BSc (Hons) Midwifery (Shortened)

Handbook 2017-18
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Dear Student,

Welcome to your Midwifery programme and to the School of Health Sciences at the University of East Anglia. We are very pleased that you have chosen to study with us in your move to a career in midwifery.

The role of the midwife is continuously changing and developing to meet the changing needs of women and their families.

The majority of women you care for will be healthy women experiencing normal pregnancy and childbirth, however, some may have a variety of underlying illnesses, disabilities or complex social circumstances impacting on their health and the care they need.

Your programme aims to support you as an experienced and autonomous learner, to develop your knowledge, understanding, skills and attitudes to become a competent and confident midwife, able to deliver and manage an excellent standard of evidence based practice which reflects the needs of women, babies and their families. It is of vital importance that from the outset of your student journey you engage in practice which is compassionate and sensitive to the circumstances of the women, fathers and families in your care.

Your programme will enable you to adapt your previous skills and knowledge as a Registered Nurse for a midwifery role. As such this experience is acknowledged from the start. Excellent communication skills are paramount to midwifery, throughout the programme you will adapt your existing ability to support parents in a professional and therapeutic manner. Midwives work in a variety of settings and alongside many other health care professionals to provide individual and women-centred care to women and their families. Throughout the programme you will be able to play your part in the provision of effective, sensitive evidence-based midwifery care of the highest standard and quality, preparing you for your role as a midwife on completion of the programme.

As midwifery lecturers we are here to provide support and guidance and to help you navigate your journey to becoming a midwife. We would like to take this opportunity to wish you every success with your studies as your programme starts to equip you with the foundation for a rewarding career in midwifery and the ambition and skills to continue your journey of lifelong learning.

Yours sincerely

ANNA HARRIS
COURSE DIRECTOR
1. UEA STUDENT HANDBOOK, YOUR SCHOOL AND COURSE HANDBOOK

The central **UEA student handbook** contains information about all key UEA policies and guidance and is for all students studying on undergraduate and postgraduate taught programmes. It aims to give new and continuing students a central reference point for University-wide regulations, processes and guidance to help and support you through your studies. It provides information about:

i. The Advising system
ii. Learning and Teaching Services
iii. Communication
iv. The Student Portal and e:Vision
v. Campus Cards
vi. Student Finances
vii. Student Support Services
viii. Regulations
ix. Health and Safety
x. Generic Course Information
xi. Marking Criteria
xii. Timetables
xiii. Coursework Submission and Returns
xiv. Examinations
xv. University dates for 2017/18
xvi. Appeals and Complaints
xvii. Equality and Inclusion for Students
xviii. Student Representation and Feedback

This list of contents only summarises the main headings; for full details of the content please follow the link above.

The **HSC School handbook** will assume that students are familiar with the information contained in the central UEA student handbook and it will not be repeated in the HSC School Handbook. Any general information regarding your taught provision within the School of Health Sciences (HSC) will be summarised in the School Handbook and will be located on the HSC Students: School and General Information Blackboard.

All information specific to your programmes of study can be found in your **course handbook** (this handbook), your course specific Blackboard site and via the **New Student Website**.
2. COURSE OVERVIEW/PROFILE

The School of Health Sciences, University of East Anglia, delivers a robust, contemporary programme of midwifery education to prepare you to become eligible for registration as a midwife. The curriculum will enable you to meet the EU Midwives Directives (EC 2005), NMC (2009) standards for Pre-registration midwifery education and QAA Midwifery subject benchmarking (2001), but to also be able to take your place as future agents of change within a climate of evolving midwifery practice. The programme acknowledges and is structured to reflect your existing knowledge and experience as a Registered Adult Nurse.

The provision of maternity care and midwifery education has, alongside other health and social care professions, undergone major changes. The Midwifery 2020 (Midwifery 2020 Programme 2010) reinforced the importance of a midwifery rather than medically led maternity service, placing the woman in a pivotal position to influence her care. The National Service Framework for children, young people and maternity services (DH 2004) has helped focus on the needs of all women, including those from vulnerable groups. Both demand that the midwife of the future be flexible, proactive and assertive and take responsibility for continuing professional learning and development. As a midwifery practitioner, analysis and decision-making based upon contemporary evidence will need to be fundamental skills which underpin and inform all your professional activities. These qualities will consequently permit flexible and adaptable approaches to problem solving and enable you as a practitioner to operate within the dynamic and changing maternity health care service.

The programme is built around the foundation of respecting each individual and valuing the life experiences you bring to the programme. This is supported through the facilitation of your shared experiences within your peer group, which in turn encourages the development of a peer support network. This environment encourages development of existing knowledge to a midwifery context. From the outset you will be encouraged to consider the impact of partnership working with women, fathers and their families. By valuing your experiences and your contribution you will in turn value women’s experiences.

Student-centred learning opportunities are a key feature of the programme philosophy. This gives further emphasis to the value of your experiences, whilst adapting your skills of enquiry, problem solving and team working for a midwifery context. The small group environment fosters opportunity for discussion of issues in depth, contributing to the development of graduate skills. Student-centred approaches are mirrored in the practice arena by placing women at the focal point of care throughout the programme. Adopting this philosophy places value on women’s views and choices in their care and places women in control of their care pathway.

Reflection on your practice is a component of the programme, while leadership skills incorporate your existing knowledge and experience for a midwifery context. This includes inter-professional and interagency practice.

The midwifery teaching team are strongly committed to supporting you throughout your programme, valuing your individual experiences and needs. You will have a
named Personal Adviser for the duration of the programme enabling the development of an academic relationship adding support to your learning experiences across the programme. There is a named midwifery Link Lecturer for each placement area used by student midwives. This enables a lecturer familiar with the programme to support you in the practice environment and to support the tripartite assessment of practice. Module Organisers are also available to provide support in the context of their module specific element of the programme. In addition to these support mechanisms the Course Director and Lead Midwife for Education are both available to offer you guidance and support should this be required.

The programme is structured into three Phases which organise the module content and learning experiences across the 84 weeks. Each Phase comprises a theory and a practice module. Please refer to the chart below.

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<th>Phase One</th>
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<td>Complex Care with Professional Practice II</td>
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<td>Phase Three</td>
<td>Holistic Practice with Professional Practice III</td>
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3. AIMS AND PHILOSOPHY

The programme experiences are designed to create a climate of professional integrity and responsibility to which you are facilitated to:

- Provide responsive, compassionate care which is woman, father and family centred, which values diversity and is sensitive and respectful
- Provide competent care through an enquiring approach to practice with sound problem-solving abilities
- Show commitment, flexibility and adaptability to marry the dichotomy of women’s needs and service provision
- Augment existing experience and self-motivation to act reflexively in analysing and creating your personal learning opportunities in becoming an autonomous learner working productively with Mentors and your Personal Adviser
- Adapt skills, learning and clinical reasoning to initiate service improvements as a Registered Midwife which will improve women’s experiences.

This programme will prepare you to be a lead practitioner in the provision of normal midwifery care while being able to co-ordinate and manage the delivery of complex care for women, fathers and families in vulnerable circumstances, and those with complex needs arising during childbearing. Within a climate of inter-professional and interagency practice you will use skills in critical analysis and evaluation of evidence from a variety of sources, synthesising such evidence to inform the cycle of midwifery care. It is expected that you will have the ability to seek evidence that is not readily available and critically engage in professional debate to provide safe and sensitive care which is individual to women and their families, while also being able to motivate self and others to contribute and initiate service reform.
4. MEET THE COURSE TEAM

[Image of Anna Harris]

Anna Harris – Course Director

Anna is a Midwifery lecturer with 27 years experience in Clinical Midwifery Practice and Midwifery Education in the UK and abroad. Her interests include Normality in Childbearing, Public Health, Breastfeeding, Twins and Obstetric Emergencies. Anna is also a UEA Plagiarism Officer with a remit across the University.

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5. COURSE OVERVIEW/PROFILE

The programme outcomes are set out below; upon successful completion of the programme the NMC Standards for Pre-registration Midwifery Education will have been met and you will be eligible to register as a midwife on the midwifery part of the NMC professional register and undertake the Activities of a Midwife.

Successful completion of the integrated practice and theoretical components of the 84 week full-time programme will prepare students who are able to:

- Achieve the NMC (2009) Midwifery competencies, skills clusters and requirements for entry as a midwife on the NMC register to practise autonomously
- Meet the required standards for award of Bachelor of Science Honours – Midwifery (Higher Education Qualifications Framework (QAA 2008)
- Work in partnership with women to provide compassionate and sensitive midwifery care that effectively meets their needs and that of their families
- Apply knowledge of research methods, audit and clinical governance in order to assure their contribution to the provision of high quality midwifery care within the maternity services
- Use and adapt communication skills with women, families, multi-disciplinary/multiagency services and healthcare professionals to contribute the midwifery dimension of care effectively and coordinate such involvement across pregnancy, labour and parenthood when part of the multidisciplinary team for complex health and social needs
- Use effective strategies to retrieve, interpret and apply evidence and experience to support critical decision making, reflecting NMC requirements for autonomous practice as the lead for normal midwifery (NMC 2009:17)
- Practise in creative ways to engage women and their families in behaviour which will impact positively upon the health of the fetus and the neonate, as well as the mother’s longer term health and that of her family
- Be a proficient, reflexive practitioner promoting a positive midwifery role model within the maternity services to the benefit of those with whom the midwife works, and those who receive midwifery care and support
- Constantly adapt transferable skills to achieve successful lifelong learning to support an autonomous role
- Develop individual qualities to effectively lead and manage midwifery practice.

5.1 The Newly Qualified Midwife

Upon qualification as a newly qualified midwife, you will be confident and competent in your conduct of sensitive, compassionate midwifery care. You will be capable of autonomous practice from the point of registration and demonstrate sound skills in critical reflection to advance your practice.

The newly qualified midwife will carefully consider the care she gives, designing care individually for each client and basing care upon sound, research-based knowledge. The newly qualified midwife will be able to debate and reflect upon any programme of action chosen. From the point of registration the newly qualified midwife will recognise the need for continuing personal and professional updating and
development. You are encouraged to start to consider your needs for your period of preceptorship during your final placement in Professional Practice III.

Please remember that it is important that you apply to register within five years of your programme completion date or you will not be able to register as a midwife. If you do not register within five years of your programme completion then you would have to re-enter a pre-registration programme. Further information is found on the NMC website.

5.2 Activities of the Midwife

Upon completion of this programme, you will have had appropriate theoretical and practice experiences to enable you to practise in accordance with European Union Directives. The learning outcomes of the programme have been designed to reflect these activities.

The Activities of a Midwife are defined in Article 42 of the 2005 EU Midwives Directive (2005/36/EU) and are listed below:

- Provide sound family planning information and advice
- Diagnose pregnancies and monitor normal pregnancies; to carry out examinations necessary for the monitoring of the development of normal pregnancies
- Prescribe or advise on the examinations necessary for the earliest possible diagnosis of pregnancies at risk
- Provide a programme of parenthood preparation and a complete preparation for childbirth including advice on hygiene and nutrition
- Care for and assist the mother during labour and to monitor the condition of the fetus by the appropriate clinical and technical means
- Conduct spontaneous deliveries including, where required, an episiotomy and, in urgent cases, a breech delivery
- Recognise the warning signs of abnormality in the mother or infant which necessitate referral to a doctor and to assist the latter where appropriate; to take the necessary emergency measures in the doctor’s absence, in particular the manual removal of the placenta, possibly followed by a manual examination of the uterus
- Examine and care for the newborn infant; to take all initiatives which are necessary in case of need and to carry out, where necessary, immediate resuscitation
- Care for and monitor the progress of the mother in the post-natal period and to give all necessary advice on infant care to the mother to enable her to ensure the optimum progress of the newborn infant
- Carry out the treatment prescribed by a doctor
- Maintain all necessary records.
6. CONTENT AND STRUCTURE

6.1 Key Features

The programme is structured to provide learning opportunities at academic Level 6. The arrangements for teaching and learning across the programme will comprise a balance of approaches including lectures, seminars, skills laboratory activities, tutorials, enquiry-based learning, e-learning and practice based learning.

You will be based in one of three of the Practice Education Partners local Maternity Units at either the Norfolk & Norwich University Hospital NHS Foundation Trust, Queen Elizabeth Hospital NHS Foundation Trust, Kings Lynn or the James Paget University Hospital NHS Foundation Trust. Students will study together on most occasions to benefit from learning and sharing experiences with each other. All taught sessions will be held in Norwich, on UEA premises. You will undertake clinical practice in the above Trusts in hospital and community settings.

Placement Mentors will be experienced clinical midwives and will support you during practice placements, Learners, Mentors and lecturers will work together within an open environment to encourage questioning, problem solving and critical reflectivity which links theory and practice.

You are expected to take responsibility for your own learning. The curriculum is designed to help you to become confident, proficient midwives with a reflective approach in your practice. The programme is divided into three Phases of approximately six months each. There are six modules arranged so a theory and a practice module sit within each Phase of the programme.

The Standards for Pre-registration Midwifery Education (NMC 2009) provide the key framework for the theoretical content and practice development across the programme. These competencies and Essential Skills Clusters naturally prepare you to address ‘the activities of the midwife’.

Your programme comprises 84 weeks of study which includes 9 weeks of vacation time;
- All days are calculated on a 8 hours basis for theory or practice however your shifts may differ in length making it important to monitor your hours across each placement
- The balance of theory and practice across the programme is 40% theory and 60% practice
- During practice 8 hours per week should be used for critical reflection and portfolio development. This is arranged through negotiation with your Mentor
- You will also be attending visits to a range of organisations, professionals, services and other agencies involved with the maternity services. These are the ‘Spokes’ of your Hub placement.
- You will also attend appointments with the women you have selected for your three continuity cases which span across Phase One of your programme.
6.2 Module Outlines

Full module information can be accessed via your course/module blackboard site where applicable.

6.2.1 Normality and Public Health

**Aims:**
The Module aims will provide the student with the opportunity to:
- Recognise the statutory framework and aspects of midwifery practice which are governed by the NMC Rules and Standards (2012) and The Code (NMC 2008) and be able to demonstrate the implications of these rules for women, families and for the provision of midwifery led care
- Use evidence to underpin midwifery practice and develop skill in core processes
- Consider government policy and national standards for providing normal midwifery care in a manner which shows application when planning the context of the care in relation to the lives of women and their families
- Demonstrate the effective use of communication strategies and models with women, their families and other professionals to contribute to supporting healthy lifestyles and midwifery led practice
- Explore the principles of public health and the role of the midwife in improving health when assessing, planning and giving care to the woman and neonate during the childbearing period
- Understand the role of voluntary agencies and other avenues of support from professionals and organisations, consider when these can impact positively on the health of women and families. Draw on government reports, which highlight inequalities in health, and their impact on childbearing, and is able to demonstrate application when engaging with assessment, planning, implementation and evaluating midwifery care
- Preparation in the foundation of knowledge and skills for Professional Practice I Module.

**Learning outcomes:**
The module learning outcomes are grouped under the appropriate QAA Benchmark Statements for Midwifery (2001). Each learning outcome demonstrates student progression towards achievement of the NMC Standards for preregistration midwifery education (2009).

**Expectations of the Midwife as a Professional**
The student will:
- Demonstrate the effective use of communication strategies and models to use with women, their families and other professionals
- Demonstrate an in depth understanding of the theoretical role of the midwife as part of the wider social institution of medicine and health
- Outline the aspects of midwifery education and practice which are governed by the NMC, Midwives Rules and Standards (2012) and The Code (NMC 2008) and critically discuss implications of these rules for the midwife and the public
- Consider the role of voluntary agencies and other support groups within a
maternity context
- Demonstrate the ability to critically evaluate research relevant to midwifery care
- Analyse the changing demographics and nature of the population locally and nationally which includes the social and ethnic diversity for the planning and provision of local care.

The Application of Practice in Midwifery
The student will:
- Examine the physiological changes of pregnancy, labour and the puerperium and their effects upon the childbearing woman
- Demonstrate understanding of the role of the midwife in assessing, planning and living care to the woman and neonate during the childbearing period
- Analyse the physiological changes that take place at birth in the neonate
- Demonstrate an understanding of the various screening tests available to pregnant women and their babies and their implications
- Demonstrate an appreciation of different approaches to the delivery of maternity care
- Identify and critically explore opportunities for health promotion by the midwife whilst caring for childbearing women and their families
- Demonstrate understanding of the tests and examinations necessary to monitor and promote health and well-being of child bearing women, the fetus and the neonate
- Articulate the relationship between health education, health promotion and terms of provision of care within the maternity service
- Analyse the public health role of the midwife with particular reference to sexual health, pre conception, family planning, and neonatal care
- Demonstrate understanding of and explain the physiology of the three stages of labour and relate this to management of labour
- Comprehend the need to assert, implement and maintain an autonomous role in the concept of normality in midwifery practice.

Subject knowledge, understanding and associated skills that underpin the education and training of midwives
The student will:
- Apply his/her knowledge of the anatomy and physiology of fertility and conception the midwife’s role from pre conception through antenatal, intrapartum and post natal care
- Demonstrate knowledge and understanding of the development of the embryo and fetus, critically evaluate the factors which can adversely affect this process and the importance of health promotion in relation to neonatal outcomes
- Identify the needs of the neonate and discuss ways in which the midwife can educate and support the parents to ensure that these can be met which includes infant feeding and UNICEF Baby Friendly Initiatives
- Evaluate current research in relation to psychosocial responses to childbearing
- Recognise the need of pregnant and postnatal women, for adequate peer
support and identify personal strategies for optimum mental health well-being during pregnancy and the puerperium
- Demonstrate an understanding of ethical research processes and advanced scholarship within a midwifery context
- Apply the skills of reflection to practice and within written work and articulate the difference between the statutory requirements and The Code (NMC 2008)
- Evaluate the use and misuse of drugs in providing safe and ethical maternity services. This evaluation should include the action of the drug, any contraindications, route, dose and administration.

**The Learning Process**

Certain pre-existing knowledge will be regarded as essential and this will enable students to advance their existing knowledge and understanding and develop new skills to a high standard, as well as develop skills of independent learning required for continuing professional development.

**This knowledge will be developed through:**
- Key note lectures
- Clinical simulation
- Critical reflection
- Critical enquiry for examining care interventions
- Seminars
- Discussion with user representatives of relevance to this module
- E-learning
- Skill-based workshops
- Facilitation of key areas of midwifery knowledge with relevant experts
- Safe Medicate on-line learning
- Blackboard e-Learning support
- Portfolio development days
- Podcasts
- Mastering A and P
- The initiation of three continuity cases
- Directed and personal study activity.

**Content**

**Mandatory Sessions**
- Manual handling
- Infection prevention
- ANTT training
- Safeguarding
- Basic Life support maternal
- Health and safety
- Occupational health services
Studentship and Personal, Professional Development
- Multi-professional working and effective teams
- Maternity services – organisation and provision of care within the wider context of an evolving health service
- Role of the midwife
- Professional statutory standards and the statutory supervision of midwives
- Risk management, record keeping
- Independent thinking and enquiry development.
- Critical reflection skills
- Presentation skills
- Preparation for academic writing and scholarly activities
- Placement prep

Evidence Base and Research
- Research and development in midwifery
- Public engagement in research
- Ethics in research
- Research design
- Surveys
- Randomised Controlled Trials
- Quantitative research methods
- Introduction to statistics
- Critical appraisal techniques

Care Delivery and Midwifery Practice
- Review and update of core nursing skills for those requiring
- Preconception health care provision
- Family planning and contraceptive methods
- Antenatal care – assessment and screening, planning, implementation and evaluation of care
- Intrapartum care – including methods of pain relief in labour and assessment, planning, implementation and evaluation of care
- Postnatal care – assessment, planning, implementation and evaluation of care
- Neonatal care:
  - assessment and screening, planning, implementation and evaluation of care
  - breast and artificial feeding
- Role of members of the multidisciplinary team including professional development, obstetric physiotherapists, Health Visitor, General Practitioner, Social Worker, Community Psychiatric Nurse
- Approaches for the delivery of woman-centred care
- Informed choice
- Providing care to vulnerable groups.
- Working with voluntary organisations
Anatomy, Physiology and related Biosciences
- Gametogenesis, fertilisation, development of embryo and fetus including fetal circulation
- Development and functions of placenta, membranes, liquor and umbilical cord
- Physiological changes in female reproductive tract in pregnancy
- Physiological changes in other systems of the body during pregnancy
- Physiology of labour and birth
- Physiological changes in the puerperium
- Neurophysiology of pain and theories of pain perception
- Anatomy of fetal skull, scalp and internal structures and changes that take place during birth
- Neonatal physiology e.g. digestion, physiological jaundice, thermoregulation and immune response
- Physiological control of the fetal heart and fetal heart patterns.

Baby Friendly Initiative
- Delivery room practices
- Mother-infant relationship, attachment theories
- Cultural variations
- Engaging fathers in infant feeding choices
- Anatomy of breasts and physiology of lactation
- Infant feeding cues and responsive feeding
- Keeping babies near
- Positioning and attachment
- Hand expression of breast milk

Behavioural Sciences informing Midwifery Practice
- The psychosocial impact and meaning in relation to the antenatal, intrapartum and postnatal period
- Attachment theory
- Emotional intelligence.

Pharmacology
- The action and effects of pharmacological analgesia administration during labour
- Vitamin K administration
- Drug administration during pregnancy including folic acid and iron
- Midwifery Exemptions and Medicine administration in Midwifery.
- Common medicines used during antenatal and postnatal care
- Vaccinations in pregnancy e.g. influenza and pertussis
- Pharmacology and breastfeeding mothers
- Introduction to complementary and alternative medicines in childbearing
- Drug calculating
Public Health, Health Education and Promotion

- Models of health promotion theory
- Sociological implications related to inequalities in health: effects and implications on the family, pregnancy, childbirth and the baby and midwifery care
- Inequalities in health and compromise in reproductive health
- The implications of diverse needs which may lead to inequalities of health
- Policy and strategies for health education e.g. making Every Contact Count
- Sexual health and the maternity client group
- Teenage pregnancy
- Domestic abuse and Safeguarding in a maternity context
- Social exclusion
- Statutory and voluntary agencies that provide support
- Health promotion and education for pregnancy and parenthood
- Significance of good preconception health
- Health promotion in relation to neonatal care
- Supporting fathers/birth partners
- Nutrition
- Providing support and maternity care for women with obesity.

Assessment:
Formative Assessment:
- Group presentations on AN advice for maternal and fetal health.
- Mock exam questions – self/peer review with Module Organiser Personal Advisor
- Student reflection – feedback on placement learning on role and practice
- Student presentations – How the Public Health role of the midwife influences practice and the health of women & their families
- Safe Medicate online self-assessment activities
- Formative interviews in placement, supported with frequent review meetings with placement mentor and students reflective portfolio work, as tripartite model
- Service users formative feedback sheets in Community
- Online support with UEA Reference Tool, Student Support Services academic guidance.

Summative – 2.5 hr Examination

6.2.2 Professional Practice I

Aims and Module Descriptors:
The practice experience uses a Hub and Spoke approach to placement. Community (8 weeks) provides the Hub with experience on the Midwifery Led Birth Unit (4 weeks) (MLBU) or Labour Ward as a significant spoke. Students will be expected to seek out additional learning opportunities via the identified spokes to other clinical areas, services, organisations and agencies as well as specialist practitioners. This will enable students to appreciate and participate in care outside the role of the midwife which enhances the care women receive in the maternity services and expands their ability to apply theory to practice within the placement areas. The hub and spoke approach creates a longer placement time enabling students to draw
greater meaning from their experiences as well as affording improved continuity of women in their care and developing a valuable learning relationship with their Mentor. The assessment of practice process incorporates the required NMC Skills Clusters, the Ongoing Record of Achievement. Whilst on placement students will take 8 hours each week towards portfolio development and reflective time which is included in their practice hours.

Learning outcomes:
Each learning outcome demonstrates student progression towards achievement of the Standards for Pre-registration midwifery education (NMC 2009). The outcomes are mapped against QAA Benchmark Statements for Midwifery (QAA 2001) and NMC Competencies.

Themes
The designated themes contain learning outcomes which will be assessed at “Supervised Practitioner” level.

Supervised practitioner level is defined as: the student is able to demonstrate active participation in normal midwifery care and is able to begin to initiate appropriate midwifery care following clinical assessment. The student may revert to earlier role behaviour in new situations.

Community placement

<table>
<thead>
<tr>
<th>Theme</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Written and verbal communication</td>
<td>The student is able to maintain accurate and contemporaneous records and is able to demonstrate ability to communicate with women and families.</td>
</tr>
<tr>
<td>B. Midwifery practice of antenatal care</td>
<td>The student is able to participate in midwifery led care to women during the antenatal phase.</td>
</tr>
<tr>
<td>D. Midwifery practice of postnatal care</td>
<td>The students is able to participate in providing midwifery led care to women during the postnatal phase.</td>
</tr>
<tr>
<td>F. Population health – creating healthy communities.</td>
<td>The student is able to, with the scope of the midwife’s role, contribute to activities which improve the health and wellbeing of women and families.</td>
</tr>
<tr>
<td></td>
<td>The student is able to, within the scope of the midwife’s role, increase the opportunities to improve health for women, the newborn and families.</td>
</tr>
</tbody>
</table>
### MLBU/Labour Ward placement

<table>
<thead>
<tr>
<th>Theme</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G. Professional attributes for midwifery practice.</strong></td>
<td>The student is able to display qualities which reflect professional behaviour for students in practice in accordance with NMC guidance when caring for women and their families. The student is able to participate in professional dialogue with a range of professionals and agencies which include women and their families and decisions concerning their care.</td>
</tr>
<tr>
<td><strong>H. Providing care for families which reflects the changing dynamics encountered in modern society.</strong></td>
<td>The student is able to recognise and participate in care which takes account of individual differences, values and beliefs.</td>
</tr>
<tr>
<td><strong>M. Risk and safety awareness in midwifery practice.</strong></td>
<td>The student is able to identify the risk factors that may cause harm to self or those in their care and act appropriately</td>
</tr>
<tr>
<td><strong>N. Inter-professional/interagency practice within maternity services.</strong></td>
<td>The student is able to recognise the contribution of other agencies, organisations, voluntary groups and professionals who engage with the maternity services.</td>
</tr>
<tr>
<td><strong>O. Baby Friendly Initiative.</strong></td>
<td>The student is able to recognise effective positioning, attachment and suckling and empower mothers to develop the skills necessary for them to achieve these for themselves.</td>
</tr>
</tbody>
</table>

### Learning Outcome

<table>
<thead>
<tr>
<th>Theme</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C. Midwifery practice of intrapartum care</strong></td>
<td>The student is able to participate in midwifery led care to support women and their partner during childbirth.</td>
</tr>
<tr>
<td><strong>E. Midwifery practice of newborn care.</strong></td>
<td>The student is able to participate in the assessment and care of the newborn.</td>
</tr>
<tr>
<td><strong>O. Baby Friendly Initiative.</strong></td>
<td>Supervised Practitioner level – Outcome: The student is able to understand the potential impact of delivery room practices on the wellbeing of mother and baby and on the establishment of breastfeeding.</td>
</tr>
</tbody>
</table>
Assessment:
The summative assessment of practice is based on a system of continuous assessment over the period of the placement. NMC Skills Clusters are mapped to the outcomes and captured by the skills indicated with the learning outcomes for the practice assessment. The assessment process places strong emphasis on formative assessment throughout the placement and consequently students will have one attempt at the module's summative assessment. All module requirements must be completed within the first NMC progression point, which is 12 weeks from the end of Phase Two.

During the summative interview the student and his or her Placement Mentor discuss the student’s performance which is assessed and a grade awarded. At this time strengths are noted over this placement and areas for development in the next are also considered.

Summative Practice Assessment comprises:
- Practice learning outcomes
- Portfolio requirements as indicated in the Practice Assessment Guidance Document to secure a pass
- Pass in the Interpersonal Attributes.

6.2.3 Complex Care

Aims and Module Descriptors:
The module aims will provide the student with the opportunity to:
- Demonstrate a detailed knowledge base of the factors which may have an adverse effect on maternal, fetal and neonatal outcomes
- Examine the need for effective teamwork when caring for women and babies who have complex health needs
- Examine the use of care pathways for women and babies who have complex health needs, to maximise health outcomes and limit deterioration.
- Evaluate evidence from a range of sources in order to provide shared decision-making between professionals and users
- In complex clinical situations demonstrate clinical decision-making and the use of problem solving skills
- Demonstrate self-awareness and self-direction in relation to independent learning and to professional development.

Learning outcomes:
The module learning outcomes are grouped under the appropriate QAA Pre-registration Benchmark Statements for Midwifery (2001). Each learning outcome demonstrates student progression towards achievement of the NMC Standards for preregistration midwifery education (2009).

Expectations of the Midwife as a Professional
The student will:
- Analyse the roles and expertise of the multi professional team when caring for mothers and babies with complex health needs
- Reflect on the effectiveness of personal and professional judgement to achieve the best possible outcomes for mother and baby
- Demonstrate balanced judgements about empirical and practice evidence from research used in the qualitative paradigm and be able to apply this evidence within midwifery and women’s health research
- Demonstrate self-awareness and self-direction in reflective techniques in order to continually develop practice.

The Application of Practice in Midwifery
The student will:
- Demonstrate a detailed knowledge base of the recognition of ill health in the childbearing woman, and the necessary actions regarding referral and immediate management to prevent further deterioration
- Formulate and evaluate plans of care to manage ill health either in the mother or baby taking into account the specialist input from the multidisciplinary team
- Analyse and evaluate the necessary care and management when complications arise during pregnancy, the intra-partum and the postnatal period
- Analyse the midwifery dimension of care within the multi professional team when ill-health and complications arise during childbirth.

Subject knowledge, understanding and associated skills that underpin the education and training of midwives
The student will:
- Using a woman centred approach to care, demonstrate a detailed knowledge base of the needs of different client groups, which respects and promotes rights interests, beliefs and cultural diversity where childbearing is complex
- Demonstrate a detailed knowledge base of the most common medical conditions that may affect the mother and baby during pregnancy and childbirth and formulate plans of care and management
- Demonstrate a detailed knowledge base of the complications that arise during pregnancy, intra-partum, and the postnatal period and formulate plans of care and management
- Demonstrate a detailed understanding of the knowledge and skills necessary to monitor progress and provide care throughout pregnancy, birth and the puerperium
- Examine the reasons a baby may need admission to Transitional, Special or Intensive care and is able to discuss the role of the midwife in the care of these babies and their families
- Analyse the factors that cause ill health in the neonate and formulate plans of care and management
- Discuss the knowledge and psychomotor skills the midwife requires in relation to neonatal resuscitation
- In complex clinical situations demonstrate a detailed understanding of the process of clinical decision-making and justify the decisions made
- Demonstrate skills of appraisal in relation to studies using a qualitative approach and to pose possible areas for research.
Learning Process

Certain knowledge from previous experience and the previous modules will be regarded as essential and this will enable students to advance their knowledge and understanding and develop new skills to a high standard. It will also enable them to develop skills of independent learning required for continuing professional development.

- Key note lectures
- Facilitation of learning with relevant experts
- Simulation and skill based sessions
- E-learning
- Safe Medicate online learning
- The user perspective to inform learning
- Seminar based discussions
- Student presentations
- Directed and personal study activities
- Reflection on theory and practice
- Podcasts
- Mastering A and P
- Portfolio development days
- The continuation of continuity cases
- The use of library facilities

Content

Mandatory sessions

- Neonatal resuscitation

Studentship and Personal, Professional Development

- Working within multidisciplinary teams when complications arise.
- Role of the midwife within complex clinical situations.
- Decision making in complex and unpredictable situations.
- Working within professional statutory standards when pregnancy deviates from the normal
- Self-assessment and development of academic writing skills
- Preparation for placement

Evidence Base and Research

- Qualitative research approaches and principles of enquiry
- Data collection methods in qualitative research
- Data analysis methods in qualitative research
- Rigour, reporting and presenting findings
- Appraisal of research designs
- Appraisal of qualitative studies
Aims and Module Description:
The aim of this module is to provide students with the placement experience to enable them to develop women-centred, evidence-based midwifery practice, within the context of complex clinical situations and complex care. There are two placement Hubs in this module which cover the hospital-based spectrum of care namely: the antenatal and postnatal services (13 weeks) and delivery suite (6 weeks) with a (1 week) Spoke on the neonatal unit. In one Trust the antenatal and postnatal services are in two distinct areas of learning. These are managed by dividing the learning outcomes between the two areas and not duplicating any to reduce repetition. Students will be expected to seek out additional learning opportunities via the Spokes indicated within other clinical areas and with specialist practitioners. This will enable them to appreciate and participate in care outside the role of the midwife which enhances the care women receive in the maternity services and expand their ability to apply theory to practice within the placement areas. The assessment of practice process incorporates the required NMC Skills Clusters and Ongoing Record of Achievement. Whilst on placement students will take 8 hours each week towards portfolio development and reflective time as part of their clinical hours.

Learning outcomes:
Antenatal services placement

<table>
<thead>
<tr>
<th>Theme</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Written and verbal communication</td>
<td>In the context of complex clinical situations can maintain accurate and contemporaneous records and is able to demonstrate ability to communicate with families.</td>
</tr>
<tr>
<td>B. Midwifery practice of antenatal care</td>
<td>During complex care the student is able to recognise and manage changes in health and wellbeing of the woman and fetus.</td>
</tr>
<tr>
<td>M. Risk and safety awareness in midwifery practice</td>
<td>Begins to apply problem solving solutions when faced with risk in the clinical environment.</td>
</tr>
<tr>
<td>N. Inter-professional/interagency practice within maternity services</td>
<td>Within the context of complex care recognises the necessity for specific management with multi-speciality input and how the midwife works within the multi professional team.</td>
</tr>
</tbody>
</table>
Intrapartum placement

<table>
<thead>
<tr>
<th>Theme</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Midwifery practice of intrapartum care</td>
<td>The student is able to participate in care when childbirth deviates from the parameters of normal, taking account of the support given to women and their partners.</td>
</tr>
<tr>
<td>J. Practicing infection prevention standards within midwifery care</td>
<td>Is able to promote and engage with safe practice to reduce infection.</td>
</tr>
<tr>
<td>K. Safe medicine management in midwifery practice</td>
<td>Under direct supervision of your Mentor, safely select, obtain and administer medicines relevant to women in your care in accordance with legislation and trust policy.</td>
</tr>
<tr>
<td>L. Immediate management of emergency care for women and babies during childbearing</td>
<td>Recognise complications or deterioration in the health of the woman and/or the fetus during intrapartum care, and can take the necessary immediate actions and make appropriate referrals.</td>
</tr>
<tr>
<td>O. Baby Friendly Initiative</td>
<td>In the context of complex clinical situations, the student is able to understand the potential impact of delivery room practices on the well-being of mother and baby and the influence this may have on the establishment of breastfeeding.</td>
</tr>
</tbody>
</table>

Postnatal services placement

<table>
<thead>
<tr>
<th>Theme</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Midwifery practice of postnatal care</td>
<td>The student is able to, under supervision, recognise and manage changes in the health and wellbeing of the woman in the postnatal phase.</td>
</tr>
<tr>
<td>E. Midwifery practice of newborn care</td>
<td>The student is able to, under supervision, provide transitional care and support parents when the newborn is sick.</td>
</tr>
<tr>
<td>H. Providing care for families which reflects the changing dynamics encountered in modern society</td>
<td>Engages with women their partners and families in providing the full cycle of care which is sensitive to family circumstances.</td>
</tr>
<tr>
<td>O. Baby Friendly Initiative</td>
<td>1: The student is able to provide parents with accurate evidence-based information about activities that may have an impact on breastfeeding</td>
</tr>
<tr>
<td></td>
<td>2: The student is able to support mothers who are separated from their babies (for example, on admission to Neonatal unit or when returning to work), to initiate and/or maintain lactation for optimal feeding.</td>
</tr>
</tbody>
</table>

**Assessment:**
As the student is introduced to new and more complex areas of practice the level of assessment in practice remains the same as for PPI within this module. The summative assessment of practice is based on a system of continuous assessment over the period of the placement. NMC Skills Clusters are mapped to the outcomes and captured by the skills indicated with the learning outcomes for the practice assessment. The assessment process places strong emphasis on formative assessment throughout the placement and consequently students will have one attempt at the module’s summative assessment. During the summative interview the student and his or her Placement Mentor discuss the student’s performance which is assessed and a grade awarded. At this time strengths noted over this placement and areas for development in the next are also considered.

Summative Practice Assessment comprises:
- Practice learning outcomes
- Portfolio requirements as indicated in the Practice Assessment Guidance Document to secure a pass
- Pass in the Interpersonal Attributes.

**6.2.5 Holistic Practice**

**Aims and Module Description:**
The Module aims will provide the student with the opportunity to:
- Understand the principles of statutory supervision for midwives relating to clinical governance and risk management
- Distinguish appropriate clinical skills and appraise decisions made during midwifery emergency situations
- Review current leadership, management models deployed to deliver maternity services locally and nationally
- Utilise acquired knowledge and skills when undertaking screening tests and midwifery examinations necessary to monitor and promote the health of childbearing women and their babies
- Review working partnerships with other professionals and voluntary agencies to ensure an integrated approach to midwifery care for women and babies, when the social context of care is compromised
- Debate and measure the evidence from a range of sources to provide women with information to form decisions and to instigate changes in midwifery care as necessary.

The module provides learning which supports the final stage of the programme including the placements of the module Professional Practice III which runs parallel. Students are prepared to take the lead role in normal midwifery while also having the opportunity to review their role and responsibilities in childbearing emergencies in the context of holistic practice and being a competent practitioner. A balance is struck between scenario based learning and simulation with computer sensitive equipment to analyse performance for such emergencies while also engaging with workshops to support their ability to lead competently on the management of normal birth. Both aspects are brought together through the consideration of supporting evidence and the statutory and legal frameworks for practice.

This module will draw upon knowledge acquired from the preceding modules, and will focus on organisational aspects of maternity services and the impact these have upon the provision of care and the experience of the woman and her partner. Learning activities and formative assessment will target midwifery working practices and explore how midwifery-led care and inter-professional working will impact on the physical and social needs of childbearing women.

Research and theories relating to change, leadership and management of self and others will be developed and analysed. Students will develop their analytical skills via formative assessment throughout the module.

Students have directed personal study time in each week of School attendance in recognition of the need to allow them to acquire and critically review knowledge required at Bachelor’s degree with honours level.

**Learning outcomes:**

**Expectations of the Midwife as a Professional**

The student will:
- Demonstrate a systematic understanding of the professional role of the midwife within legislative, organisational, policy, moral and ethical frameworks including the statutory supervision of midwives and demonstrate this through competent practice
- Review and explore models of midwifery practice both nationally and internationally in order to work autonomously within professional boundaries and with the wider professional network
- Critically review own practice of self-management, management of others and multi professional working
- Demonstrate the ability to analyse and interpret current research, evaluate methodologies, develop critiques of them and relate their findings to midwifery practice
- Demonstrate effective communication with women and their families to ensure dignity, respect and sensitivity in the provision of care is attained.

The Application of Practice in Midwifery

The student will:
- Demonstrate the knowledge required to competently assess and implement the appropriate care to meet women’s needs during the childbearing period drawing upon a range of reviewed evidence
- Utilises current knowledge required to care for labouring women, monitor the fetus and conduct spontaneous deliveries, recognising deviations from the normal and referring appropriately
- Articulate contemporary knowledge necessary to care for women, their newborn babies and the family, recognising deviations from the normal and referring appropriately at competent practitioner level
- Critically review the interpersonal and psychomotor skills required to meet individual needs of mothers in different situations throughout pregnancy, labour and postnatal period
- Devise, provide and evaluate programmes of evidence based care for individuals and groups of women incorporating choice, ownership and continuity of care
- Demonstrate a comprehensive understanding when emergency measures within the scope of midwifery practice require necessity for referral to appropriate professionals
- Discuss the midwife’s role in identifying risk factors in pregnancy, labour and the puerperium and the skills of referral where necessary
- Systematically review the evidence (including research, policies, guidelines and audit) underpinning the management of care during the childbearing continuum.

Subject knowledge, understanding and associated skills that underpin the education and training of midwives

The student will:
- Demonstrate competent professional judgement regarding the investigations and examinations necessary to monitor and promote the health and wellbeing of childbearing women, the fetus and newborn
- Integrate strategies devised to maintain quality of care through systems of clinical governance, risk management, and audit within maternity care and apply competently in practice
- Critically reflect on own practice to develop and enhance body of knowledge, skills acumen and fitness to practice
- Confidently use the information technology systems relevant in maternity
services
- Demonstrate appreciation of the principles of descriptive and inferential statistics (including tests of significance and confidence intervals) and be able to interpret these in the context of research reports
- Appraise current evidence to support best practice where circumstances adversely affect the physical, emotional and social well-being of women and their families
- Appreciate current legislation which underpins the administration of medicines including guidance in the use of Complementary Therapies.

The Learning Process

Certain knowledge from previous modules will be regarded as essential and this will enable students to advance their knowledge and understanding and develop new skills to a high standard. It will also enable them to develop skills of independent learning required for continuing professional development.

Formative teaching and learning methods will be used thus preparing students for summative assessment.

- Continuation and conclusion of three continuity of care cases
- Develop, deliver and evaluate one parent education session
- Evaluation of intrapartum ‘and episode of management/caseload
- Evaluation of professional working
- Reporting/Root Cause Analysis
- Critical clinical enquiry for examining care interventions
- Key note lectures
- Simulated experience for acquisition of skills
- Review workshops/scenario based learning to simulate the management of childbearing emergencies
- Directed and personal study activity
- E-learning.
- Seminar / discussion groups
- Plenary sessions with user representatives and voluntary organisations
- Critical reflection
- Interview and professional development planning

Content

Mandatory Sessions
- Fire awareness
- Safer Handling of People:- Risk Assessment

Studentship and Personal Professional Development
- Placement preparation
- Role of the midwife and statutory requirements
- Midwifery supervision
- Exploration of the organisational applications of different models of care
- NMC Competencies for practice in service organisation and delivery terms
- Future developments for midwifery led care
- Health and social policy pertaining to midwifery practice.
- Working within multidisciplinary team when complications arise
- On-going reflective techniques to analyse and evaluate midwifery practice
- Clinical Governance and Risk Management including audit of practice
- Leadership & management of maternity services.
- Ethical and legal issues arising within midwifery practice
- Preparation for practice placement; roles & responsibilities
- Interview and employment preparation
- Preparation for Preceptorship

Evidence Base and Research
- Ongoing evaluation of current research into aspects of midwifery practice
- Interpretation of descriptive and inferential statistics
- Sources of error that compromise external or internal validity
- Promotion and dissemination of research findings in midwifery practice
- Research funding, research careers
- Mixed methods approaches
- Preparing a critical case review
- Preparation for oral examination
- Use of audit and research when reviewing guidelines for practice.

Care Delivery and Midwifery Practice
- Providing midwifery led care: approaches, role and responsibilities
- Leading the care and support for normal labour and birth
- Management and support of women for breech presentation and birth
- Midwife’s role in the management of emergency situations in childbearing
- Use of technological support in midwifery.
- Vaginal Birth after Delivery ( VBAC)
- Origin of twinning
- Care & management of twins including birth
- Planning and leading midwifery care: normalising labour & birth

Review of childbearing emergencies from perspective of competent / holistic practice:
  o Causes and Management of Cord prolapse
  o Causes and Management of Amniotic fluid embolism
  o Causes and Management of antepartum haemorrhage
  o Causes and management of post-partum haemorrhage
  o Recognition & management of pre eclampsia and eclampsia
  o Competently manage maternal resuscitation
  o Competently manage newborn resuscitation
  o Recognition and management of shoulder dystocia
  o Aetiology of multiple pregnancy and physiological impact on pregnancy and labour
Anatomy, Physiology and related Biosciences
- Applied anatomy and physiology to childbearing emergencies.

Baby Friendly Initiative
- Practice outcomes only

Behavioural Sciences Informing Midwifery Practice
- Psychological and sociological impacts of complications upon childbearing women and families
- Debriefing and facilitation skills
- Psychological disorders of childbearing.
- Support for parents whose baby is stillborn/ perinatal death.

Pharmacology
- Drugs used for medical conditions and infections in pregnancy
  - Anticoagulants
  - Anaesthetics and muscle relaxants.
  - Use of complementary and alternative medicine in midwifery practice

Public Health, Health Education and Promotion
- Parent education delivery
- Improving women’s wellbeing following childbearing emergency
  - VBAC

Assessment:
Formative assessment:
- Mock interviews for midwifery posts
- Completion of application form and interviews
- Scenario based management of clinical events
- Presentations of Case reflections on leading care for normal birth
- Professional Debate Series
- Formative interviews in placement, supported with frequent review meetings and students reflective portfolio work, as tripartite model.
- Service user formative feedback sheets on Labour Ward and in Community.

Summative Assessment:
- Critical Case Review (3000 words)
- Oral examination (40 minutes)
- Midwifery management of childbearing emergency

6.2.6 Professional Practice III

Aims and Module Description:
The aim of this module is to provide students with the placement experience to enable them to achieve the NMC Competencies required to register as a Midwife.
There are two placement Hubs; Intrapartum (6 weeks) and Community (8 weeks). Students will be expected to seek out additional learning opportunities within a range of identified Spokes to other clinical areas, organisations, agencies and specialist practitioners. This will enable them to appreciate and participate in care outside the role of the midwife which enhances the care women receive in the maternity services and expand their ability to apply theory to practice within the placement areas. The assessment of practice process incorporates the required NMC Skills Clusters and Ongoing Record of Achievement. The module practice outcomes for sign-off of all programme requirements in practice must be completed within 12 weeks of the end of the module. Whilst on placement students will take 8 hours each week towards portfolio development and reflective time.

**Learning outcomes:**
Labour Ward placement

<table>
<thead>
<tr>
<th>Theme</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Written and verbal communication</td>
<td>The student is able to competently maintain accurate records and communicates effectively.</td>
</tr>
<tr>
<td>C. Midwifery practice of intrapartum care</td>
<td>The student is able to competently provide midwifery led care whilst developing an autonomous role when engaged with intrapartum care.</td>
</tr>
<tr>
<td>H. Providing for families which reflects the changing dynamics encountered in modern society</td>
<td>The student is able to assess, plan, implement and evaluate care which is sensitive to family circumstances.</td>
</tr>
<tr>
<td>J. Practicing infection prevention standards within midwifery care.</td>
<td>The student is proactive in maintaining safe standards to reduce infection.</td>
</tr>
<tr>
<td>K. Safe medicine management in midwifery practice</td>
<td>The student is able to competently demonstrate safe selection and administration of drugs under direct supervision.</td>
</tr>
<tr>
<td>L. immediate management of emergency care for women and babies during childbearing.</td>
<td>The student is able to demonstrate ability to manage a childbearing emergency safely in a range of settings including the necessary medicine management. The student is able to competently demonstrate safe selection and administration of drugs under direct supervision.</td>
</tr>
</tbody>
</table>
### Community placement

<table>
<thead>
<tr>
<th>Theme</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Midwifery practice of antenatal care</strong></td>
<td>The student is able to competently provide individual care during the antenatal phase which takes account of assessing, planning, monitoring and evaluating maternal and fetal wellbeing.</td>
</tr>
<tr>
<td><strong>D. Midwifery practice of postnatal care</strong></td>
<td>The student is able to competently provide care during the postnatal phase which takes account of assessment and monitoring of maternal wellbeing.</td>
</tr>
<tr>
<td>Midwifery practice of newborn care.</td>
<td>The student is able to competently recognise, assess and manage the care of the newborn and engage with parents.</td>
</tr>
<tr>
<td><strong>F. Population health – creating healthy communities.</strong></td>
<td>The student is able to fully engage with strategies for health education and health promotion which include agencies, services and professionals within and outside maternity services.</td>
</tr>
<tr>
<td><strong>G. Professional attributes for midwifery practice</strong></td>
<td>The student is able to demonstrate effectively their contribution to midwifery practice fulfilling the NMC guidance for midwives.</td>
</tr>
<tr>
<td><strong>M. Risk and safety awareness in midwifery practice.</strong></td>
<td>The student is able to identify risks and hazards in the working environment and provide solutions.</td>
</tr>
<tr>
<td><strong>N. Inter-professional/interagency practice within maternity services.</strong></td>
<td>The student is able to provide a valid and effective midwifery contribution when working collaboratively with others.</td>
</tr>
<tr>
<td><strong>O. Baby Friendly Initiative.</strong></td>
<td>The student is able to demonstrate the importance of community support for breastfeeding and demonstrate an awareness of the role of community-based support networks, both in supporting women to breastfeed and as a resource for health professionals.</td>
</tr>
</tbody>
</table>

**Assessment:**
The summative assessment of practice is based on a system of continuous assessment over the period of the placement. NMC Skills Clusters are mapped to the outcomes and captured by the skills indicated with the learning outcomes for the
practice assessment. The assessment process places strong emphasis on formative assessment throughout the placement and consequently students will have one attempt at the module’s summative assessment.

During the summative interview the student and his or her Placement Mentor discuss the student’s performance which is assessed and a grade awarded. At this time strengths are noted over this placement and areas for development in preceptorship are also considered.

Summative Practice Assessment comprises:
- Practice learning outcomes
- Portfolio requirements as indicated in the Practice Assessment Guidance Document to secure a pass
- Pass in the Interpersonal Attributes
- Pass in medicine calculation assessment for medicine management for NMC Skills Clusters in accordance with the Pre-registration Midwifery Education Standards (NMC 2009).

6.3 Continuity cases

You will identify with three individual cases during PPI. Rawson (2010) and (Aune 2011) highlight the benefits of you learning within caseloads in that you will be better equipped to assess, interpret and understand women’s needs. The effect of a greater sense of partnership working will enhance your ability to provide meaningful responsive care whilst building confidence in your practice which differs with the traditional model of continuity afforded within most UK Trusts. This approach serves as a learning process enabling you to capture the consequences of decisions as well as clinical outcomes; it gives a reality of care and its impact upon the woman’s family life.

6.4 Placements

All placements during the programme are carefully planned to maximise the opportunities for you to learn the skills needed in midwifery practice and to meet the requirements of the NMC and the EU. You are required to record the specific experiences in the designated booklet in order to provide evidence that the requirements for registration have been met.

During your programme you will be based within one of the three local maternity services based with our Practice Education Partners. You will gain experience in placements within community and hospital based services where midwives practice. Your Hub and Spoke placement experience will be managed from these placements with spoke activity being managed by either you and your Mentor or your Module Organiser. You will be advised in more detail of this during your placement preparation sessions which take place before placements commence. These are timetabled sessions which will help you understand the range of services and how they apply to your module and the placement experience as well as the arrangements in place for accessing such experiences.
In the final placement which is community based you are required to manage the care of a number of women receiving a midwifery model of care. During this module you are signed off by your Mentor for the NMC Pre-registration competencies (NMC 2009:17) which are necessary for eligibility for registration.

**Norfolk and Norwich University Hospitals NHS Foundation Trust**
The catchment area is extremely large (at about 1,200 square miles) and is a mixture of urban and rural in nature, including within its boundaries the newly created Norfolk Broads National Park.

There are approximately 254 midwives with 180 sign off Mentors. Services are supported by nine community teams which span rural and city areas. The Trust services also provide a varied range of placement experience: antenatal services which comprise an early pregnancy assessment unit, an antenatal clinic for consultant referral and a midwifery-led late pregnancy assessment unit, postnatal services with transitional neonatal care, a Neonatal Intensive Care Unit with outreach and clinic opportunities and gynaecology services. The number of births at the Trust are approximately 6,000 with a 3% home birth rate.

**The Queen Elizabeth Hospital King’s Lynn NHS Foundation Trust**
The maternity unit here offers a similarly integrated service with a large, and predominantly rural, catchment area. A satellite antenatal clinic is situated at Wisbech in the North Cambridgeshire Hospital. This environment enables the provision of holistic midwifery care and enhances the woman’s experience of normality. There are in the region of 2,300 births a year with the majority of care delivered by the 4 community teams of 25 midwives and support workers who also offer postnatal clinics and parenthood preparation.

**James Paget University Hospitals NHS Foundation Trust**
The JPUH has approximately 2,200 births per year. The midwives operate on a rotational basis, between both the community and hospital setting.

The ANC offers daily clinic appointments for women who require consultant-led care, as well as specialist clinics including diabetic and vaginal birth after section.

Maternity triage offers a twenty-four hour service that can be accessed directly by the women, community midwives or GP’s, which ensures that women are assessed in the right place, by the right people, in a timely manner. It is situated on delivery suite it offers three assessment beds. The unit is staffed by a midwife, however the women often require an obstetric team review whereby an individualised plan of care is put in place for them.

There are two community midwifery teams that cover a large geographical area. The midwives hold a caseload and operate on an on-call system to cover a homebirth service. The Eden Team is a team of specialist midwives who support vulnerable women and their families. Their specialism include mental health, teenage, safeguarding, domestic violence and substance misuse.

Additionally, the JPUH offers a level 1 neonatal unit and gynaecology services (early pregnancy, fertility and inpatients/outpatients).
6.4.1 Professional Behaviour

Registered midwives are bound by the NMC (2015) *The Code: Professional standards of practice and behaviour for Nurses and Midwives*, and it is therefore expected that the behaviour of students follow this code. Your professional behaviour must:

- Make the care of people your first concern treating them as individuals and respecting their dignity
- Work with others to protect and promote the health and wellbeing of those in your care, their families and carers, and the wider community
- Provide a high standard of practice and care at all times
- Be open and honest, act with integrity and uphold the reputation of your profession. (NMC 2015)

The NMC (2009) *Guidance on professional conduct for nursing and midwifery students* sets out the personal and professional conduct expected of you as a midwifery student. You should be familiar with this document and use it alongside the NMC (2015) *The Code: Professional standards of practice and behaviour for Nurses and Midwives*. Comprehensive information about professional behaviour and conduct can be found in the above mentioned documents, in addition there will be theory sessions surrounding professional behaviour and conduct.

6.5 Important information

6.5.1 Attendance Policy

Please refer to your course specific Attendance and Engagement Policy available via the Student Blackboard site.

6.5.2 Uniform Requirements

We strongly urge you to attend your scheduled uniform fitting. This provides an opportunity for you to try on uniforms sizes to ensure you order the correct size and fit. The schedule fitting dates will be detailed in your induction timetable. If you are unable to attend please contact School of Health Sciences Local Support Office as soon as possible and they will ensure you receive the uniform order form in a timely manner.

Please note that failure to attend the uniform fitting and submit your uniform order form could result in delays with your uniform being delivered. You CANNOT ATTEND PLACEMENT unless you have a UEA student uniform.

Please contact School of Health Sciences Local Support Office prior to your uniform fitting to discuss any additional uniform requirements you may have due to cultural beliefs or medical grounds. (Hijabs can only be provided in black or blue)
6.5.3 Course specific awards

The School of Health Sciences offers a student award for ‘Best Overall Academic Performance - BSc Hons Pre-registration Programmes with a £100 prize.

6.5.4 Declaration of good character

On completion of your programme, and prior to your registration on the Professional Register maintained by the Nursing and Midwifery Council (NMC), the School (for midwifery it will be the Lead Midwife for Education) will need to provide the NMC with details of your satisfactory programme completion (Theory and practice) and a Declaration of Good Health and Good Character, as required for professional registration.

You should be aware that, at the end of your programme, the School will provide references to prospective employers and these will contain details on professional behaviour both in class and while on placement, and of the degree awarded.

6.5.5 Paid employment

Students on the 84 week BSc (Hons) Midwifery (Shortened) programme receive a Training Salary equal to Band 5 Point 19. This does not attract unsocial hours payments.

We advise you not to participate in paid employment outside of your normal programme activities as this could take you over the 48 hours per week maximum EU recommendation our students are required to uphold.

Should you fail to achieve the required standard of performance, the fact that you have undertaken paid employment will not be accepted as a mitigating circumstance. It is stressed that the School advises you not to undertake any outside employment given the demanding nature of the course.

If you are found to be absent from the course because you are undertaking paid employment you will be dealt with under the University’s General Regulations for Students on Professional Misconduct and Unsuitability (Regulation 14). Under these Regulations, you may be suspended or required to withdraw from the University. Under no circumstances will the School provide a reference for you if you are seeking paid employment during the course.

Time spent in any paid health care practice outside the curriculum cannot be counted against time missed on clinical placement during the course.
7. USEFUL LINKS AND RESOURCES

7.1 Journals

- British Journal of Midwifery
- British Journal of Obstetrics and Gynaecology
- Evidence Based Practice Midwifery
- International Journal of Childbirth
- Journal of Midwifery and Women’s health
- Journal of Advanced Nursing
- Journal of Neonatal Nursing
- The Lancet
- MIDIRS Midwifery Digest
- Obstetrics, Gynaecology and Reproductive Medicine

7.2 Websites

- Department of health
- Health and social care act explained
- Health talk on line
- Royal College of Midwives
- Royal College of Obstetricians and Gynaecologists
- National Institute for Health and Care Excellence
- UK National Screening Committee
- UNICEF Breastfeeding Initiative

7.3 Department of Health


Department of Health (2008a) NHS Next Stage Review London: DH


Department of Health (2010) NHS Institute for Innovation and Improvement: London: DH

Department of Health (2012) Compassion in Practice: Nursing, Midwifery and care Staff Our vision and Strategy: London: DH
8. FURTHER COURSE READING


Coad J & Dunstall M (2011) *Anatomy and Physiology for Midwives* 3rd Edition


Lumsden H & Holmes D ed (2010) *Care of the Newborn: by ten teachers*. Hodder & Arnold


QAA (2001) *Benchmark statements for midwifery*. Gloucester QAA


9. REFERENCES


NMC (2009) Standards for Pre-registration midwifery education NMC


Version control:

Date last modified: 07.09.17

By: Lucy Winn