEING
STUDENT REGISTRY
SPECIAL LEAVE (STUDENTS)

Both sections to completed by the student submitted to an authorised person for approval

SECTION A
Name ........................................ Student Number............................
Address ......................................................................................
..................................................................................................... Type
of Leave e.g. Compassionate, Special .................................... Number
of Days ................................................................................ Dates
Requested ................................................................................ Reason
........................................................................................................ Approved by
personal teacher ................................................................. Date
........................................................................................................ Return
section ‘A’ to the Placement Officer (Registry Department)

SECTION B
Name ........................................ Student Number............................
Address ......................................................................................
.....................................................................................................
Leave dates approved/not approved ...........................................
Dates requested........................................................................
..................................................................................................... Date
.....................................................................................................

Detach section B and return to applicant

<table>
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<tr>
<th>VERSION</th>
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