Faculty of Education Health and Wellbeing

Institute of Health Professions

BACHELOR OF SCIENCE (HONOURS) MIDWIFERY SHORTENED ROUTE

Resuscitation Council (UK)

ON CAMPUS COURSE GUIDE 2016/7
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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>-------------------------------------------------------------</th>
</tr>
</thead>
<tbody>
<tr>
<td>The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision</td>
<td></td>
</tr>
<tr>
<td>Your local Academic Faculty Office is:</td>
<td>Sister Dora (WP) Building</td>
</tr>
<tr>
<td>Walsall Campus</td>
<td>Telephone 01902 518934</td>
</tr>
<tr>
<td>Your Student Centre is:</td>
<td>WA Building</td>
</tr>
<tr>
<td>Walsall Campus</td>
<td>Tel No. 01902 323135</td>
</tr>
</tbody>
</table>

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 Hilary Lumsden (01902 518862/Hilary@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 Email</th>
</tr>
</thead>
</table>
| Marcia Edwards   | Head of Midwifery  
• Lead Midwife for Education  
• Supervisor of Midwives | marcia@wlv.ac.uk  
(01902) 518860 |
| Asha John        | Module Leader  
• Principles of Antenatal Care | Asha.John@wlv.ac.uk  
(01902) 518892 |
| Pauline Lim      | Module Leader  
• Fundamental Midwifery Practice | P.Lim@wlv.ac.uk  
(01902) 518868 |
| Hilary Lumsden   | Module Leader  
• Independent Midwifery Practice  
• Critical Care of Mother and Baby | Hilary@wlv.ac.uk  
(01902) 518862 |
| Arlene Munroe    |  
• Principles of Intrapartum Care  
• Principles of Postnatal Care | Arlene.Munroe@wlv.ac.uk  
(01902) 518865 |
| Kelly Wilton     | Module Leader  
• The Midwife as an Educator | Asha.John@wlv.ac.uk  
(01902) 518892 |
| Emma Whapples    | Module Leader  
• Midwifery Practice 3 | Emma.Whapples@wlv.ac.uk  
(01902) 518845 |
<table>
<thead>
<tr>
<th>Student Support in FEHW</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT ADVISORS</strong></td>
<td><strong>HERE2HELP STUDENT CENTRE</strong></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>
</tr>
<tr>
<td>Links to our Graduate Interns</td>
<td></td>
</tr>
<tr>
<td></td>
<td></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; counselling appointments</td>
</tr>
<tr>
<td>General support about study and student life Guidance – referral to University services Knowledge of the Faculty and its Courses</td>
<td></td>
</tr>
<tr>
<td>Contact: <a href="mailto:FEHWSupport@wlv.ac.uk">FEHWSupport@wlv.ac.uk</a> Regular drop in sessions &amp; appointments City – MC building Walsall – WN &amp; 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>
</tr>
</tbody>
</table>

*** Visit the Student Support homepage for more information ***
*** Also visit the Students Union Advice and Support Centre for impartial guidance ***
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 life-long 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 Newborn and Infant Physical Examination (NIPE) programme and Newborn Life Support (NLS) ensure student midwives are fit for contemporary midwifery practice.

The University provides a range of resources to support you directly with your learning as well as other areas of your life. These resources are all signposted through the University web pages and include:

Length of the Programme

For students undertaking the shortened midwifery programme, the programme must be completed within 5 years of initial enrolment. This includes any periods of leave of absence taken during the programme (NMC 2009). The only exception to this is following maternity leave, when the maximum length of programme will be 6 years.

Course Outline: Shortened

<table>
<thead>
<tr>
<th>Level 5</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Sem 1</td>
<td>September</td>
</tr>
<tr>
<td>6MI012</td>
<td>Fundamental Midwifery Practice</td>
</tr>
<tr>
<td>6MI009</td>
<td>Principles of Antenatal Care</td>
</tr>
<tr>
<td>6MI008</td>
<td>Principles of Postnatal Care</td>
</tr>
<tr>
<td>Sem 2</td>
<td></td>
</tr>
<tr>
<td>6MI007</td>
<td>Independent Midwifery Project</td>
</tr>
<tr>
<td>Sem 3</td>
<td></td>
</tr>
<tr>
<td>6MI005</td>
<td>Midwifery Practice 3</td>
</tr>
<tr>
<td>6MI013</td>
<td>Principles of Intrapartum Care</td>
</tr>
<tr>
<td>Sem 1</td>
<td>September</td>
</tr>
<tr>
<td>6MI004</td>
<td>Critical Care of Mother and Baby</td>
</tr>
<tr>
<td>Sem 2</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Title</th>
<th>MI012 Fundamental Midwifery Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Pauline Lim</td>
</tr>
<tr>
<td>Aim</td>
<td>This module will introduce you as a registered adult nurse to the fundamental principles and practices of normal midwifery care for women and their families.</td>
</tr>
</tbody>
</table>
| Outcomes | 1. Critically evaluate the effectiveness of midwifery practice in the care of low risk women and their families.  
2. Demonstrate critical understanding of the principles of professional, legal and ethical midwifery practice in normal childbearing.  
3. Critically appraise personal development of knowledge and skills as a practitioner of normal midwifery.  
4. Demonstrate knowledge and understanding of providing quality care to |
| Assessment | Weighting |
| Portfolio | 50% |
| Clinical Practice | 50% |

<table>
<thead>
<tr>
<th>Title</th>
<th>6M009 Principles of Antenatal Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Asha John</td>
</tr>
<tr>
<td>Aim</td>
<td>This module will enable you to understand the principles underpinning the provision and delivery of antenatal care. The planning, implementation and evaluation of the care will be explored. This will involve developing an understanding of the applied anatomy, physiology and psychology.</td>
</tr>
</tbody>
</table>
| Outcomes | 1. Demonstrate in depth knowledge and understanding of the anatomy, physiology and psychology that underpins antenatal care  
2. Critically discuss the role of the midwife in promoting maternal and fetal wellbeing  
3. Critically explore the impact of altered physiology in pregnancy. |
| Assessment | Weighting |
| Coursework (3000 words) | 100% |

<table>
<thead>
<tr>
<th>Title</th>
<th>6M013 Principles of Intrapartum Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Arlene Munroe</td>
</tr>
<tr>
<td>Aim</td>
<td>The module will enable you to critically explore the role and responsibilities of the midwife in providing evidence based intrapartum care.</td>
</tr>
</tbody>
</table>
| Outcomes | 1. Critically evaluate the anatomical and physiological principles that underpin practice during the intrapartum period.  
2. Critically examine altered physiology that impacts on the mother and foetus incorporating the assessment of maternal and fetal intrapartum period.  
3. Critically analyse the role and responsibilities of the midwife in managing care during labour and birth. |
| Assessment | Weighting |
| Examination | 100% |
### 6MI008 Principles of Postnatal Care

**Title**: 6MI008 Principles of Postnatal Care  
**Module Leader**: Arlene Munroe

**Aim**: This module will introduce you to and then build upon a foundation of knowledge and applied understanding relating to the postnatal care of mothers and their babies.

**Outcomes**
1. Discuss the anatomical and physiological principles and processes that underpin practice during the maternal and neonatal postnatal period.  
2. Critically explore the normal and altered physiology that impacts on the other and baby in the postnatal period.  
3. Critically discuss the role of the midwife in planning holistic postnatal Care to mothers and their babies.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework (2000 words)</td>
<td>100%</td>
</tr>
</tbody>
</table>

### 6MI005 Midwifery Practice 3

**Title**: 6MI005 Midwifery Practice 3  
**Module Leader**: Emma Whapples

**Aim**: This module will consolidate upon the previous Midwifery Practice modules you have undertaken in the BSc (Hons) midwifery programme. The aim is to prepare you as a student midwife to practice safely, competently and effectively so that on completion of the course, you will be able to assume the responsibilities and accountability as a practising midwife.

**Outcomes**
1. Critically evaluate effective midwifery practice.  
2. Demonstrate critical understanding of professional, legal and ethical midwifery practice.  
3. Critically appraise personal development, knowledge skills and fitness to practice as a midwife.  
4. Demonstrate the ability to achieve quality care through evaluation and research.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Practice</td>
<td>50%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>50%</td>
</tr>
</tbody>
</table>

### 6MI007 Independent Midwifery Practice

**Title**: 6MI007 Independent Midwifery Practice  
**Module Leader**: Hilary Lumsden

**Aim**: 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 theory to practice.

**Outcomes**
1. Critically examine the origin and validity of the various forms of knowledge that influence midwifery practice.  
2. Demonstrate critical understanding of professional, legal and ethical midwifery practice.  
3. Demonstrate the ability to achieve quality through evaluation and research.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project (5000 words)</td>
<td>100%</td>
</tr>
</tbody>
</table>
Title: 6M1004 Critical Care of Mother and Baby  
Module Leader: Hilary Lumsden  

<table>
<thead>
<tr>
<th>Aim</th>
<th>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.</th>
</tr>
</thead>
</table>
| 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 |

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Quality Assurance**

The Faculty of Education Health and Wellbeing is committed to provide high quality services to its students, NHS Trusts and Independent Healthcare purchasers. Your programme is quality assured through a range of internal and external quality monitoring activities. You may be asked to contribute to various meetings with key stakeholders and review teams that seek to obtain students' views of the programme, for example, University Quality and Enhancement Committee, Nursing Midwifery Council and Health Education West Midlands.

You will have the opportunity to evaluate modules of study by completing an online module evaluation form, and by verbal feedback to your module leader through mid-module evaluations. Formal evaluations of the programme will be carried out at the end of each year of study. Twice yearly evaluations will be held in placement.

Data obtained through evaluations are analysed and reported the Faculty Quality and Enhancement Committee through annual monitoring and to the Midwifery Course Management Committee, where any actions necessary as a result of evaluations is monitored.

Your feedback is important in helping to us maintain and improve the quality of your course; you can also talk to your personal tutor, course co-ordinator or Head of Midwifery.

**The National Student Survey (NSS)**

The National Student Survey is targeted at final year undergraduates in England, Wales, Northern Ireland and participating Higher Education Institutions (HEIs) in Scotland. The survey provides students with an opportunity to make their opinions on their higher education student experience count at a national level. The results are analysed and used to compile a year comparison of data which:

- Helps prospective students make informed choices of where and what to study.
- Enables the participating institutions to identify and improve in areas where they may have let their students down.

The Faculty of Education Health and Wellbeing actively encourage students to take part in the survey, as this provides us with valuable information about the quality of our provision, which can be used to make improvements to enhance the student experience for future students.
Student Support

The University provides a range of resources to support you directly with your learning as well as other areas of your life. These resources are all signposted through the University web pages and include:

Learning & Information Services
LIS works in partnership with the course team to ensure that students are fully supported in their academic studies. We aim to achieve this by providing access to key sources of information. Learning Centres offering facilities to study and learn together; opportunities to develop a range of academic and employability skills; all fully supported by friendly and helpful staff. We also welcome feedback, and will use it to inform our future development to support learning and teaching in the University.

Learning Centres – These offer a vibrant blend of traditional library services, together with the latest learning resource technologies, wireless access, modern study facilities, and self-service options. Our Learning Centres are open seven days a week and many of our resources are accessible 24/7 via www.wlv.ac.uk/lib

Help and advice - Our dedicated Customer Service team will welcome you and advise on how to find the best information, from your very first visit, and continue to support you throughout your course.

Key texts - We work with your module leaders to ensure that we provide access to key texts, and the latest research publications, so saving you money and time locating key sources of information. For details check our catalogue Summon www.wlv.ac.uk/lib/search

Skills for Learning - specially created to enable you to develop important academic and employability skills. Look out for our popular skills workshops. www.wlv.ac.uk/lib/skills_for_learning/workshops.aspx, or follow us on Facebook. For more information see www.wlv.ac.uk/skills

On-line support – If you can’t come to us we will come to you via our online services e-books, e-journals from your subject pages, e.g. Nursing and Midwifery http://www.wlv.ac.uk/lib/subjects/nursing.aspx and online help facilities via ASSIST www.wlv.ac.uk/lib/contacts/assist.aspx

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 FEHWSupport@wlv.ac.uk

- 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 deaf, dyslexic and disabled students including; screenings and assessments, guidance on gaining financial support, various support services and enabling technologies.

Roles of Key Staff Supporting Learning

Module Leader

The module leader will ensure that you are provided with educational support. They will, as appropriate:
• issue module guides at the commencement of a module.
• advise on the academic standard required.
• maintain written records of tutorial sessions.
• liaise with the course co-ordinator/Head of Midwifery/Lead Midwife for Education about your progress.
• participate in preparatory and evaluative processes in order to facilitate students’ learning and enhance quality
• manage and organise modules to ensure effective delivery

Personal Tutor

You will be allocated a personal tutor for the duration of your programme. It is important that you make early contact with her.

The role of the Personal Tutor is to:
• provide pastoral support
• advise the student of sources of additional help available in the University
• support the student with the development a portfolio of evidence
• Review the student’s progress in relation to attendance, theoretical assessment, and clinical experience.
• work with the student and practice mentor in the development of action plans to enhance professional development as appropriate
• meet with students in practice for a preliminary, intermediate and final interview during each year of study
• maintain student records
• internally verify the process of clinical assessment
• identify students at risk and notify the relevant assessment/progression board.

Request for Change of Personal Tutor

Any change of Personal Tutor must be approved. This should be discussed with your Personal Tutor and request made in writing to the Head of Midwifery. Approval of any change is not guaranteed and will be individually considered. Where possible a change will be to another teacher clinically linked within the same Trust.

Cover During Holiday Periods

If you email staff during holiday periods, you will normally get an out of office reply giving you an alternative contact number or email address. A member of the Midwifery Team is always at work except weekends and public holidays, who can be contacted via the administrative staff supporting the midwifery team. As staff work off
site, they may not be immediately contactable, and will get back to within three working days. If it is an emergency, and you cannot immediately get a member of the Midwifery Team, you are advised to contact the administrative team or the student advisor.

**Head of Midwifery**

The Head of Midwifery will assume overall responsibility for overseeing your progress throughout the programme.

**The Lead Midwife for Education (LME)**

Each educational institution has one Lead Midwife for Education (LME) who:

- is the person named to receive correspondence from and liaise with the NMC in relation to matters affecting midwifery education.
- liaises with the Local Supervising Authority and Supervisors of Midwives in order to identify the educational needs of midwives.
- oversees and monitors standards of midwifery education responsible for the development, delivery and management of midwifery programmes of education in accordance with the NMC requirements.
- signs and supports the declaration of good health and character to enable admission to the professional register as appropriate

**Faculty Enabling Tutor**

This is a member of the Faculty Education Health and Wellbeing academic staff who has particular responsibility for students who may have specific learning needs, and who can advise on support systems to address these. The Faculty Enabling Tutor for the Faculty is Pauline Lim ([P.Lim@wlv.ac.uk](mailto:P.Lim@wlv.ac.uk))

**Link Tutor**

The role of the link teacher is to provide guidance and support for students and staff in placement areas. For further information about the link teacher role you are referred to your clinical placement handbook.

**Practice Mentor**

During each placement you will have an identified practice mentor/s who is also a sign off mentor. Your practice mentor will provide support, teaching, supervision and assess your developing competence. For further details about the role of the practice mentor, you are referred to your clinical placement handbook.

**Supervisor of Midwives**

To introduce you to the role of Supervisor of Midwives you will be allocated a named supervisor for the duration of your training. You are required to meet with your named supervisor at least once a year. For further information, you are referred to your clinical placement handbook.
Faculty of Education Health and Wellbeing Student Forum

The Faculty of Education Health and Wellbeing student forum provides an opportunity for student representatives on all programmes in the Faculty to meet with senior managers to discuss issues relating to the overall student experience. Meetings are held three times per year at all campuses.

Course Structure for Undergraduate courses
Students will study:
Full-time modules worth 120 credits each academic year

<table>
<thead>
<tr>
<th>Level (1)</th>
<th>Year long modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>6MI012 Fundamental Midwifery Practice 20 Credits</td>
</tr>
<tr>
<td>Core</td>
<td>6MI013 Principles of Intrapartum Care 20 Credits</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>Core 6MI009</td>
<td>Core 6MI008</td>
</tr>
<tr>
<td>Principles Antenatal Care 20 Credits</td>
<td>Principles of Postpartum Care 20 Credits</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Level (2)</th>
<th>Year long modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core 6MI005</td>
<td>Midwifery Practice 3 20 Credits</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core 6MI004</td>
<td>Core 6MI007</td>
</tr>
<tr>
<td>Critical Care of Mother and Baby 20 Credits</td>
<td>Independent Midwifery Practice 20 Credits</td>
</tr>
</tbody>
</table>

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 (Head of Midwifery/Lead Midwife for Education & Supervisor of Midwives) or Hilary Lumsden (Course Co-ordinator).

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) in Midwifery is one of the few courses in the United Kingdom that is accredited with the UNICEF Baby Friendly Initiative (BFI) and the course also includes Neonatal Life Support training that is accredited by the Resuscitation Council.
The course learning outcomes are:

**BSc Non-Honours Degree**

At the completion of 60 level 6 credits you, the student, will be able to:

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.

**BSc Honours Degree**

At the end of level 6 you, the student, will be able to:

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 presentation and case studies, and skills in summarising of key research in order to develop and disseminate 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 interpreting cardiotocograph traces and perineal repair.
- **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 labs, which include practice areas that are hospital and home focussed. Some assessments will also take place in the skills labs to enable you to develop your skills in a safe environment. For these sessions you must dress appropriately (see Appendix 1).
• **Debate and dialogue** - the University virtual learning environment, 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 online 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 Revalidation (NMC 2015) 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.

As part of your studies you will come into contact with a range of activities designed to promote and enhance your learning experience. Our use of blended learning activities encourages you to identify and address particular learning needs related to your practice.

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. [https://www.nmc.org.uk/about-us/our-legal-framework/our-legislation/](https://www.nmc.org.uk/about-us/our-legal-framework/our-legislation/)

Successful completion of your course leads to an academic award 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. [http://www.opsi.gov.uk/si/si2002/uksi_20020253_en.pdf](http://www.opsi.gov.uk/si/si2002/uksi_20020253_en.pdf)

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 fulfill 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 fulfill the requisite number of weeks. These have been agreed as 86 weeks, which is in excess of the minimum NMC requirements of 78 completed 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 our assessment in practice. Further information will be provided by the course team and from the Nursing and Midwifery Council website: https://www.nmc.org.uk/education/becoming-a-nurse-or-midwife/when-studying-to-be-a-nurse-or-midwife/

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 which 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: https://www.nmc.org.uk/education/becoming-a-nurse-or-midwife/

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. If the interruption is due to maternity leave, the programme must be completed within five years 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 timeframe 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 at the original approved educational institution.
- period of orientation is undertaken by the student appropriate to the period between stepping off and stepping back on. The Lead Midwife for Education 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 timeframe as specified by the NMC, this includes all periods of leave of absence.

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.

**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).

**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 contribute to your final degree classification.
You said you wanted the midwifery lecturers to present their research and talk about their research journeys.

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 vitaeas 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.’

You said you wanted extra reading weeks to cope with the burden of assessments.

We incorporated two extra reading weeks into the programme.

You said you wanted your Interprofessional (IPL) work marked by members of the midwifery teaching team.

We now mark the IPL assessments in years two and three.

You said you wanted ‘drop-in’ sessions in order to practice clinical skills.

We incorporated two extra reading weeks in the programme.

You said that writing individual pieces of evidence for each learning outcome for the portfolio was too heavy.

We reduced the pieces of evidence from 18 short pieces to 4 long reflective essays thus significantly reducing the wordage.

**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.

External Examiners
Helen Joyce (Module) York University
Frances Galloway (Award) 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:

<table>
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<tr>
<th>Undergraduate Honours Degrees</th>
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<tr>
<td>Full Time Students</td>
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<tr>
<td>Honours Degree</td>
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<td>Degree</td>
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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.
Exemptions
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

RPL – 120 credits at level 5 from nursing qualification to be awarded on entry.

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

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 above maximum registration periods do not include time away from study approved under Leave of Absence procedure (see below)

Course Information

Attendance
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.

**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. 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. Personalised time sheets can be obtained via evision under the ‘Placements’ tab.

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

If you are salaried by an NHS Trust, completion and submission of time sheets should be in accordance with Trust policy. You must submit copies of your time sheets to your personal tutor no later than one week after the end of the previous month.

**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.

**Notification of Sickness**

Your Personal tutor and/or Head of Midwifery 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.

**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 2)**

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

**Special Leave (Appendix 3)**

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.

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 (or 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 Head of Midwifery 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 salary 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 Head of Midwifery will advise on such arrangements. Return to the course will need to be negotiated with the Head of Midwifery who will ensure continuity in respect of the course programme and assignment work.

**Annual Leave**
Leave entitlement is the equivalent of 7 weeks per year pro-rata. 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 not open to negotiation.

**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 Head of Midwifery, 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 Head of Midwifery 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 criminal record 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
The NHS as the funding body has the right to decide whether or not you should continue to have your tuition fees paid. Your course can only be extended in exceptional circumstances. It will not normally be extended to retrieve failed assessment, and sickness.

Payment of Salary
Salary payments will be made in accordance with Trust policy. Payments are normally made monthly at the end of each month. You will be advised of local variance with regard to submission of documentation to verify monthly payment.

You should note that this does not affect your responsibility to submit copies of time sheets to your Personal tutor. Falsification of claims is considered to be misconduct and may result in discontinuation from the programme.

Travelling Expenses
Travelling expenses will not be paid.

Registration Fees
You are responsible for meeting your own registration fees in full on completion of training.

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
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 evision.

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 Head of Midwifery. 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 non-compliance with this requirement.

Communication

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 within 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.

- University of Wolverhampton Equality & Diversity Action Plan (2008)
- Faculty Plan
- Faculty RPL Strategy and guidelines
- University of Wolverhampton [Student Voice](http://www.wolverhampton.ac.uk)
- University of Wolverhampton Learning and Teaching Strategy (2012-2017)
- University of Wolverhampton General Examination and Assessment Regulations
- QAA Code of Practice for the Assurance of Academic Quality & Standards in Higher
- Education & SEEC Level Descriptors (2010)
- Undergraduate academic regulations (2016-17)

Department of Health
• Agenda for change (DH 2005)
• Patient & Public Involvement http://www.nhscentreforinvolvement.nhs.uk/
• Skills for Health (2009) http://www.skillsforhealth.org.uk/
• Fit for practice in the genetic era (2003)
  http://genomics.research.southwales.ac.uk/media/files/documents/2010-03-
  01/Competence_statement_in_English.pdf
• Healthcare for All: Independent Inquiry into access to healthcare for people
  with learning disabilities (2009)
• Health Inequalities –Progress and Next Steps (2008)
• Closing the Gap (equal opportunities for health) (Care Quality Commission 2009)
• Institution for Innovation and Improvement
  http://www.health.org.uk/theme/innovation?gclid=CMz4iK3v1M4CFQlW0wodwRC
• Liberating the NHS (2010)
• Marmot Review (Tackling Health Inequalities -10 years on) (2009)
• Maternity Matters (2007)
• National Screening Committee
  https://www.gov.uk/government/publications/screening-tests-for-you-and-your-
  baby-description-in-brief
• Literacy Skills Levels in England and the Impact on Health (2009)
• Numeracy Skills Levels in England and the Impact on Health (2009)
• Patient Group Directions (2009)
  http://www.npc.co.uk/prescribers/resources/patient_group_directions.pdf
• Safeguarding Children
  http://www.dcsf.gov.uk/everychildmatters/safeguardingandsocialcare/safeguardi-
  ngchildren/
• Towards a Framework for Post-Registration Nursing Careers (2007)
• Valuing people now: a new three-year strategy for people with learning
  disabilities (2009)
• Violence against women and children
  http://webarchive.nationalarchives.gov.uk/+//www.dh.gov.uk/en/Publichealth/Viole-
  nceagainstWomenandChildren/index.htm

• PSRB
• Standards for midwifery education (2009)
• NMC http://www.nmc-uk.org/About-us/
• Modern Supervision in Action (2009) http://www.nmc-
  uk.org/Publications/Midwifery-

• World Health Organisation
• Closing the Health Inequalities Gap – an International Perspective (2005)
• Making Pregnancy Safer (2005)
  http://www.who.int/making_pregnancy_safer/en/
• Strategic Direction for Nursing and Midwifery (2009-2010)

Regional Initiatives
- Investing for Health – Health Education West Midlands
  http://www.investingforhealthevaluation.co.uk/components/docs/Investing%20for%20Health.pdf

Blended learning
- In 2008, the University adopted a Blended Learning Strategy, which promotes the integration of technology supported learning across all our modules. We believe this will improve the employability and, digital literacy, of our students and the effectiveness and efficiency of our learning and teaching practice.
- All module related documents and notes to accompany lectures will be available electronically via WOLF.
- Formative assessments will be embedded within all modules providing you with support for your academic work.
- You will be encouraged to participate/contribute to discussions within the classroom setting either as an individual or collaboratively within a small group.
- You will build and maintain a personal electronic portfolio.
- Where appropriate, formative and summative assessments will be submitted electronically.
- Electronic feedback will also be given where appropriate.
- Further information of how the above is incorporated in your course can be found in section 15.
- 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 (Wolverhampton Online Learning Forum). We also provide state of the art technological equipment and extensive access to high quality desktop 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 of practice

- Your midwifery skills are assessed out in the clinical field by specially prepared sign-off mentors. Sign-off mentors are registered midwives who have undertaken an NMC approved course in mentoring. The process of assessment in practice is carefully regulated by the Nursing and Midwifery Council so that mentors know how to help you develop your midwifery skills and also how to assess these.
- Within the practice setting in addition to the support of named sign-off mentors, you will also work alongside a variety of experienced members of staff working in healthcare settings who can help you identify learning opportunities and supervise and support you as you take up these learning opportunities. Your sign-off mentor however will be the only person to formally sign off your placement learning outcome in practice using a systematic approach particular will require you to model the work of a registered midwife so you can prepare for registration with confidence.
- Throughout your practice placement learning you will be expected to conduct yourself in a professional manner at all times. We will provide guidance and information on the requirements regarding professional conduct to help you understand how to manage learning in the complex and sometimes unpredictable world of healthcare.

Assessment of 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.

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.

**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/](http://www.wlv.ac.uk/lib/skills-for-learning/referencing/)
- 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

Assessment Feedback

Formative Feedback
Normally tutors will advise you, as a group, on the assessment at or near the start of the module.

It is not the role of a tutor to read drafts of your work and correct them with a view to your obtaining a ‘good mark’. An assignment should reflect your effort and input, and the role of the tutor is to guide and advice. It is then your responsibility to assess this advice and guidance and use it accordingly. Tutors provide this in good faith, but its use - or lack of it - by you is not an automatic route to a good or a poor grade. Other factors, particularly those pertaining to your skills and efforts, will play a vital role in your achievement.

Summative Feedback
The subject team aims to provide appropriate feedback on all assessments submitted by students within four weeks of the deadline for submission. Feedback should help you understand where you have made mistakes and help you improve your performance in future assignments or modules.

E:vision
The Strategic Information Technology Service (SITS) enables you to view your assessment results online and check your programme of study. You will need to open an e:vision account to be allowed access to this service.

A link to this is available via your e-vision account

Support for learning
The University provides a range of resources to support you directly with your learning as well as other areas of your life. These resources are all signposted through the University web pages and include:

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.

• Some useful resources are signposted through the Sharpen up your Skills web pages: http://www.wlv.ac.uk/lib/skills-for-learning/
This is a great resource for you to enhance your academic skills, it offers a range of advice from basic IT skills, to essay writing and preparing for examinations, to personal development planning.
• Learning Information Services advisors who offer individual support across our four campus learning centres.
• ASSIST – which provides real-time online librarian support

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.

Distinctive features of the course
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 Baby Friendly Initiative (BFI). The Newborn Intensive Physical Examination (NIPE) programme is integrated within the course and the Neonatal Life Support training, accredited by the Resuscitation Council, is also included. This will enhance your employability locally, nationally and internationally.

Students choose to study midwifery at the University of Wolverhampton because they have a choice is 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](http://www.wlv.ac.uk/skills)
2. Download the Students' Union guide to Avoiding Academic Misconduct ("Write Right") - available from the [Student's Union website](http://www.wlv.ac.uk/skills)
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.
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

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

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

IT Problems
W: www.wlv.ac.uk/ITServices
T: 01902 32(2000)

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
dvice from your Personal Tutor, your Student Centre or the Students’ Union,
particularly regarding the financial implications, before taking this step.

Taking a Leave of Absence can ensure that you have the time away from your studies
you need, but it is important you understand all the implications. There are plenty of
people who can advise you before you make your decision:
1. Your Student Centre (either in person or you could log an e:Vision Helpdesk
call).
2. The Students’ Union Advice and Support Centre.
3. Student Advisors in your Faculty.
4. Your Personal Tutor.
5. The International Support Team (based in MX Student Centre, City Campus).

Please consider before taking a Leave of Absence
6. If you’re a full-time student, you could consider switching to part-time mode as
an alternative.
7. While on a Leave of Absence you won’t have access to University premises or
resources or participate in any assessment.
8. If you take a Leave of Absence after you have enrolled but before completing your module, any summative (graded) assessment submitted will be carried forward and will contribute to your assessment result for that module when you return, provided the same assessment requirements remain.

Financial impact
You should consider the implications of taking a Leave of Absence will have on your funding and finances. On approval of your Leave of Absence you must ensure that you are fully aware of the fee implications on your return to the course, as fees may be due again for the modules that you were studying when the leave of absence was agreed.

However, your individual circumstances will affect your right to funding so it is important that you seek advice from the Students’ Union Advice and Support Centre – who will also be able to advise you about the impact of any benefit entitlement.

You will not be entitled to Council Tax exemption whilst on a Leave of Absence.

Your tuition fees
In accordance with the University’s fee liability policy, you will be liable for any fees due dependent on the date that you officially apply for Leave of Absence.

If you are a full-time undergraduate UK student, tuition fees are due as follows:

9. Attendance in Term 1 = 25% of the tuition fee is due.
10. Attendance in Term 2 = 50% of the tuition fee is due.
11. Attendance in Term 3 = 100% of the tuition fee is due.

If you are a part-time student, your fee liability is dependent on the number of modules registered in any period.

If you are an international student we take into account the fact that you will have paid a non-refundable deposit and your fee liability points will be at the start of the first term and third term (remainder of fee). We recommend you seek guidance on this from the International Student Support team in MX Student Centre.

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 Revalidation Handbook (NMC 2015) 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 website.

Appendix 1

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 2
FACULTY OF EDUCATION HEALTH AND WELLBEING
AUTHORISED ABSENCE FROM THEORY
BSc (Hons) Midwifery

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 3  
**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*

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