Course Specification

Published Date:	08-Jan-2021
Produced By:	Oliver Jones
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Health		
Course Code(s):	MI009H01UV	Full-time	3 Years
UCAS Code:	B720		
Course Title:	Bachelor of Midwifery with Honours leading to professional registration		
Hierarchy of Awards:	Bachelor of Midwifery with Honours Midwifery Bachelor of Science Midwifery Diploma of Higher Education Health in Childbirth Certificate of Higher Education Health in Childbirth University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	18/Aug/2020		
Last Review:			
Course Specification valid from:	2019/0		
Course Specification valid to:	2025/6		

Academic Staff

Course Leader:	Fiona Beeken
Head of Department:	Ms Marcia Edwards

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

Distinctive Features of the Course:

Our pre-registration midwifery courses prepare you to practice safely and effectively as a midwife (NMC 2019). The programmes meet the University of Wolverhampton and NMC standards required for a conjointly validated programme that confers an academic award (BMid (Hons)) with eligibility to enter the NMC professional register as a midwife.

The programme aims to prepare graduate practitioners who can deliver and lead evidence-based care for families and babies, working in partnership with multi-disciplinary teams. Our new programmes reflect the requirements of the 'Future Midwife' standards of education and proficiency (NMC 2019) including optimising normal physiological processes, providing a first-line response to, and management of complications, as well as supporting women and newborns with additional care needs. Throughout all levels there is a strong focus on perinatal mental health, public health and continuity of care.

To meet the needs of women and their families within our society, the programme reflects a dynamic student centred approach to education with emphasis on active learning, developing leadership competencies, research-awareness, professional reflection and critical thinking in preparation for autonomous practice within the maternity services. In addition, the programme seeks to prepare student midwives for employment including providing them with strategies to promote their resilience and demonstrate a commitment to ongoing personal and professional development.

Aims:

This course aims to:

- Develop graduates who meet the NMC Standards (NMC 2018, 2019) and become eligible to register on the midwifery section of the NMC professional register
- Develop flexible practitioners who can transfer and synthesise skills and knowledge to meet the demands of differing practice environments and who recognise both the accountability and responsibilities of the midwife's role
- Develop the knowledge, understanding, skills and cultural competence which ensure care is co-ordinated and tailored to individual women and newborn infants throughout the continuum of care and across diverse settings
- Equip graduates to be autonomous and reflective practitioners, providing safe, effective and empowering midwifery care for women, newborn infants and their families.
- Enable midwives to be confident in using an evidence-based approach to support decision making in complex mental, physical, cognitive and behavioural situations.
- Develop graduates who are effective role models and are committed to taking responsibility for the delivery and development of midwifery care utilising appropriate delegation and supervision.
- Ensure that graduates have an awareness of local and national policies impacting on professional practice, service development and system integration.

On successful completion of your studies you will be eligible to apply for registration as a midwife with the Nursing and Midwifery Council.

The BMid (Hons) Midwifery course also provides you with the opportunity to obtain training and qualifications in NIPE, Newborn Life Support and Undergraduate PROMPT (Practical Obstetric Multi-Professional Training).

Educational Aims of the Course:

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Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	Overseas	Full Time / Sandwich	£12950.00

PSRB:

MI009H01UV (Full-time)

Professional Accreditation Body:
Nursing and Midwifery Council (NMC)

Accrediting Body:
Nursing and Midwifery Council (NMC)

Accreditation Statement:
Recognised by the Nursing and Midwifery Council (NMC) for the purpose of registration as a qualified midwife.

Approved	Start	Expected End	Renewal
28/Jul/2020	01/Sep/2020		

Course Structure:

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 1

Module	Title	Credits	Period	Type
4MI013	Fundamental Care of Mother and Baby 1	20	SEM1	Core
4MI009	Fundamental Professional Midwifery	20	SEM1	Core
4MI010	Fundamental Care of Mother and Baby 2	20	SEM2	Core
4MI012	Fundamental Midwifery Skills	20	YEAR	Core
4MI011	Fundamental Clinical Practice	40	INYR	Core

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 2

Module	Title	Credits	Period	Type
5MI011	Developing Care of Mother and Baby	40	SEM2	Core
5MI013	Developing Midwifery Skills	20	SEM1	Core
5MI014	Developing Professional Midwifery	20	SEM1	Core
5MI012	Developing Clinical Practice	40	INYR	Core

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 3

Module	Title	Credits	Period	Type
6MI016	Advanced Care of Mother and Baby	40	SEM1	Core
6MI019	Advanced Professional Midwifery	20	SEM2	Core
6MI017	Advanced Enquiry for Midwifery Practice	20	YEAR	Core
6MI018	Advanced Clinical Practice	40	INYR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Section 1.2.3 - Exemption for delivery outside the standard University Academic Calendar, including Year Long modules, to enable students to complete the required hours for placements.

Section 1.3.1 - Exemption to exceed normal module credits within the standard University Framework allowing

for the use of some 40 credit practice and theory modules.

Section 4.3.3 - Exemption in accordance with the Faculty Fitness to Practice procedures. There will be no automatic right to a second attempt for any failed practice components at the discretion of the Assessment Board.

Section 4.3.5 - Exemption in accordance with the standards of proficiency required by the Nursing and Midwifery Council (NMC). There will be no right to repeat practice modules (4MI011, 5MI012 or 6MI018) if students fail any of the compulsory practice components. Repeats are permitted if students have passed all relevant compulsory practice components for that module.

Section 4.4.3 - Exemption in accordance with the standards of proficiency required by the Nursing and Midwifery Council (NMC). No compensation will be awarded on any modules. Students will be granted the opportunity of a third attempt on theory modules at levels 4, 5 and 6 (for no more than 40 credits at each level of study and maximum of 80 credits overall) providing they have gained at least 80 credits at the same level of study and have passed all compulsory practice components in practice modules.

Section 4.5.1 - Exemption requiring students to pass all modules before progressing to the next level of study.

Section 5.1.1 - Exemption to exceed the standard credit requirements for a 'top-up' degree (two year shortened route), increasing to a minimum of 240 credits, with 120 credits required at Level 5 and 120 credits required at Level 6.

APPROVED (by Chair's Action on 5/5/2020).

Reference Points:

- UK Quality Code for Higher Education
- Qualifications and Credit Frameworks
- Subject Benchmark Statements
- University Policies and Regulations

- Building a digital ready workforce (2018) Health Education England, www.hee.nhs.uk/our-work/building-digital-ready-workforce
- Closing the gap: priorities for essential changes in Mental Health (2014)
-
- CMO annual report. Public Mental Health (2014)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413196/CMO_web_doc.pdf

- Department of Health (2012) Compassion in Practice: Nursing, Midwifery and care Staff Our vision and Strategy: London: DH
- Equality Act (2010)
- Every Child Matters (2003)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf

- NHS long-term plan (DoH 2019) https://www.longtermplan.nhs.uk/wp-content/uploads/2019/08/nhs-long-term-plan-version-1.2.pdf
- NMC (2019) Future Midwife Standards https://www.nmc.org.uk/standards/standards-for-midwives/
- NMC The Code: Professional Standards of Practice and Behaviour for Nurses and Midwives (2018)

https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf.

- NMC Standards framework for Nursing and Midwifery education (2019) https://www.nmc.org.uk/standards-for-education-and-training/standards-framework-for-nursing-and-midwifery-education. /
- No Health without Mental Health(2011)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/213761/dh_124058.pdf.

- Public Health England Strategic Plan 2020 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830105/PHE_Strategy_25__Executive_Summary.pdf
- Public health England screening https://www.gov.uk/government/groups/uk-national-screening-committee-uk-nsc
- The report of the Morecambe Bay Investigation (Kirkup, 2015) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/408480/47487_MBI_A
- Review into the quality of care and treatment provided by 14 hospital trusts in England: overview report (Keogh Report 2013)
-
- Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry (Francis Report) (2013)

https://www.gov.uk/government/publications/report-of-the-mid-staffordshire-nhs-foundation-trust-public-inquiry

- The NHS's role in the public's health-A report from the NHS Future Forum (MECC)(2012) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/216423/dh_132114.pdf
- The Children Act: (2004)

- The Topol Review: Preparing the healthcare workforce to deliver the digital future (HEE 2019)
- file://prs-store2.unv.wlv.ac.uk/home2$/ex6697/home/Profile/Downloads/HEE-Topol-Review-2019.pdf
- The Digital Strategy', Department for Digital, Culture, Media and Sport (2017)
  www.gov.uk/government/publications/ukdigital-strategy
- Working Together to Safeguard Children (2018)
- https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
- No Health without Mental Health(2011)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/213761/dh_124058.pdf

Learning Outcomes:

CertHE Course Learning Outcome 1 (CHECLO1)

Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study

CertHE Course Learning Outcome 2 (CHECLO2)

Present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.

CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

CertHE Course Learning Outcome 4 (CHECLO4)

Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments

CertHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

DipHE Course Learning Outcome 1 (DHECLO1)

Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

DipHE Course Learning Outcome 2 (DHECLO2)

Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context

DipHE Course Learning Outcome 3 (DHECLO3)

Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study

DipHE Course Learning Outcome 4 (DHECLO4)

Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

DipHE Course Learning Outcome 5 (DHECLO5)

Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively

DipHE Course Learning Outcome 6 (DHECLO6)

Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

Ordinary Course Learning Outcome 1 (ORDCLO1)

Demonstrate a systematic understanding of key aspects of your field of study, including acquisition of

coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline with an appreciation of the uncertainty, ambiguity and limits of knowledge

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Ordinary Course Learning Outcome 2 (ORDCLO2)

Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within a discipline and apply the methods and techniques that they have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects.

Ordinary Course Learning Outcome 3 (ORDCLO3)

Demonstrate conceptual understanding that enables the student: A. to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline. B. to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.

Ordinary Course Learning Outcome 4 (ORDCLO4)

Demonstrate the ability to manage your own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline) and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

Ordinary Course Learning Outcome 5 (ORDCLO5)

Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem

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Ordinary Course Learning Outcome 6 (ORDCLO6)

Demonstrate the qualities and transferable skills necessary for employment requiring: A. the exercise of initiative and personal responsibility. B. decision-making in complex and unpredictable contexts. C. the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Honours Course Learning Outcome 1 (DEGCLO1)

Meet the NMC Standards of proficiency for pre-registration Midwifery education.

Honours Course Learning Outcome 2 (DEGCLO2)

Assume full responsibility and accountability for your own autonomous practice as a midwife, registered on the midwifery part of the NMC register.

Honours Course Learning Outcome 3 (DEGCLO3)

Provide care that is safe, effective and responsive to the needs of the individual, promoting and providing continuity of care /carer

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Honours Course Learning Outcome 4 (DEGCLO4)

Exhibit the behaviours of a critical thinker, using research and evidence to inform and justify your practice

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Honours Course Learning Outcome 5 (DEGCLO5)

Promote the development of healthy working relationships using positive role modelling and leadership skills to support effective multi-professional working

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Honours Course Learning Outcome 6 (DEGCLO6)

Respond constructively to changes within the political, professional and social climate in order to adapt service provision to the changing needs of the childbearing woman.

Honours Course Learning Outcome 7 (DEGCLO7)

Demonstrate competence in digital literacy to quality assure and enhance your midwifery practice, and maintain your commitment to lifelong learning and the education of others

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Overview of Assessment:

Module	Title	Course Learning Outcomes
4MI009	Fundamental Professional Midwifery	CHECLO1, CHECLO2, CHECLO3, CHECLO4
4MI010	Fundamental Care of Mother and Baby 2	CHECLO1, CHECLO2, CHECLO3, CHECLO4
4MI011	Fundamental Clinical Practice	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4MI012	Fundamental Midwifery Skills	CHECLO2, CHECLO3, CHECLO4
4MI013	Fundamental Care of Mother and Baby 1	CHECLO1, CHECLO2, CHECLO3, CHECLO4
5MI011	Developing Care of Mother and Baby	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5
5MI012	Developing Clinical Practice	DHECLO1, DHECLO2, DHECLO4, DHECLO5, DHECLO6
5MI013	Developing Midwifery Skills	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5
5MI014	Developing Professional Midwifery	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5
6MI016	Advanced Care of Mother and Baby	DEGCLO1, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO7, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5
6MI017	Advanced Enquiry for Midwifery Practice	DEGCLO1, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, DEGCLO7, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5
6MI018	Advanced Clinical Practice	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, DEGCLO7, ORDCLO1, ORDCLO2, ORDCLO4, ORDCLO5, ORDCLO6
6MI019	Advanced Professional Midwifery	DEGCLO1, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, DEGCLO7, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5

Teaching, Learning and Assessment:

In a healthcare system driven by an increasing demand for clinical leaders with advanced critical thinking and research skills it is essential that all staff are equipped with a wide range of transferable skills and the ability to recognise and actively pursue their own learning and development needs. With that in mind, our approach to learning and teaching within our midwifery pre-registration programme supports you to explore and assess your own strengths and weaknesses and encourages you to manage your own learning. Importance is placed on enhancing your ability to contextualise and apply your developing knowledge to your broader practice experiences and on-going learning. The range of teaching and learning strategies employed will provide you with opportunities to achieve the learning outcomes for the co

practise skills in a safe environment. This includes simulated in-hospital, home and community environments and our human-patient simulators will allow you to hone your skills, supported by experienced practi urse and develop your intellectual skills through lectures, theme days, seminar discussions and scenario based learning. Opportunities for inter-professional collaboration are embedded across the curriculum to enable you to understand the contribution of other professionals to patient/service-user care and promote the development of team-working skills.

During your programme you will have access to our state-of-the-art simulation facilities where you will be able to experience clinical scenarios and tioners to guide you. The latest technology is embedded into our skills and simulation environments, including the use of a state of the art virtual dissection table which allows 3D images of human anatomy and diseases to come alive to support your learning. We also use an integrated learning and teaching audio visual recording system called "Panopto" which links to the University's virtual learning environment and allows you to record, upload and review footage of your practice in the simulated environment.

Flexible learning is promoted through regular, self-managed activities where independent study and the use of the virtual learning environment (Canvas) support and consolidate taught theory to broaden your knowledge and understanding of the subject. In the first year you will be introduced to the information technology, library search skills, self-assessment and reflection strategies that build the foundations of lifelong learning. Alongside this you will begin to develop enquiry and research skills and explore the meaning of professional practice and leadership, concepts developed throughout your programme. Caseloading provides you with an excellent opportunity to consolidate your theoretical and practice learning and clinical reasoning by providing continuity of care to a group of women throughout their perinatal experience.

Our new curriculum has been designed to align with the University of Wolverhampton Learning and Teaching Strategy in enabling you to achieve your full learning potential through being empowered and inspired. The curriculum is designed to be inclusive and flexible, to meet the needs of a diverse student community. You will develop and enhance ongoing skills in relation to employability, enterprise, entrepreneurship,

professional practice, sustainability and global citizenship through learning that is informed by evidence-based research, practice and innovation. Further to this, completion of the programme will enable you to achieve our graduate attributes of digital literacy, global citizenship and be knowledgeable and enterprising.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes) Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation) Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

Support for Students – University Library

Our Libraries combine traditional library services with IT facilities to focus on the ways students choose to study. There is a Library on each campus, with 24/7 access provided during peak times of the year at Wolverhampton and Walsall. Each Library provides subject-specific book and journal resources, as well as diverse study environments including IT suites and group/single study rooms. In addition to our physical stock, the University Library provide access to over 8,000 full text electronic journals, 100 online databases and e-book versions of all reading list titles where available. Our online services are available both on and off campus. Our Library staff provide day to day support to students, and our ASSIST online chat service operates on a 24/7 basis. Our Skills for Learning service helps students to develop the skills required for successful academic study, including; Academic, Information and Research Skills. Students can access workshops and drop-in sessions facilitated by experienced learning support staff, as well as appointment slots including via Skype. Workshops can also be run as part of modules, at the request of tutors. Further support is provided by online skills resources including guides, tip sheets, and interactive materials and each Library has a designated collection of study skills books.

The Student Support and Wellbeing webpages, located below

https://www.wlv.ac.uk/current-students/student-support/student-support-and-wellbeing-ssw/

offers students advice on a variety of matters linked to their Health and Wellbeing.

Please contact the Team to:

- discuss disability or specific learning difficulty support
- access advice and support for a mental health condition
- access information about supporting your mental health and wellbeing
- connect with our Chaplaincy service
- seek advice on funding and financial support
- seek advice as a D/deaf or hearing impaired student

Course Specific Support

Student Advisors

https://www.wlv.ac.uk/about-us/our-schools-and-institutes/faculty-of-education-health-and-wellbeing/fehw-student-services/

There are student advisors within the Faculty of Education Health, and Wellbeing. They are here to support you in a professional and confidential way by either resolving or referring your query to one of our many professional services within the University. The student advisors work closely with the various support networks within the University and are supported by our graduate interns. Please see the points below for some examples of their support.

- Sign posting to Support and Wellbeing Services
- Support with progression
- Advice on extensions and extenuating circumstances claims
- Support students with attainment and retention

 Advisors and interns can be contacted via email (FEHWstudentservices@wlv.ac.uk).

Personal Tutors

You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you work towards achieving the course learning outcomes. Your personal tutor will meet

with you on a regular basis (at least three times per academic year) in order to offer support, identify if you are making satisfactory progress and to offer support if you are at risk of withdrawal. Your personal tutor will assist you in your personal and academic development, planning and progression as well as helping you liaise with other staff and support facilities in their Faculty and the wider University. You can find out who your personal tutor is by visiting e:Vision.

Module leaders

Your module leaders are your first point of contact for everything module related whether that's help with a particular part of the module or advice on how to complete the assessment. Module leaders will usually be able to schedule a meeting with you via phone, WebEx or Skype. A list of module leaders is available in your Course Guides, along with their contact details.

Course leaders

The course leader has overall responsibility for your course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice.

Student Enabling Tutors

The Faculty Student Enabling Tutor (FSET) liaises with the Student Support and Wellbeing (SSW) department regarding provision for specific disabilities and disseminates information from the SSW on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Academic Coaches

Academic Coaches are responsible for supporting students' transition into higher education at undergraduate level. This includes coaching and provision of high-quality support, guidance and feedback for all students enrolled on relevant programmes in the Faculty. This will focus on providing students with academic support and pastoral care, to improve engagement and facilitate independent learning, while gaining transferable skills for future employment. ACs liaise with academic staff, providing referrals for students with issues and acting as a follow up with students about whom academic staff may have concerns.

Working in partnership with you

The University and the Student's Union take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience. Our student charter sets out what you are expected to give and what you gain by involving yourself in as much as possible. All of our support mechanisms are enshrined in the Student Charter:-https://www.wlv.ac.uk/about-us/student-charter/

Employability in the Curriculum:

Midwives make a unique contribution to the health and well-being of mothers during one of life's most important events and work in a variety of settings including women's homes, birth centres, clinics and hospitals and provide the women with majority of their care throughout pregnancy, labour and the postnatal period. Our programmes are designed to enable to you develop the necessary competencies to practice safely and confidently as a registered midwife.

The course will assist you to develop a strong professional identity and to be confident in demonstrating key employability skills such as being self-directed in your learning, having the ability to problem solve and to think critically. These are all qualities that are essential for providing expert, evidence-based care and will make you highly employable. Immediate career prospects are excellent for newly qualified midwives and most of our graduates take up employment within the NHS.

Midwives may choose to continue to develop as expert clinicians or develop careers in service management, research, education or public health. The increased focus on leadership and public health within the new curriculum, alongside core areas of audit, research and improvement offers a broad range of post-qualifying opportunities

You may also be able to work in certain countries overseas, as midwifery education in the UK is well respected around the world.

During your course you can access the support of an employability champion within the Faculty who helps to develop a dedicated programme of events designed to help you build new skills and boost your employability. This takes the form of the Career Development Week each year and comes with a packed programme of events, courses, workshops, trips and activities. The aim is to help you add to your CV and own personal

development and in turn helping your job prospects.

Further training and education opportunities:

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. Every three years following registration, you will be required to go through a period of revalidation, demonstrating how you have maintained skills, developed knowledge and practiced safely and effectively over the preceding three years.

http://revalidation.nmc.org.uk/welcome-to-revalidation/index.html.

This life-long learning approach is critical to the maintenance of safe and effective care for women and their families.

THE UNIVERSITY OF OPPORTUNITY