

Course Specification

Published Date:	16-May-2022
Produced By:	Multi Type Usr Record For All Personnel
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Health		
Course Code(s):	MI009T01UV	Full-time	4 Years
UCAS Code:	B723		
Course Title:	Bachelor of Midwifery (Hons) with Foundation Year		
Hierarchy of Awards:	Bachelor of Midwifery with Honours Midwifery Bachelor of Midwifery Health in Childbirth Diploma of Higher Education Health in Childbirth Certificate of Higher Education Health in Childbirth Foundation and Preparatory Studies 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:	2020/1		
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:

- The Foundation Year has been designed to prepare you for studying at undergraduate level and to support you to develop the required skills and knowledge to transition effectively into Level 4 study.
- On successful completion of Year 1 (foundation year) you will be guaranteed a place on the 3 year NMC approved BMid (Hons)* programme
- Opportunities for inter-disciplinary learning are embedded in all 4 years of the programme which is vital for employment within the increasingly integrated health and social care arena.
- Our midwifery course benefits from significant input from the University's Service User Group who comprise of either recipients of health care or as carers. Members of the group work with the course team to ensure students gain insight into patient and carer perspectives and to support the development of core skills (such as communication).
- A friendly, helpful and student focused team of academic and administrative staff.
- Module teaching teams who are subject specialists with extensive experience working within the health care arena, all of whom have additional professional and academic qualifications which they bring to the learning experience to ensure its contemporary nature for the student.
- Placement opportunities within a range of different settings in Years 2,3 and 4
- Visiting and honorary lecturers from health care related fields who bring contemporary and real-world examples of practice into the classroom.
- Links and knowledge from local, national and international research initiatives undertaken in the Institute of Health and the wider University research institutions.

The course also includes Neonatal Life Support training that is accredited by the Resuscitation Council and training in the Newborn and Infant Physical Examination (NIPE)

Educational Aims of the Course:

The BMid (Hons) with Foundation Year is designed to help you to develop the skills, knowledge and confidence to succeed in your studies with the University of Wolverhampton at degree level and beyond. During your Foundation Year you will develop skills appropriate to University such as finding and using information, working collaboratively with others, challenging and debating ideas and expressing yourself with greater confidence. The foundation year will also develop your knowledge in areas linked to working as a health professional, such as understanding the Human Body and contemporary health and social care.

Once you have successfully completed the foundation year, the BMid (Hons)* will enable you to develop the knowledge and skills to provide safe and effective midwifery care in local, national and international healthcare settings.

The BMid (Hons) programme will enable you to deliver and lead evidence-based care for families and babies, working in partnership with multi-disciplinary teams and it reflects the requirements of the 'Future Midwife' standards of education and proficiency (NMC 2019). This includes 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 the course there is a strong focus on perinatal mental health, public health and continuity of care. The programme reflects a student centred approach to education with emphasis on active learning, developing your leadership competencies, research-awareness, professional reflection and critical thinking in preparation for you to assume autonomous practice within the maternity services. In addition, the programme prepares you for employment, providing you with strategies to promote your resilience and focusing on your personal and professional development.

Aims: This course aims to:

- Develop graduates who meet the NMC Standards (NMC 2018, 2019) and are eligible to register on the midwifery section of the NMC professional register
- Develop 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 graduates 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

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
2022/3	H	Full Time / Sandwich	£9250.00
2022/3	Overseas	Full Time / Sandwich	£13450.00

PSRB:

None

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.

Module	Title	Credits	Period	Type
3ED004	Interprofessional Working	20	SEM2	Core
3HL007	Introduction to the Human Body	20	SEM1	Core
3NH002	Introduction to Higher Education	20	SEM1	Core
3NH003	Equality, Diversity, Inclusion and Ethics	20	SEM1	Core
3NH004	Factors Affecting Health	20	SEM2	Core
3NH005	Preparing for a professional course	20	SEM2	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.

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	INYP	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.

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	INYN	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.

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	INYN	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 at levels 4, 5 and 6. 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 Level 3 modules (120 credits) before progressing to Level 4.

APPROVED by AFRSC on 5/5/2019. Effective date: September 2020.

Reference Points:

Academic Reference Points

- [UK Quality Code for Higher Education](#)
- [Qualifications and Credit Frameworks](#)
- [Subject Benchmark Statements](#)
- [University Policies and Regulations](#)

Nursing & Midwifery Council (NMC) Reference Points

- Standards of Proficiency for Midwives (NMC, 2019)
- Guidance on Health and Character (NMC, 2019)
- The Code: Professional Standards of Practice and Behaviour for Nurses and Midwives (NMC, 2018)
- Standards Framework for Nursing and Midwifery Education (NMC, 2019)

Nursing & Midwifery Council (NMC) Requirements

- You are required to demonstrate that you have the skills, knowledge, health and character to care for people safely. This requires you to demonstrate high level reflective skills and a duty of candour towards women and their families.
- During enrolment at the start of the course you will be required to undertake a self-declaration to declare any cautions and/or convictions, reprimands or warnings from the police and any health conditions and/or disability that could affect your ability to practice safely and effectively. You must declare any changes to your health or character status as soon as they arise: you should not wait for the annual declaration process to do this. You can discuss any changes with your personal tutor or the course leader so that they can identify whether any further action or investigation is required with regards to your fitness to practise.
- The pre-registration midwifery course (years 2, 3 and 4) is structured so that 50 percent of your learning occurs in the university and 50 percent in practice. You will have supernumerary status in practice; this means that you are additional to the workforce requirement and staffing figures. You will have additional scheduled learning and placement time outside of module delivery weeks to ensure that you are able to complete a total of 2300 hours in each setting, amounting to a total of 4600 hours to meet the NMC registration requirements. Any absence taken during your course, for example due to sickness, special leave or compassionate leave, will need to be retrieved. Any delay in completing the NMC required hours can delay your completion of the course and influence the timing of your registration. At the end of your course the Lead Midwife for Education is required to submit a declaration of good health and good character to the NMC and confirm that you have completed the required 2300 hours of theory and 2300

hours of practice. Your personal tutor will also ensure that you have experienced the range of hours expected of registered midwife; this will include working nights, weekends and bank holidays.

- By the end of the course you must achieve 100% in your final drugs calculation assessment in order to successfully complete the programme. This can be recorded in the Midwifery Ongoing Record of Achievement and signed off by an Academic Assessor.
- You have up to five years to register your award with the NMC. In the event that you fail to register your qualification within five years you will have to undertake additional education and training or gain such experience as specified in the NMC standards.
- Successful course completion and registration with the NMC entitles you to use the title Registered Midwife.

Wider Reference Points

- Closing The Gap: Priorities For Essential Changes In Mental Health (Department of Health, 2014)
- Equality Act (2010)
- NHS long-term plan (NHS England, 2019)
- NHS Interim People Plan (NHS England, 2019)
- Public Health England Strategic Plan 2020 (Public Health England, 2019)
- Public Health England Screening Committee
- Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry (Francis Report) (Francis, 2013)
- The Children Act: (2004)
- The Topol Review: Preparing the healthcare workforce to deliver the digital future (HEE 2019)
- Working Together to Safeguard Children (Department for Education, 2018)
- Better Births: improving outcomes of maternity services in England (The National Maternity Review, 2016)

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
01 Demonstrate excellent communication skills through a variety of modes and cultural awareness.	
02 Exhibit skills of academic writing and presentation	
03 Improve confidence in learning, study and approaches to finding information.	
04 Develop knowledge of the basic functions of the human body and identify and apply factors that affect health and treatment of ill-health	
05 Demonstrate the values you need to work as a Healthcare Professional and understand the values and role of others in healthcare	

06 Prepare for the demands of a professional course including placements and develop interpersonal skills relevant to

Learning Outcomes

Healthcare Professionals

CERTHE01 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

CERTHE02 Demonstrate an ability to 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.

CERTHE03 Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

CERTHE04 Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments

CERTHE05 Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

DIPHE01 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.

DIPHE02 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

DIPHE03 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

DIPHE04 Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

DIPHE05 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

DIPHE06 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.

BHONSN01 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

BHONSN02 Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within a discipline and apply the methods and techniques that they

Modules

have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects.

BHONSN03 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.

BHONSN04 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.

BHONSN05 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

BHONSN06 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.

BHONS01 Meet the NMC Standards of proficiency for preregistration Midwifery education.

BHONS02 Assume full responsibility and accountability for your own autonomous practice as a midwife, registered on the midwifery part of the NMC register.

BHONS03 Provide care that is safe, effective and responsive to the needs of the individual, promoting and providing continuity of care /carer

BHONS04 Exhibit the behaviours of a critical thinker, using research and evidence to inform and justify your practice

BHONS05 Promote the development of healthy working relationships using positive role modelling and leadership skills to support effective multi-professional working

BHONS06 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

Modules

Teaching, Learning and Assessment:

From levels 3-6 you will experience a range of different teaching, learning and assessment activities; these include lectures, seminars, debates, problem-based learning, small group learning sets, formative and summative assessment tasks, online activities, written essays, tutorials, independent research and case study analysis. You will be expected to take responsibility for your own learning throughout the course with the amount of independent work increasing over the four years.

In years 2, 3 and 4, your learning will include the study of a number of core midwifery modules, there are no optional modules on the BMid (Hons) programme as you will need to study the prescribed modules in order to fulfil

professional requirements. The learning activities which support you in achievement of the learning outcomes are wide and varied. Further to this, they should enable you to achieve our graduate attributes of digital literacy, global citizenship and be knowledgeable and enterprising.

The types of learning which will help achieve the above include:

- Formal learning - we promote a blended approach to learning; some core content will be delivered in the 'face to face' traditional teaching style but will include interactive activities to challenge your knowledge and practice.
- Applying theory to practice – we use a variety of approaches to enhance your ability to evaluate, articulate and apply evidence to shape your professional practice e.g. critiquing of journal articles, informal presentations and case studies, and skills in summarising of key research in order to develop and disseminate findings to the healthcare team. You will make use of a range of electronic resources to investigate the influence and impact of global healthcare communities on national and local policy.
- Problem solving and decision making – Problem based learning is an engaging and dynamic tool that can be an effective way to enhance your understanding of real practice problems. It provides an opportunity to develop your skills in clinical decision making within a safe environment, and to apply knowledge to deliver and lead quality initiatives to improve the experience of the patient (and family) in the multicultural care setting.
- Simulated learning - A wide variety of simulated learning will be available to enable you to practice in near to real life situations in relation to midwifery services. Opportunities will be available through the use of contemporary technology for you to review and critique your own actions during such exercises and critically evaluate your experience to aid future development.
- 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 email 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.

Placements

You will be expected to meet the requirements of the proposed clinical practice hours via a range of clinical placements. These will take place in a variety of settings and may require considerable travel to and from these locations away from the university. Specific information relating to your course will be available in the course placement handbook.

Assessment

Assessment is an integral part of the continuous process of learning and development, with the purpose of enhancing your academic achievement and overall university experience. There are two types of assessment you will encounter throughout the course:-

- **Formative** - the marks and grades for these assessment activities **do not** contribute towards the module mark and grade. Formative assessment activities are useful to provide you with comments to let you know how you

are doing. Sometimes the format of a formative assessment activity will be similar to the final (summative) assessment activity for the module, in order to prepare you and ensure that you are familiar with the summative assessment task

- **Summative** - assessment activities where the mark you receive will contribute towards the final mark for your modules

Feedback and feed forward are an integral part of teaching and learning and are crucial elements in supporting your learning experience. Feedback and feed forward comments on a formative piece of work, for example, enable you to look at the strengths and weaknesses of your work and allow you to take action to improve before you have to submit your assessment. In each module you will have opportunities to submit formative assessment and to receive feedback and feed forward advice.

The development of inclusive assessment opportunities which meet the needs of all learners is central to the course philosophy and our assessment strategy encourages you to take responsibility for your own learning by offering choice of assessment in some modules. For example, in some modules there is a choice of assessment topic (where you can choose your own case study, for example) whilst in other modules you can choose how you would like to be assessed (such as submitting a written reflection or an oral reflection).

The ways in which you will be assessed will:

- allow you to demonstrate that you have met the learning outcomes of your course and modules;
- enable you to reflect on your performance, following timely, meaningful and useful feedback;
- encourage you to identify your strengths and weaknesses so that the level of achievement can be measured and recorded.

and a wide range of assessments are included in your programme. For example;

- Essays and written assignments
- Presentations
- Posters
- Case Studies
- Practical exams
- Reflective Portfolios
- Practice placement assessments
- Service Improvement projects

Placement Learning (Years 2,3,4)

It is a NMC requirement that you spend 50% of your learning in a practice environment. Your learning on placement will be supported by practice supervisors who, together with your practice assessors, have received additional training to ensure that they are able to maintain, support and assess your practice as required by the NMC (2018). Practice placements may be located in a broad range of NHS hospitals, birth centres and community settings or other provider organisations which provide you with a range of experiences to support your learning and development. All placement settings are subject to regular educational audit and review to ensure they maintain and develop an optimum learning environment for students to achieve their standards of competency, supported by a sufficient numbers of supervisors and assessors.

Assessment of practice (in years 2,3,4)

There are different parts to your assessment in practice, each part aligns to a full-time year of study and has its own practice assessment document (Midwifery Ongoing Record of Achievement (MORA)). The MORA makes up a significant part of the overall programme assessment. Continuous assessment is an integral aspect of assessment in practice and you are expected to show evidence of consistent achievement. You should engage positively in all learning opportunities, take responsibility for your own learning and know how to access support. You will work with and receive written feedback from a range of staff including practice supervisors and practice assessors and they are required to reflect on your learning. In addition, you may also receive feedback from service users directly on the care they have received and their overall experience of midwifery care.

The MORA summarises your achievements in each placement and provides a comprehensive record of your professional development and performance in practice. This will be reviewed at the end of each part of the course.

Practice supervisor responsibilities (registered nurse/midwife or other registered health/social care professional)

Whilst you are in placement, your learning will be supported by your practice supervisor, as well as wider staff working in the clinical area. Some areas may adopt a team based approach due to the nature of the experience. Your practice supervisor has an important role in supporting and guiding you through your learning experience to ensure safe and effective learning. This includes facilitating learning opportunities including any reasonable adjustments you may need to get maximum benefit from the placement. It is the practice supervisor's responsibility to contribute to your assessment through the recording of regular feedback on your progress towards, and achievement of the proficiencies. Specific feedback must be provided by the practice supervisor to the practice assessor on your progress.

Supervision in other placement areas (i.e. those areas where there are no health/social care registrants)

A range of staff can support your learning and play a vital role in your learning and development. On placements where specific NMC proficiencies are not being assessed a range of staff members are encouraged to support learning and can provide you with feedback within your practice documentation.

Practice assessor responsibilities

Your practice assessor plays a key role in assessing and confirming your proficiency providing assurance of your achievements and competence. This includes facilitating learning opportunities including any reasonable adjustments you may need to get maximum benefit from the placement. They will observe you, conduct and record your assessments informed by your reflections, feedback from practice supervisors and other relevant people to confirm achievement. They will liaise with the academic assessor scheduling communication at relevant points.

There are numerous elements to be assessed in practice. One or more practice supervisors can contribute to the assessment of some of the proficiencies in discussion with the practice assessor, but the practice supervisor must be working in their scope of practice.

When assessing your proficiency, practice assessors will take into account the

sources of evidence that underpin your knowledge and skills and the views of those receiving care. Comments should acknowledge those exceptional students who are exceeding expectations for their stage in practice or who have particularly commendable attitudes, behaviours, knowledge or skills.

Academic assessor responsibilities

Academic assessors have a key role in confirming your progress, recording objective, evidence-based decisions on conduct, proficiency and achievement and make recommendations for progression providing assurance of your achievements and competence. The academic assessor, for each part of the Midwifery Ongoing Record of Achievement, will have an understanding of your learning and achievement in practice, through working in partnership with the practice assessor to gather feedback regarding achievement and progression.

As you progress through your course you will be expected to take on more responsibility within your practice placements. This will enable you to develop confidence and skills in your work as a member of the midwifery / multidisciplinary team.

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.

Further information related to your practice learning experience can be found in the practice handbook, which will be given to you at the start of year 2 of your course.

Assessment for an Award of Honours Degree: To qualify for the award of an Honours Degree, students must complete all course requirements and pass all modules.

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 offer students advice on a variety of matters linked to their health and wellbeing. Student Support and Wellbeing can be contacted 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

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.

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.

Faculty Student Enabling Tutor

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 linked to all programmes and have specific role in supporting students' transition into higher education at undergraduate Level 4.

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.

Employability in the Curriculum:

This is a professional programme, designed to enable to you develop the necessary competencies to practice safely and confidently as a registered midwife. Graduate midwives from the University of Wolverhampton have a good reputation and are sought after for midwifery posts. From the outset, the course focuses on your development as a compassionate, autonomous and reflective practitioner, able to provide safe, effective and empowering midwifery care for women, newborn infants and their families.

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, work collaboratively 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 as midwives within the NHS although opportunities also exist in areas such as management, research, education and public health.

Our courses are also supported by employability champions who help develop dedicated programmes of events which will help you build new skills and boost your employability. This takes the form of, for example, the Career Development Week each year (which comes with a packed programme of events, courses, workshops, trips and activities), advice on CVs and interviews and bespoke support.



THE UNIVERSITY OF OPPORTUNITY