

Centre for Health and Social Practice

Te Tari Hauora me Te Tari Tikanga-ā-Hapori

A community of inter-professional learning and research

He hapori rapu i te taumata o te mātauranga, me te rangahau

The Centre for Health and Social Practice at Wintec offers a breadth of entry to practice and postgraduate health and social practice programmes; including but not limited to: nursing, midwifery, counselling, occupational therapy, health care assistant, mental health and addictions support and social work.

We have successfully built strategic partnerships that benefit our local communities, allow our students to experience the diversity of health and social care available in our region, and advance research for the benefit and wellbeing of our communities.

With approximately 2,000 students within the Centre for Health and Social Practice, Wintec is the Waikato's largest educator of health and social care professionals. We recognise and appreciate the crucial role that our industry, government, non-government, and community partners play in helping to develop our students' skills and prepare them for the workplace. In line with government priorities for promoting and maintaining health and wellbeing, our research is focused on prevention and on improving quality of life of individuals and families. Our courses are rigorous, but they are also transformative and collaborative to ensure we deliver the best possible graduates.

Wintec students enjoy the benefits of our successful and diverse partnerships with local health and social service providers. We actively seek to increase participation of students from culturally and socially diverse backgrounds to build a health and social care workforce that reflects New Zealand's diversity. Currently we have students drawn from throughout our region and many countries worldwide. This diversity makes for a rich campus environment and also informs the way we teach and carry out our research. We celebrate this diversity.

Wintec graduates health and social care professionals who are outstanding practitioners, who are leaders in health and social care, and who have a local and international perspective. Wintec graduates are preferentially employed and are ready to make a difference.

THIS HANDBOOK IS TO BE READ IN CONJUNCTION WITH THE WINTEC STUDENT HANDBOOK

Copyright 2018 by Centre for Health and Social Practice, Wintec

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopy, recording, or otherwise, without prior permission from the publisher

Disclaimer

Every effort has been made to ensure the content of this handbook is correct at the time of printing however please check the Wintec website for the most current information.

TABLE OF CONTENTS

HAERE MAI! HAERE MAI! HAERE MAI! - WELCOME!	1
NAU MAI ! HAERE MAI ! HAERE MAI ! - WELCOME !	3
HE MIHI KI NGĀ ĀKONGA MAI I NGĀ POUAKO MĀORI	5
STAFF – BACHELOR OF MIDWIFERY	6
KEY DATES FOR 2018	7
PROGRAMME PHILOSOPHY	7
TIHEI MAURI ORA ROOPU FOR STUDENTS WHO IDENTIFY AS MAORI	8
AIMS & OBJECTIVES FOR BACHELOR OF MIDWIFERY PROGRAMME	8
GRADUATE PROFILE	8
SUMMARY OF CONTENT OF BACHELOR MIDWIFERY	9
YEAR 1	9
YEAR 3	10
BACHELOR OF MIDWIFERY REQUIREMENTS	11
PROFESSIONAL REQUIREMENTS	11
REQUIREMENTS FOR ENTRY TO THE REGISTER OF MIDWIVES	11
NATIONAL MIDWIFERY EXAMINATION APPLICATION AND FEES	12
PRACTISING CERTIFICATE	12
ATTENDANCE	13
TEACHING AND LEARNING	13
EXPECTED LEVELS OF ACHIEVEMENT	13
ASSIGNMENTS	13
COMPETENCE ASSESSMENTS	14
PROCEDURE FOR RE-ENROLMENT	14
PRACTICE PLACEMENTS FOR MIDWIFERY STUDENTS	14
HEALTH AND SAFETY, PRIVACY MATTERS	15
UNIFORM FOR MIDWIFERY PRACTICE	16
HEALTH DECLARATION	17
INJURY WHILE ON PLACEMENT	17
MEDICAL CERTIFICATE	17
VULNERABLE CHILDRENS ACT (2014)	17
BACHELOR OF MIDWIFERY PROGRAMME ACADEMIC REGULATIONS	19
RECOMMENDED BOOK LIST	24
GENERAL INFORMATION	25
STUDENT ASSISTANCE DIRECTORY	25
ACADEMIC MISCONDUCT	26
AEGROTAT	26
APA REFERENCING	27
ASSESSMENT OF STUDENT LEARNING	27
RESULTS	27
APPEAL PROCEDURE	27
TUTOR/WHANAU GROUP SUPPORT	27
BEHAVIOUR	27
CHANGES / WITHDRAWING FROM MODULES	28
COMPLAINTS	28
CONTACT DETAILS	28
CONTACTING STUDENTS	29
COPYRIGHT AND THE INTERNET	29
EXAM REQUIREMENTS	30
WHAT HAPPENS IF I FAIL?	30
GRADUATION	30
MESSAGES FOR STUDENTS	30
MOBILE PHONES	30
MODERATION	30
MOODLE - CODE OF CONDUCT FOR COMMUNICATION ACTIVITIES	30
NOTICE BOARDS	31
PERSONAL STUDENT FILES	31
PRIVACY ACT	31
RECONSIDERATION OF MARKS	31
SCHOLARSHIPS	31
SPECIAL CONSIDERATION PROCESS	31
STUDENT HELPDESK	32
TELEPHONE ACCESS	32
TE REO MĀORI	32
STUDENT REPRESENTATIVES - STUDENT FORUM	32
WINTEC STUDENT PORTAL - MYLEARNING	33
SAFETY AND WELLBEING	33
CAMPUS DEVELOPMENT AND CONSTRUCTION WORKS	33
DRUG AND ALCOHOL POLICY	33
EMERGENCY INFORMATION & FIRST AID	33
FIRE DRILL AND EMERGENCY PROCEDURES	33
OCCUPATIONAL SAFETY AND HEALTH	33
SAFETY AND HEALTH ADVICE FOR STUDENTS WITH DISABILITIES OR HEALTH CONDITIONS	33
SMOKE FREE	33
WINTEC FACILITIES – CENTRE FOR HEALTH AND SOCIAL PRACTICE	34
CLASSROOMS, LABORATORY, PRACTICE SUITE AND SIMULATION ROOM	34

SCIENCE LABORATORIES	34
GUIDE FOR CONDUCT IN THE SIMULATION SUITE (RUBY'S ROOM)	34
STUDY GUIDE.....	35
LEARNING IN A TERTIARY INSTITUTION	35
READING SKILLS	36
HOW TO CHOOSE A REFERENCE BOOK	37
NOTE TAKING SKILLS	38
ASSIGNMENT WRITING SKILLS	40
INTERPRETATION OF TOPIC	41
REFERENCING SKILLS	42
PLAGIARISM	42
APPENDICES	42
REPORT WRITING SKILLS	42
JOURNALING AND REFLECTION IN CLINICAL PRACTICE	44
TESTS AND EXAMINATIONS	47

Haere Mai! Haere Mai! Haere Mai! - Welcome!**Welcome from the Centre Director – Dr Angela Beaton**

E ngā kārangaranga maha, nau mai haere mai ki Te Kura Mō Ngā Mahi Tiaki i Hapori. Tēnei te mihi ki a koutou katoa i runga i ngā tini āhuatanga o te wā. Nau mai, haere mai, whakatau mai rā.

Welcome to the Centre for Health and Social Practice (CHASP), Wintec.

Wintec has a regional commitment to address the needs of our communities through the provision of high quality health education. With accreditation from the Nursing Council of New Zealand, Midwifery Council of New Zealand, Social Workers Registration Board, and the Drug and Alcohol Practitioners of Aotearoa New Zealand, Wintec makes a significant contribution to the provision of a highly-qualified workforce in the health and social care professions.

You are part of a 2000-strong student body at Wintec studying in our health, wellbeing and social care programmes. Our graduates can be found across NZ and the globe in a wide range of organisations, providing leadership and actively influencing the health and social care of the communities they serve. Whichever programme you have chosen, your study with the Centre for Health and Social Practice will provide you with a solid foundation for your future practice and work in the health and social sector. There is strong demand for Wintec graduates because organisations need people who can use their skills and see the big picture to ensure New Zealand's future is a healthy one.

The staff of the Centre for Health and Social Practice welcome new and returning students and look forward to sharing this part of your journey. Welcome.

Dr Angela Beaton

Centre Director

Centre for Health and Social Practice and Social Practice (CHASP) Wintec.

Welcome from the Wintec Kaumatua Tame Pokaia



*He Mihi
He hōnore he kororia ki te Atua
He maungarongo ki te whenua
He whakaaro pai ki ngā tāngata katoa
Kia whakapapapounamu te moana
Kia tere te karohirohi i tou huarahi
E mihi ana ki a Kingi Tuheitia
E pupuru ana ki te Mana Motuhake
Ki a koutou o ngā waka, ngā mana me ngā maunga kōrero
Nau mai haere mai ki Te Kuratini o Waikato no reira
Tēna koutou, tēna koutou, tēna koutou katoa.*

Welcome from the Team Manager Nau Mai ! Haere Mai ! Haere Mai ! - Welcome !

On behalf of the midwifery team, we extend a warm welcome to you as you begin or return to your studies with us. As we start a new academic year, it is important to remember all our past and current students and colleagues and reflect on their wonderful achievements. It is also a time of excitement as we look to you as the future of the midwifery profession.



We are mindful of our unique region and the people and resources of the regions that form a key aspect of your learning as you prepare to play an important part in the daily lives of people and communities.

Your study will be stimulating, extending, and possibly at times challenging, but overall we hope it is satisfying and enjoyable. We encourage you to make use of the services and facilities available on our campus. One of your greatest assets is your peers and we hope you will invest the time to get to know one another and offer the support and critical guidance that is the cornerstone of professional relationships. Remember, some of the attributes of successful people include to read every day, embrace change, forgive others, talk about ideas, engage in continuous learning, accept responsibility for their failures, and set goals and develop life plans. Throughout your journey, you will be guided by the professional standards and expectations of Midwifery Council of New Zealand and New Zealand College of Midwives. These inform your work as a student midwife.

The midwifery team are experienced practitioners who have a passion for sharing their midwifery knowledge with you. They offer you support throughout your studies and look forward to working with you to become the best midwife you can be.

**He mihi ki ngā ākonga mai i ngā pouako
Māori**

*Ko Tainui te waka
Ko Waikato te awa
Ko Taupiri te maunga
Ko Potatau, Te Wherowhero te
tangata
Waikato taniwha rau
he piko he taniwha
he piko he taniwha
Tihei mauriora!*

He mihi mahana ki a koutou katoa, kua
hāere mai nei, mihi mai, mihi mai.
Tuatahi, he wehi ki te Atua, te timatanga me
te whakamutunga, nana nei nga mea katoa.

Tuarua, he mihi whakamaumaharatanga ki
a rātou kua haere ki tua o te arai. Moe mai
moe mai koutou.

Tuatoru, Te Kingi hou, Kingi Tuheitia, e tu, e
tu.

E pōwhiritia ana mātou ano ki a koutou e
uru mai ai i te Kura o te Ora, haere mai, nau
mai, kia kaha koutou.

Ko koutou hoki e urupare mai ana ki nga
whakatara maha o tenei mahi, ara, te
tohutohu pai rawa atu, te whakahuia o te
maturanga nei.

*Whaia te iti kahurangi
ki te tuohu koe
me te maunga teitei*

No reira koutou, haere mai, naumai
*Kia marino te rangimarie
Kia whakapapapounamu te moana
Kia tere te karohirohi i tou huarahi*

(Translation of the greeting to students by
the Maori Teachers)

Tainui is the canoe
Waikato the river
Taupiri the mountain
Potatau Te Wherowhero, te tangata
Waikato of a hundred taniwha of which at
every bend of the river resides a chief (and
therefore hospitality).

Breathe of life!

A warm welcome to you all.

Firstly, a greeting to our creator, the
beginning and the end of all things.

Secondly, we remember those who have
died, may they be in peace.

Thirdly, an acknowledgement to the new
Māori King, Kingi Tuheitia.

We welcome you all as the staff of the
Centre for Health and Social Practice, we
wish you every success in your studies.

You have aspired to an important
educational vocation in the health field.
'Seek that which you treasure
Should you bow your head,
Be it before a lofty mountain'.

Therefore, welcome.
May peace be widespread
the sea like greenstone
the shimmer of summer across your
pathway.

STAFF – Bachelor of Midwifery

Centre Director

Angela Beaton PhD, MBA

Phone: (07) 834 8800 ext. 8590 email: Angela.Beaton@wintec.ac.nz

Programme Manager

Liz James RN, RM, ADN, CATE, BLibS, M.Ed (Hons).

Phone: (07) 834 8800 ext. 8620 email: Liz.James@wintec.ac.nz

Pūkenga Āwhina

Allanah Ashwell BSocSc (Hons), DipArts (Māori), DipTeaching

Phone: (07) 834 8800 ext. 3755 email: Allanah.Ashwell@wintec.ac.nz

Judy Emmett - Clinical Tutor Hawkes Bay

RM, BMid, CAT

Phone: 0212464550 email: Judy.Emmett@wintec.ac.nz

Judith Madsen – Clinical Tutor Bay of Plenty

RM, BMid, Dip tch ECE, Dip NZFRU, CAT, PGCERT Tertiary Teaching

Phone: 021 2461952 email: Judith.Madsen@wintec.ac.nz

Wendy May

RM, BMid, CATE, PGCert Health Science, Midwifery

Phone: (07) 834 8800 ext. 3603 email: Wendy.May@wintec.ac.nz

Kendra Mackey – Clinical Tutor Tairāwhiti

RM, BMid,

Phone: 021 2464570 email: Kendra.Mackey@wintec.ac.nz

Renee Millar – Clinical Co-ordinator/Module Co-ordinator

RM, BMid, CATE, PGCert Tertiary Teaching.

Phone: (07) 834 8800 ext. 8089 email: Renee.Millar@wintec.ac.nz

Sarah Mcleod

RM, BMid, BSocSci, CAT.

Phone: (07) 8348800 ext. 3524 email: Sarah.Mcleod@wintec.ac.nz

Laura Wilkinson

RM, BMid, CAT, PGDipPH

Phone: (07) 834 8800 ext.3760 email: Laura.Wilkinson@wintec.ac.nz

De Cleaver

RM, BMid; B.Soc Sci., CAT

Phone: (07) 8348800 ext.3227 email: De.Cleaver@wintec.ac.nz

Iona Cameron-Smith – Clinical Tutor Lakes

BMid, PG.Cert.M

Phone: (07) 8348800 ext. 3429 email: Iona.Cameron-Smith@wintec.ac.nz

Rachel Taylor

BMid., B.A., PGCert. Health Science

Phone (07) 8348800 ext.3907 email: Rachel.Taylor@wintec.ac.nz

SCIENCE TUTORS

Gudrun Dannenfeldt

MSc., BSocSc. (Nursing), DCur.

Phone: (07) 834 8800 ext. 870 email: Gudrun.Dannenfeldt@wintec.ac.nz

Ricci Wesselink

BSc.,MSc.,CATE

Phone: (07) 8348800 ext. 3126 email: Ricci.Wesselink@wintec.ac.nz

SUPPORT STAFF

CHASP Office Manager – Cat Evison

Phone (07) 834 8800 ext 7764 email: Catherine.Evison@wintec.ac.nz

Academic Administrator: Bachelor of Midwifery: Denise Mathers

Phone (07) 834 8800 ext. 8690 email: Denise.Mathers@wintec.ac.nz

Report all absences to Academic Administrator.

Please have all Woman's Evaluations and Midwife Assessments, along with all LMC's invoices sent to Academic Administrator at the below address:ATTN. Denise Mathers

Thank you.

Our Postal Address :

FREEPOST 566
Centre for Health and Social Practice
Waikato Institute of Technology

Private Bag 3036
Waikato Mail Centre
HAMILTON 3240

Web site : www.wintec.ac.nz

General Enquiries: 0800 2 WINTEC (0800 294 6832)
info@wintec.ac.nz

Midwifery Support Line : 0800 687 743
(0800 MUSSIE)

RECEPTION HOURS

CHASP reception is located on level 2 D Block.

Opening hours are :

Monday – Thursday 8.00am – 4.30pm

Friday 8.00am – 4.00pm

From time to time reception may be unattended. Please either ring the bell for assistance or use the phone on the wall to contact the staff member required

CONTACTING A STAFF MEMBER

Staff are available outside of class teaching hours via appointment to discuss programme related or pastoral care issues. Students are able to book appointments as individuals or in small groups. Appointments must be requested via email or phone (contact details are listed in this handbook). Staff will usually respond to appointment requests within two working days. However some staff work part-time and may take longer to respond.

The Programme Co-ordinator and Team Manager are available to meet with students. Appointments can be requested via email or phone.

KEY DATES FOR 2018

Month	Date	Day	Event
January	3rd	Wednesday	Wintec opens
January	22nd	Monday	Year 1, Trimester 1 starts
January	29th	Monday	Auckland Anniversary - <i>Wintec closed</i>
February	12th	Monday	Wintec Powhiri City Campus
March	16th	Friday	Marae Graduation
March	21st	Wed. 2.00pm	Graduation Claudelands BMidwifery
March	22nd	Thurs	Special Awards 6 :00pm Atrium
March	30th	Friday	Good Friday – Wintec closed
April	2nd - 3rd	Mon, Tues	Easter Monday, Tuesday – <i>Wintec closed</i>
April	25th	Wed	Anzac Day Observed – <i>Wintec closed</i>
June	4th	Mon	Queen's Birthday – <i>Wintec closed</i>
October	19th	Friday	Hawkes Bay Anniversary
October	22nd	Mon	Labour Day – <i>Wintec closed</i>
December	14th		Wintec closes

PROGRAMME PHILOSOPHY

The focus of this midwifery curriculum is the partnership relationship between the midwife and the woman (Guilliland & Pairman, (2nd ed 2010)

- Underlying the concept of partnership is Te Tiriti o Waitangi/Treaty of Waitangi which midwives affirm and honour
- To be a midwife is to be 'with women'.
- Midwifery is both an art and a science and is a dynamic collection of knowledge derived from philosophical, sociological, anthropological, health sciences including obstetrics, feminist theory and from the lived experiences of women

TIHEI MAURI ORA ROOPU FOR STUDENTS WHO IDENTIFY AS MAORI

Wintec has developed its TMO support programme in midwifery for students who identify as Māori or Pasifika. TMO supports Māori students to achieve excellence in their chosen field of midwifery.

TIHEI MAURI ORA STUDENTS are encouraged to form, and be a part of, whanau groups which will offer support by:

- ☐ Informal gatherings for networking
- ☐ Shared lunches
- ☐ Opportunity to meet with other Tihei Mauri Ora students
- ☐ Small teaching/learning groups
- ☐ Peer teaching
- ☐ Emotional support for each other



The symbol of the Tihei Mauri Ora roopu signifies matauranga or knowledge and learning, at the top, two people sitting in cultural safety centred on the base of hauora or health.

Māori terms defined in context

- ¹⁾ TMO: *The breath of life- implying the start of a journey, the birth of learning. Phrase selected at the time of founding of TMO programme by the then Wintec Kaumatua, Hare Puke. Metaphor for students' academic growth in midwifery and nursing.*
- ²⁾ Roopu: *group*
- ³⁾ Manaakitanga: *support – eg peer, student, staff, institutional*
- ⁴⁾ Whakawhanaungatanga: *Kinship- (of people, to place, to institution- eg TMO 'family', study 'family').*

AIMS & OBJECTIVES FOR BACHELOR OF MIDWIFERY PROGRAMME

The programme aims to develop graduates meeting the requirements for award of the Wintec Bachelor of Midwifery, and capable of satisfying the requirements for the **registered midwife** scope of practice.

The Bachelor of Midwifery programme is designed to:

- Provide a solid foundation of knowledge and competencies appropriate for the autonomous midwife
- Stimulate students to develop an inquiring, analytical approach to midwifery problems and issues and to encourage independent judgement and critical thinking
- Facilitate the provision of culturally safe midwifery care in differing social, political, economic and cultural contexts
- Educate students to behave responsibly, legally and ethically in a variety of health environments
- Ensure that students see learning and the constant updating of knowledge and the acquisition of new knowledge as a professional and personal responsibility as a future midwife
- Use research evidence and technologies and apply in midwifery practice
- Enable students to achieve all the competencies, hours and births as required by the Midwifery Council of New Zealand

These aims direct the programme delivery and the outcomes it achieves.

GRADUATE PROFILE

A graduate of the Wintec Bachelor Degree of Midwifery will be capable of demonstrating the requirements of the New Zealand Midwifery Council standards for the registered midwife scope of practice. This means they will be able to 'utilise midwifery knowledge and complex judgement to assess health needs and provide care, and to advise, and support people to manage their health'

They will also have content-related theory and practice experience demonstrating the following requirements for the award of a Bachelors Degree:

- knowledge and skills related to the ideas, principles, concepts, research methods and problem-solving techniques of midwifery
- the skills needed to acquire, understand and assess information from a range of sources
- intellectual independence, critical thinking and analytic rigour
- communication and collaborative skills
- the ability to engage in self-directed learning

SUMMARY OF CONTENT OF BACHELOR MIDWIFERY

Year 1

HLBM501 Introduction to Midwifery Knowledge and Skills

Introduce students to midwifery knowledge and practice skills within the context of midwifery in Aotearoa/New Zealand. The philosophy of partnership is explored and skills of midwifery practice are developed.

HLBM502 Interpersonal Skills

Develop the skills students require to ensure safe and therapeutic interaction with colleagues and clients in the Health Professional environment.

HLBM503 Constructions of Knowledge

Introduce students to a variety of perspectives of knowledge, each coming from a different philosophical base. Its purpose is to question notions of 'truth', 'certainty', and the taken for granted assumptions of the social and practice world. It provides a strong foundation for analysis of the knowing of midwifery practice and enhances understanding of research paradigm.

HLBM504 Introduction to Midwifery Practice (150 clinical hours)

Introduce students to knowledge and skills required to provide safe, competent and culturally safe midwifery care within the scope of normal childbirth. Midwifery practice will take place within the continuity of care model and the hospital setting.

HLBM505 Lactation and Breastfeeding (75 clinical hours)

Introduce students to the physiology of lactation and establishment of breastfeeding, including assistance with common feeding problems. It also introduces principles applied in clinical practice, including history, culture and politics related to breastfeeding.

HLBM506 Art and Science of Midwifery I

Develop the knowledge and skills base for midwifery care related to normal childbirth and the normal neonate within the model of partnership. This is underpinned by a knowledge base of the anatomy and physiology integral to the childbirth continuum.

HLBM507 Midwifery Practice for Normal Birth I (150 clinical hours)

Develop midwifery practice skills and knowledge so that students gain competence and confidence in providing safe and culturally safe midwifery care within the scope of normal childbirth.

HLBM508 Cultural Frameworks for Midwifery Practice

Introduce to students the cultural frameworks that inform Midwifery Practice in Aotearoa/New Zealand. Partnership relationships, principles of cultural safety and Turanga Kaupapa guidelines are explored to ensure that cultural requirements are met for women during pregnancy and childbirth.

HLBM509 Health Research

Introduce students to a variety of research approaches applicable to Midwifery Practice in the health environment.

SCM501 Human Structure and Function

Provide students with an understanding of the anatomy, physiology and biochemistry of the organ systems of the healthy human body.

SCM502 Human Biological Science

Increase student understanding of human biological principles by extending knowledge of physiological concepts and introducing basic concepts of microbiology and pharmacology.

Year 2

HLBM601 Midwifery Practice for Normal Birth II (150 clinical hours)

Develop students' practice to a level where they can provide safe, competent and confident midwifery care within the scope of normal childbirth.

HLBM602 Midwifery Practice and the Normal Neonate (150 clinical hours)

Develop students' practice, problem solving and critical thinking, to a level where they can provide safe, competent and confident midwifery care in relation to the normal neonate.

HLBM603 Art and Science of Midwifery II

Develop further the knowledge base of students so they can provide safe, competent and sensitive midwifery care within the scope of normal childbirth.

HLBM604 Women's Assessment and the Midwife

Introduce students to women's health issues related to early pregnancy, gynaecological issues and women's health screening. Physical assessment of the well woman is also included.

HLBM612 Midwifery Practice: Complications of Childbirth I (150 hours)

Students to develop competent midwifery practice when there is a deviation from the normal childbirth experience.

HLBM606 Exploring Women's Health and Midwifery Practice (150 clinical hours)

Introduce students to midwifery practice related to women's health issues including physical assessment of the well woman, pre-conceptual care, early pregnancy, gynaecological issues and women's health screening

HLBM611 Complicated Childbirth

Build students' knowledge base required in situations where there is a deviation from the normal childbirth experience.

HLBM609 Midwifery Practice: Complications of Childbirth II (150 clinical hours)

Students to further develop competent midwifery practice when there is a deviation from the normal childbirth experience. This is achieved by integrating knowledge and skills into the midwifery and/or interdisciplinary care that is required in situations where medical conditions compromise the health of childbearing woman.

SCM601 Pharmacology for Professional Practice

Introduce students to knowledge of pharmacology of commonly used drugs and the application of this to various clinical situations. The role of the health professional in drug management and administration with regard to current legislation, ethical practice, pharmacokinetics and pharmacodynamics, is also introduced.

Year 3**HLBM701 Complexity and Diversity in Practice** (300 clinical hours)

Consolidate and integrate knowledge of Midwifery practice to provide competent midwifery care for women who experience complex social, environmental and psychological situations, in a diversity of practice settings.

HLBM702 The Qualified Midwife

Critically analyse the legislative frameworks that inform midwifery practice and prepares students for the competence of prescribing.

HLBM703 Childbirth Complexities

Critically analyse complex issues around women's social, environmental and psychological health, including maternal mental health and ill-health. The dilemmas and challenges of childbirth are explored from global, national and personal perspectives, and ethical issues, are also explored and evaluated.

HLBM704 Integrating Midwifery Practice I (300 clinical hours)

Integrate and further develop previous Midwifery knowledge, values and skills in order to practice safely, competently and provide culturally safe care.

HLBM705 Integrating Midwifery Practice II (300 clinical hours)

Consolidate, integrate, and further develop previous Midwifery knowledge, values and skills in order to practice safe, competent and culturally safe midwifery in an autonomous and collaborative manner in a variety of healthcare contexts.

HLBM706 Transition to Practice (230 clinical hours)

Enable the student to prepare for the transition to becoming a midwife. Furthermore, it will develop the integration of effective teaching within midwifery practice, making decisions about employment options, and using a framework for professional development. Learning in earlier modules is synthesised in readiness for the Midwifery Council of New Zealand national examination.

HLBM707 Elective Practicum (150 clinical hours)

Students to pursue an approved area of practice of their own choice. Students will reflect upon this midwifery practicum experience and consolidate midwifery knowledge, skills and research in preparation for their future role as an independent midwifery practitioner.

BACHELOR OF MIDWIFERY REQUIREMENTS

The Wintec Bachelor of Midwifery programme aligns with the MCNZ Standards by certifying that the individual student:

- Has completed the prescribed midwifery pre-registration course of study within the prescribed period of time
- Has met the theory (1,920) and practice (2,400) hour requirements
- Has participated in 25 follow-throughs
- Has performed at least 100 antenatal assessments
- Has performed at least 100 postnatal assessments of women
- Has performed at least 100 postnatal assessment of babies
- Has facilitated a minimum of 40 births*
- Is able to communicate effectively in English for the purposes of practising within the Midwifery Scope of Practice
- To the best of the Head of School/Midwifery Manager's knowledge has no mental or physical condition which would prevent her from performing the functions required for practice as a midwife
- Has demonstrated she meets the Competencies for Entry to the Register of Midwives
- In the Head of School/Midwifery Manager's opinion is fit to be registered as a midwife.

* Facilitation of a birth means that the midwifery student is involved in the woman's care throughout labour, taking a major part in all assessments and midwifery decision making, at the appropriate level and that she has a 'hands on' role in assisting spontaneous vaginal birth of the baby and placenta" (MCNZ).

In first year this may involve a student providing labour support to the woman in the form of oral fluids, massage, identifying opportunities to monitor the mother and baby's wellbeing such as heart rate, catching the baby and placenta with support from the supervising midwife, and may include some documentation.

By your final year we would expect this to include decision making about assessment including conducting those assessments where appropriate, catching the baby and placenta with oversight from the supervising midwife, and documentation.

PROFESSIONAL REQUIREMENTS

The graduate from the Bachelor of Midwifery programme will:

1. Meet the Standards prescribed by the Midwifery Council of New Zealand.
2. Upon successful completion of the National Midwifery Examination graduates are able to apply for registration and annual practising certificate from the Midwifery Council of New Zealand (please see Midwifery Council website for costs for this).
3. Be able to fulfil the midwifery scope of practice as prescribed by the Midwifery Council of New Zealand:

The midwife works in partnership with women, on her own professional responsibility, to give women the necessary support, care and advice during pregnancy, labour and the postpartum period up to six weeks, to facilitate births and to provide care for the newborn.

The midwife understands, promotes and facilitates the physiological processes of pregnancy and childbirth, identifies complications that may arise in mother and baby, accesses appropriate medical assistance, and implements emergency measures as necessary. When women require referral midwives provide midwifery care in collaboration with other health professionals

Midwives have an important role in health and wellness promotion and education for women, her family and the community. Midwifery practice involves informing and preparing the woman and her family for pregnancy, birth, breastfeeding and parenthood and includes certain aspects of women's health, family planning and infant well-being.

The midwife may practise in any setting, including the home, the community, hospitals, or in any other maternity service. In all settings, the midwife remains responsible and accountable for the care she provides (Midwifery Council, 2004).

REQUIREMENTS FOR ENTRY TO THE REGISTER OF MIDWIVES

You must satisfy the requirements in four broad areas before Midwifery Council is able to register you as a midwife:-

- ☐ Qualifications. You must complete an approved education programme in midwifery with an accredited education provider.
- ☐ Competencies. You must be able to meet the Competencies for Entry to the Register of Midwives.
- ☐ Fitness for Registration. You must be of good character. You must not have any mental or physical condition that will prevent you from practising effectively as a midwife. You must be able to communicate effectively, and must be fluent in written and spoken English.
- ☐ National Midwifery Examination. You must obtain a pass in the National Midwifery Examination.

NATIONAL MIDWIFERY EXAMINATION APPLICATION AND FEES

A combined application is required to sit the National Midwifery Exam and to be entered into the Register as a midwife. Information on the examination dates and application closing dates will be available each year on the Midwifery Council website <http://www.midwiferycouncil.health.nz/examinations> . The fees are approximately \$200 to sit the examination and \$300 to be entered onto the Register.

PRACTISING CERTIFICATE

Before you can work as a midwife you must obtain a practising certificate. This is a separate process following registration. Practising certificates are renewable annually from 1 April to 31 March. The fees will be advised at that time. Approximate costs are \$200 plus the disciplinary levy of \$50. Students will need to plan their finances so as to be able to cover these necessary expenses. Practising without a practising certificate is illegal. <http://www.midwiferycouncil.health.nz>

ATTENDANCE

Students are expected to attend all class, laboratory and practice sessions and attendance records are kept. Upon completion of the Bachelor of Midwifery we must be able to verify you have attended the required theory hours. Failure to attend 90% of timetabled teaching sessions is likely to impact on success in your study.

When absence is unavoidable students MUST notify the practice area; if you are on placement; AND the Centre for Health and Social Practice office, Midwifery Administrator: (07 834 8800 extn 8690), for ALL absences, and before the expected starting time of placement/class.

Students are required to attend **ALL** Practice experiences. You must submit documentation to support your absence (e.g. medical certificate) to enable further placement to be timetabled. If you do not attend all clinical placement you are not able to meet clinical module requirements and this may result in a fail grade.

It is the student's responsibility to see the tutor(s) before anticipated absence, or immediately on return from unexpected absence, to discuss their learning needs.

- If midwifery practice experience must be made up outside the planned time it will incur a fee and may be at the expense of the student
- Students are reminded that prospective employers usually require evidence of reliability in attendance

Students are responsible for maintaining standards of professional behaviour consistent with the aims and goals of the programmes in the Centre for Health and Social Practice.

Practice statement:

In order to pass the clinical hours for all Bachelor of Midwifery clinical modules the student **must** provide evidence of:

- Minimum of one documented clinical competence assessment or other assessment (with LMC/core midwife, Wintec tutor and student) that demonstrates competency at appropriate level
- A completed self-assessment form (available on Moodle) discussed with clinical tutor, showing evidence of reflective practice
- Evidence of verified hours, showing evidence of reflective practice, completed prior to the due date, and signed following meeting with clinical or group tutor
- Progress with skills checklist
- Attend timetabled Rōpū Matapaki and praxis sessions.

It is the students responsibility to complete these requirements. Failure to meet these criteria may result in failing the module.

TEACHING AND LEARNING**Independent Learning:**

The students take responsibility for their own learning. It is expected that students will utilise learning resources and reflect on their own experience and practice. The learning will be promoted through working on self assessment exercises, projects and assignments.

Group work:

Students may self select or be assigned to small groups for group learning activities. It is expected that through group work students will develop interpersonal and team skills while gaining confidence to work in groups. The group work may include role play.

Journalling:

A journal is personal to the author but is a useful way for knowledge development in the interpretive and critical paradigms. A journal is valuable as an ongoing record of personal and professional experience. Reflection on the journal gives the student the opportunity to examine the events and the context of an experience from a personal and client perspective. The student may choose to share some of the learning with peers. Because of the confidential nature of personal experiences a code of ethics should be observed when journals are used in learning

EXPECTED LEVELS OF ACHIEVEMENT

Student achievements at the three levels (500, 600, 700) will allow students to progressively develop

- a body of midwifery knowledge
- communication skills
- interpersonal skills
- practical skills
- professional responsibility
- research skills
- reflective practice/learning

For entry to any degree module, students must meet pre-requisite and co-requisite conditions. Students who experience difficulty in meeting course requirements have a responsibility to seek assistance early and may be referred to the Student Learning Services.

Midwifery Council of New Zealand (MCNZ) expects graduates to demonstrate integrated knowledge, skills and professional behaviour. These attributes form the basis of the assessments during your programme of study.

Please familiarise yourself with the Midwifery Council Code of Conduct which provides guidance for midwives about expected professional behaviour. These relate to professional accountability, behaviour and relationships. It is expected that your practice will reflect the philosophy, standards of practice, consensus statements and practice guidelines of NZCOM as well as the MCNZ Competencies for Entry to the Register of Midwives. You are required to reflect these requirements within all of your written and practical work.

ASSIGNMENTS

Presentation: All assignments must be word processed and submitted electronically, unless otherwise stated by the Module Co-ordinator. Use font size 12 and Arial or Times New Roman font. Format using a margin (2.5cms on the left), a footer on each page with student ID and page numbers, and 1½ line spacing. Electronic submissions will show their word count upon opening. **Do not put your name on the work.** All work is identified using your student ID.

Note: work that exceeds 10% of the word limit will not be marked, and this may impact your final result. Word count includes in-text referencing but not your reference list.

All assignments must be in by midnight of the due date unless otherwise approved by the Module Co-ordinator. **Electronic failures will not be accepted as a valid reason for assignments not being submitted on time** (i.e. computer/memory stick problems).

Extensions and Special Considerations: Application for an extension must be made by emailing the Module Coordinator **at least 24 hours before the due date** and are only granted for 48 hours. A copy of your extension request will be retained in your file.

If you require a longer extension you will need to complete and submit an *Application for Special Consideration* form (to be used for impaired performance or failure to meet assessment dates) within five working days of illness or incident preventing submission on time. A student cannot apply for a *Special Consideration* towards their final grade.

Special Consideration forms must be submitted to the Student Enrolment and Information Centre (SEIC), Ground floor A:block, to be scanned on your Arion file and loaded into the Wintec process for them. Please ensure you talk with the module coordinator or Programme Leader to discuss an alternate due date for your work.

Retaining a Copy: Students must retain a copy of each assignment when they submit an assignment for marking. **Always** keep a copy for your own files.

Assignments will be returned within 15 working days.

Late Submission: Assignments received after the due date will incur a penalty of 5% of the total mark possible, for each day past the due date without an extension.

Late submission of assessments for competence based modules will be regarded as not meeting professional deadlines and hence not competent.

All summative assessments must be submitted in order to pass each module.

Work submitted late, with an extension, must be in by midnight on the extended due date.

Process for Marking: Assessments will be marked by the Module Co-ordinator and other delegated members of the midwifery team.

Moderation: 10% of assignments will be cross marked by a second midwifery lecturer, along with all failed assessments. A selection of assignments/exams throughout the year will be moderated externally.

Tests/ Examinations: All summative tests and exams will be held in the designated evaluation week(s) of each trimester and are usually held on campus. Please refer to your assessment schedule.

Students who fail to provide an acceptable reason for non-attendance at tests/examinations will incur a fail. An acceptable reason must be submitted or communicated to the Module Co-ordinator, with supporting documentation, **before** the scheduled test.

All clinical hours and assessments associated with each trimester modules, must be sighted and signed off by your group tutor by the due date as these marks will contribute to your end of trimester results. Failure to do so will result in a fail.

Provision can be made for students who wish to do their assignments in Te Reo.

COMPETENCE ASSESSMENTS

All of the clinical modules use competency based assessments and receive a pass or fail grade. Clinical competence is assessed at the end of each module using the clinical portfolio to provide evidence of clinical competence. This includes attendance at Rōpū Matapaki, completion of the required clinical hours and submission of a portfolio that includes goals, reflections, midwifery assessments, feedback from women and midwives, self assessment, progress with skills checklists and participation at praxis sessions. This information is collated over the trimester and assessed in a summative assessment meeting. No resit option is available for clinical competence assessments.

Objective Simulated Clinical Examination (OSCE) are composed of two components to provide students with more than one opportunity to demonstrate their knowledge. Should you fail both components of the assessment within second and third year, you will not be eligible for a resit. First year students may be eligible for a resit following review of their other results.

PROCEDURE FOR RE-ENROLMENT

Students should re-enrol in a failed module, the next time it is offered.

Re-enrolment will incur a course fee. Students are reminded that failures may result in changes to eligibility of student allowances.

Students will not be permitted to:

- enrol in modules worth more than **60 credits** in any one trimester without approval from the Programme Committee.
- **enrol in any one module more than twice.**

Any student who takes more than six months leave from the programme must undertake a formal assessment before rejoining the programme. Please see the Wintec Student Enrolment Centre to apply for a re-entry assessment. There is one re-entry assessment date for re-enrolment, scheduled each trimester, for entry into the following trimester. This assessment incurs a fee.

PRACTICE PLACEMENTS FOR MIDWIFERY STUDENTS

All practice placements must be arranged and confirmed by the Midwifery Clinical Co-ordinator or Clinical Administrator (LMC placements). This is to ensure that your learning meets MCNZ standards and that the appropriate contracts are in place with the providers. Students cannot arrange their own placements.

All practice experiences are supported by a clinical tutor.

At times you will be required to attend clinical placements outside of your home area. The costs of travel to and from your placements, and accommodation costs incurred being away from home, are the student's responsibility. Students will have a variety of placements in hospitals, birthing centres and community settings

It is illegal for a midwifery student to perform a midwifery visit or assessment without midwifery supervision. Any student who undertakes midwifery care without appropriate supervision will fail their clinical competency assessment.

You need a reliable vehicle and cellphone by the time you are rostered for your first clinical placement. If you have a 'Restricted' license, you will need to identify alternate transport arrangements before you go out into clinical placement. When on placement with Lead Maternity Care midwives (LMC's) you are on call 24 hours a day. When rostered at the DHB's and Birthing Centres afternoon shift finishes at 11.00pm.

Should a problem arise during your clinical placement, please notify the midwifery team as soon as possible via 0800 687 743. This enables you to access a midwifery tutor out of hours for added support.

Practice experience:

Students have a variety of placements in institutional and community settings to gain practical experience. The choice of the placements takes into account student learning in relation to Midwifery Council requirements for registration as a Midwife. The practice experiences will be negotiated with reference to support from practice staff, the resources available, the value of the experience as a whole, and the learning needs of the student. Learning support for students is provided by the Wintec Clinical Supervisors within the practice setting

HEALTH AND SAFETY, PRIVACY MATTERS

Students on clinical placement are to comply with the Health and Safety policies and procedures of the facility they are placed in. It is also the student's responsibility to contact the Midwifery Clinical tutor in the event of an incident or accident that they are directly involved with. Copies of all documentation related to the incident or accident must also be submitted to the midwifery Team Manager.

If an emergency occurs while a student is on placement in a facility, it is the student's responsibility to follow instructions given to them by the facility staff.

It is the student's responsibility to observe and maintain the provisions of the Privacy Act 1993 and its amendments, particularly in regard to any patient related information.

Please note **Students are not permitted to photocopy or remove any patient records from any clinical area.**

At Waikato District Health Board facilities, flash drives (USB sticks) are not permitted to be used by a student in clinical placement

UNIFORM FOR MIDWIFERY PRACTICE

(for Midwifery Practice and Practical Assessments only. Students wear casual clothes in class)

The uniform for students in Midwifery Practice in Hospitals and Birthing Units will consist of:

Black culottes, black **dress** trousers or black skirt. Black **dress** shorts to the knee may be worn for the summer months.

SHIRT: Light blue with white trim. Must have the Wintec monogram emblazoned on it.

FOOTWEAR: Brown or black lace-up shoes or closed in style, with a soft sole and a low heel. Socks of a matching shade to shoe colour to be worn with trousers. All footwear must be clean and in good condition..

**CARDIGAN/
JERSEY:** Dark blue/black. **Must not be worn during client contact.**

JEWELLERY: A wedding ring and **one** set of earrings may be worn. Earrings to be small studs. For reasons of safety all other face (nose, tongue, eyebrow or other) studs or rings are to be removed. No bangles or necklaces or other rings or jewellery are to be worn except medic alert bracelet/necklace if required. Wristwatches **must** be removed during client contact.

UNIFORM: Uniforms must be clean and changed daily. Uniforms may be worn whilst travelling directly to and from work. For hygiene and personal safety reasons, students are not to wear uniforms in public places e.g. shops, supermarkets. No item of clothing worn under the uniform is to be visible e.g. t-shirts, vests or thermal tops, long or short sleeved.

HAIR: Must be washed regularly and kept clean and tidy - short or tied back.

**MAKEUP/
GROOMING:** Is expected to be of a high standard appropriate to a professional person. All clothing must be of a professional standard and suitable for carrying out midwifery duties. Must be clean, ironed and in good condition. Changed and laundered if visibly soiled. Skirts, shorts and suits must be worn at a modest length and style.

FINGERNAILS: Have short and clean fingernails. **No artificial nails and no nail polish**

NAME BADGES: **MUST** be worn in clinical practice.

YEAR BADGES: Student year badges and trimester badges must be worn in hospitals and birthing facilities. You are given the Year 1 and trimester 2 badge when you first go out into clinical placement and then you return the trimester badge at the end of each trimester for the next trimester. Each year you will exchange your year badge as well. At the end of your 3 year programme you will return your year 3 trimester 9 badge to complete the rotation of badges. Should you lose a badge at any point through the rotation you will need to pay for a new one. The replacement cost is \$10.00, payable by cash at the CHASP office.

Student badges are available from the Bachelor of Midwifery Administrator located in the CHASP office, at the beginning of trimester 2, year 1 (and after trimester 1 resulting).

The BMid Administrator has a timetabled 1:00-2:00pm lunch break so that she is able to see you in your lunch break 12:00-1:00pm, most week days.

If your culture requires that you wear additions to the prescribed uniform please discuss this with the Clinical Co-ordinator prior to attending clinical

Any student who reports for midwifery practice in an incomplete, unsatisfactory or unprofessional uniform will not be permitted to begin a duty until appropriately attired.

HEALTH DECLARATION

Wintec is required by agencies/practitioners offering clinical placements to students, to hold documentary evidence of immunity and vaccination. This information may be shared as necessary with appropriate health professionals and placement providers.

Your GP will be able to provide you with evidence of vaccination from your medical records, or provide blood testing to ascertain your immune status if you do not have evidence of vaccination. (Students must meet the costs of any screening, treatment or vaccinations required).

1. **Student** completes ID, name and details
2. Present this form to your **GP to complete and sign**
3. **Keep a hard and an electronic copy** as evidence for clinical placement.
4. **Submit the completed form to Midwifery Academic Administrator** for scanning to your file.
- 5.

Requirements:

Hepatitis A

- (i) Laboratory evidence of immunity

Hepatitis B

- (i) Documented administration of three doses of Hepatitis B vaccine
or
- (ii) Laboratory evidence of immunity or laboratory confirmation of disease

Measles

- (i) Documented administration of two doses of live measles or measles containing vaccine *or*
- (ii) Laboratory evidence of immunity or laboratory confirmation of disease

Mumps

- (i) Documented administration of two doses of live mumps containing vaccine *or*
- (ii) Laboratory evidence of immunity or laboratory confirmation of disease

Rubella

- (i) Documented administration of two doses of live measles, mumps, rubella (MMR) vaccine *or*
- (ii) Laboratory evidence of immunity or laboratory confirmation of disease

Varicella

- (i) A good history of previous varicella infection *or*
- (ii) Diagnosis or verification of a history of herpes zoster by a health professional *or*
- (iii) Documented administration of two doses of varicella vaccine *or*
- (iv) Laboratory evidence of immunity or laboratory confirmation of disease

Tdap Vaccine

- (i) Documented evidence of administration within the last 10 years.

MRSA Swabs must be taken if the patient

- (i) Has a previous history of MRSA colonisation
- (ii) Suffers from hay fever or bronchiectasis

Influenza (required during declared influenza season) **obtain an Additional Form** from CHASP

Wintec CHASP students will require evidence of an Annual Influenza Vaccination during the declared influenza season when undertaking clinical placement in some DHB facilities.

Students who decline or are unable to receive the influenza vaccination will be required to wear appropriate personal protective equipment (PPE) such as surgical or procedural face masks.

INJURY WHILE ON PLACEMENT

If you experience an injury while on placement please advise the midwifery clinical tutor or use the 0800 number to be guided through the documentation process.

MEDICAL CERTIFICATE

If you have a medical certificate stating you are unable to work for a specified time period, please meet with a member of the team to discuss the implications of this. During the time stated on the medical certificate you cannot attend class, submit assessments or attend any clinical placement, unless an exemption is stated.

A medical clearance is required for students returning to the Bachelor of Midwifery programme, following leave of absence for health reasons, or for repeated episodes of absence

VULNERABLE CHILDRENS ACT (2014)

In order to comply with the provisions of the Vulnerable Children's Act and Child Protection Policies for all '*specified organisations*' providing a '*regulated service*', all candidates/students will be subjected to safety checks. These will include but are not limited to;

- A Formal Interview
- Referee Checks
- A Police Vet Check
- A Risk Assessment

Any unsatisfactory result arising from the full safety checking process may result in the candidate/student being precluded/declined entry or withdrawn from the programme of study. Furthermore, students must declare any pending or new convictions arising during any stage throughout the entire enrolment period. A conviction or failure to declare a conviction may also result in the student being immediately withdrawn from the programme.

Person's who are convicted of '*specified offences*' will not be accepted onto any programme that requires that Person to work in an organisation providing a regulated service.

BACHELOR OF MIDWIFERY PROGRAMME ACADEMIC REGULATIONS

Programme Code: HL0901
Programme Level: 7
Credits: 480
Effective Date: January 2018

These regulations should be read in conjunction with the Institute's Academic Regulations, **and** the current Midwifery Council Standards for pre-registration midwifery education programmes.

1. Admission and Entry

1.1 General Academic Admission:

- a) Candidates who have no midwifery or nursing qualification must have gained University Entrance, including:
 - i. A minimum of 18 credits at NCEA Level 3 or higher in Biology or Chemistry; **and**
 - ii. A minimum of 16 credits at NCEA Level 3 or higher in an English language-rich subject (such as English, History, Art History, Classics, Geography, Economics or Media Studies); **and**
 - iii. A minimum of 16 credits at NCEA Level 3 or higher in one additional approved subject¹; **and**
 - iv. Literacy² (10 credits at NCEA Level 2 or above made up of 5 credits each in reading and writing); **and**
 - v. Numeracy³ (10 credits at NCEA Level 1 or above); **or**
 - vi. Equivalent.
- b) Candidates aged under 20 years must meet the the General Academic Admission criteria as detailed above.
- c) Registered nurses seeking entry into the programme on the basis of their nursing qualification or nursing practice experience must hold registration with the Nursing Council of New Zealand as a Registered Comprehensive Nurse, or a Registered General and Obstetric Nurse and must provide a Certificate of Good Standing from the Nursing Council of New Zealand.
- d) Registered health practitioners from other disciplines who have a qualification at Level 4 or above, seeking entry into the programme on the basis of their health professional qualification and practice experience must hold registration with the relevant regulatory authority in New Zealand and must provide a Certificate of Good Standing from that authority.
- e) Candidates who have studied on a Midwifery Degree programme at another institution will need to meet the Wintec Bachelor of Midwifery programme entry requirements or equivalent. They will also need evidence of B grade average (i.e. above B- average) and a letter of recommendation and a confidential report on the student from the Head of School of the previous programme, before, they will be considered for admission to the Wintec Bachelor of Midwifery programme.

¹ List of UE approved Subjects on NZQA website ² List of Achievement standards that contribute to Literacy from NZQA

³ List of Achievement Standards that contribute to Numeracy from NZQA website

1.2 Special Admission:

- a) Domestic applicants aged 20 years or above who have not met the General Admission criteria or entry requirements for the programme but who's skills, education or work experience indicate that they have a reasonable chance of success may be eligible for Special Admission. Applicants will be required to produce:
 - I. Evidence of academic equivalence of the above qualifications, or
 - II. Evidence of ability to study successfully at degree level.

Or

Have completed an approved foundation, bridging or tertiary introductory programme in Health at Level 4 **with 65% or higher in all modules.**
- b) Special admission will be granted at the discretion of the Centre Director or designated nominee. Such applicants may be required to successfully complete a foundation, bridging or tertiary introductory programme as a condition of entry into higher level programmes.

1.3 Selection Criteria

- a) All candidates are required to:
 - I. Complete the standard Wintec application form
 - II. Complete a self-declaration of criminal convictions
 - III. Complete a self-declaration of mental or physical condition

Candidates may also be required to provide additional information and/or attend an interview in order for application to be assessed
- b) Candidates must demonstrate strong communication skills and self-responsibility in relation to their learning and their practice.

1.4 Clinical Placement Requirement

- a) Before undertaking clinical placement within the programme, candidates will be required to provide a written health and immunity status assessment from their health practitioner.
- b) Candidates who do not have a current Annual Practising Certificate (APC) as a nurse or health practitioner must hold a current Comprehensive First Aid Certificate (covering NZQA Unit Standards 6400, 6401, and 6402) prior to undertaking clinical placement in the programme.

1.5 Safety Check

In order to comply with the provisions of the Vulnerable Children's Act, 2014, and Child Protection Policies for all 'specified organisations' providing a 'regulated service', all candidates/students will be subjected to safety checks. These will include but are not limited to;

- I. A Formal Interview
- II. Reference Checks
- III. A police Vet Check
- IV. A Risk Assessment

Any unsatisfactory result arising from the full safety checking process may result in the candidate/student being precluded/declined entry or withdrawn from the programme of study. Furthermore, students must declare any pending or new convictions arising during any stage throughout the entire enrolment period. A conviction or failure to declare a conviction may also result in the student being immediately withdrawn from the programme. Persons who are convicted of 'specified offences' will not be accepted onto any programme that requires that Person to work in an organisation providing a regulated service.

1.6 English Language Requirements

- a) To be considered for admission to this programme, candidates who have English as a second language are required to have an overall International English Language Test System (IELTS) (Academic) band score of 7.0, with no less than 6.5 in writing and reading and no less than 7.0 in speaking and listening; or the Occupational English Test (OET) with an A or B grade.

2. Transfer of Credit

- 2.1 Registered nurses who seek Transfer of Credit (Recognition of Prior Learning) on the basis of their nursing qualification or nursing practice experience must hold registration with the Nursing Council of New Zealand as a Registered Comprehensive Nurse, or a Registered General and Obstetric Nurse and provide a Certificate of Good Standing from the Nursing Council of New Zealand.
- 2.2 Registered health practitioners from other disciplines who seek Transfer of Credit (Recognition of Prior Learning) on the basis of their health professional qualification and practice experience must hold registration with the relevant authority in New Zealand and provide a Certificate of Good Standing from that authority.
- 2.3 The maximum transfer of credit which may be granted without prior approval from the Midwifery Council of New Zealand towards this programme is 75 credits.
- 2.4 No more than 200 practice hours may be credited without prior approval from the Midwifery Council of New Zealand.

3. Programme Requirement

- 3.1 Candidates for the Bachelor of Midwifery shall to the satisfaction of the Academic Board follow a programme of study for a period of normally not less than three years.
- 3.2 Candidates are required to complete a total of 480 credits (inclusive of any transfer of credits granted).
- 3.3 This programme will be offered in three trimesters per year as follows:
 - a) Year One – Trimesters 1, 2, and 3
 - b) Year Two – Trimesters 1, 2, and 3
 - c) Year Three – Trimesters 1, 2, and 3
- 3.4 Enrolment into this programme is on a full-time basis only.
- 3.5 The pass mark for all modules is 50%. Except in specialist modules where this is specified in the assessment of the module. This reflects those assessments identified as "safety" assessments. For example, drug calculations where a higher pass mark is required.
- 3.6 Candidates will be permitted to re-enrol once in no more than two modules in each of Year One and Year Two. Candidates who fail any module twice in Year One or Year Two or who fail three or more modules in Year One or Year Two will be automatically withdrawn from the programme.
- 3.7 In exceptional circumstances, candidates may be permitted to re-enrol once in any one module in Year Three. Candidates who fail a module twice in Year Three or who fail two or more modules in Year Three will be automatically withdrawn from the programme.
- 3.8 In accordance with the General Academic Regulations, students will not automatically be eligible for re-enrolment in any given year if they have demonstrated unsatisfactory progress by failing half or more of the modules in their programme in their preceding year.
- 3.9 Candidates who take more than 6 months leave from the programme must undertake a formal assessment (theoretical and clinical) before re-joining the programme. The cost of the assessment will be met by the candidate.
- 3.10 **Resubmissions/Re-sit**
 - a) Candidates may be offered a resubmission/re-sit for an assessment for only one module per trimester, to a maximum of two per year in years one and two, and only one in year three, with permission from the Midwifery Programme Committee.

- b) Resubmissions/re-sits will only be considered if:
- the candidate has obtained at least 50% in all other modules undertaken for the trimester
 - the final mark for the module is between 45%-49% (the maximum mark that will be awarded for a resubmission or re-sit is 50%)
- c) Any candidate who has a second enrolment in a module will not be eligible for resubmit or conceded pass for that enrolment.

4. Completion of the Programme

- 4.1 Candidates are required to complete the programme within a maximum of four years of study.

5. Award of the Qualification

- 5.1 Candidates who successfully complete the requirements as specified in section 3 of these regulations will be awarded the Bachelor of Midwifery
- 5.2 Candidates for the Bachelor of Midwifery should note that successful completion of the degree alone is not sufficient to confer registration as a midwife. Candidates who have completed the degree successfully, will be required to, on the first available occasion, sit the Midwifery Council of New Zealand's National Examination for entry to the Register of Midwives. Candidates who do not pass the examination at the first attempt will be permitted only one more attempt at the next available date.

6. Schedule of Modules

Note: no value in the pre/co-requisites columns means there are no pre/co-requisites for that module.

Year 1

Module Code	Module Name	Level	Credits	Pre-Requisites	Co-Requisites
HLBM501	Introduction to Midwifery Knowledge and Skills	5	15		
SCM501	Human Structure and Function	5	15		
HLBM502	Interpersonal Skills	5	15		
HLBM503	Constructions of Knowledge	5	15		
HLBM504	Introduction to Midwifery Practice	5	15	HLBM501 HLBM502 HLBM503 SCM501	HLBM506 HLBM508
HLBM505	Lactation and Breastfeeding	5	15	HLBM501 HLBM502 HLBM503 HLBM504 HLBM506 HLBM508 SCM501 SCM502	
SCM502	Human Biological Science	5	15	SCM501	
HLBM506	Art and Science of Midwifery I	5	15	HLBM501 HLBM502 HLBM503 SCM501	SCM502
HLBM507	Midwifery Practice for Normal Birth I	5	15	HLBM501 HLBM502 HLBM503 HLBM504 HLBM506 HLBM508 SCM501 SCM502	
HLBM508	Cultural Frameworks for Midwifery Practice	5	15	HLBM501 HLBM502 HLBM503 SCM501	
HLBM509	Health Research	5	15	HLBM501 HLBM502 HLBM503 HLBM504 HLBM506 HLBM508 SCM501 SCM502	
Total credits			165		

Year Two

Module Code	Module Name	Level	Credits	Pre-Requisites	Co-Requisites
HLBM601	Midwifery Practice for Normal Birth II	6	15	All Year 1 modules	HLBM602 HLBM603
HLBM602	Midwifery Practice and the Normal Neonate	6	15	All Year 1 modules	HLBM601 HLBM603
HLBM603	Art and Science of Midwifery II	6	15	All Year 1 modules	HLBM601 HLBM602 HLBM604
HLBM604	Women's Health Assessment and the Midwife	6	15	All Year 1 modules	HLBM603
HLBM606	Exploring Women's Health and Midwifery Practice	6	15	All Year 1 modules HLBM601 HLBM602 HLBM603 HLBM604	
HLBM609	Midwifery Practice: Complications of Childbirth II	6	15	All Year 1 modules HLBM601 HLBM602 HLBM603 HLBM604 HLBM606 HLBM611 HLBM612	
HLBM611	Complicated Childbirth	6	30	All Year 1 modules	HLBM612
HLBM612	Midwifery Practice: Complications of Childbirth I	6	15	All Year 1 modules HLBM601 HLBM602 HLBM603 HLBM604	HLBM611
SCM601	Pharmacology for Professional Practice	6	15	All Year 1 modules HLBM601 HLBM602 HLBM603 HLBM604 HLBM606 HLBM611 HLBM612	
Total credits			150		

Year Three

Module Code	Module Name	Level	Credits	Pre-Requisites	Co-Requisites
HLBM701	Complexity and Diversity in Practice	7	30	All Year 1 and year 2 modules	HLBM703
HLBM702	The Qualified Midwife	7	15	All Year 1 and year 2 modules	
HLBM703	Childbirth Complexities	7	15	All Year 1 and year 2 modules	HLBM701
HLBM704	Integrating Midwifery Practice I	7	30	All Year 1 and year 2 modules HLBM701 HLBM702 HLBM703	HLBM705
HLBM705	Integrating Midwifery Practice II	7	30	All Year 1 and year 2 modules HLBM701 HLBM702 HLBM703	HLBM704
HLBM706	Transition to Practice	7	30	All Year 1 and year 2 modules HLBM701 HLBM702 HLBM703 HLBM704 HLBM705	
HLBM707	Elective Practicum	7	15	All Year 1 and year 2 modules HLBM701 HLBM702 HLBM703 HLBM704 HLBM705	HLBM706
Total credits			165		

RECOMMENDED BOOK LIST

- Bryant, B., & Knights, K. (2014). *Pharmacology for health professionals (4th ed.)*. Sydney, Australia: Elsevier
- Guilliland, K., & Pairman, S. (2010). *The midwifery partnership: A model for practice (2nd ed.)*. Christchurch, New Zealand: New Zealand College of Midwives.
(available directly through NZCOM)
- Johnson, R. & Taylor, W., (2014). *Skills for midwifery practice (4th ed.)*. London, England: Elsevier.
- Jordan, S. (2011). *Pharmacology for midwives: The evidence base for safe practice (2nd ed.)*. New York, NY: Palgrave.
- Marieb, E.N., & Hoehn, K. (2016). *Human anatomy and physiology*. (10th ed.) San Francisco, CA: Benjamin Cummings Pearsons
- New Zealand College of Midwives. (2008). *Midwives handbook for practice*. Christchurch, New Zealand: New Zealand College of Midwives.
- Pairman, S. Pincombe, J., Thorogood, C. & Tracy, S. (Eds). (2015). *Midwifery: Preparation for practice*. (3rd ed). Sydney, Australia: Elsevier.
- Rankin, J. (2017). *Physiology in childbearing: With anatomy and related biosciences*. (4th ed.). Edinburgh, Scotland: Elsevier
- Books can be purchased from Bennett's Bookshop at Waikato University;
or on-line through:
www.textbooksrus.co.nz . Click on the Wintec page and then on to the midwifery programme's booklist.

GENERAL INFORMATION
STUDENT ASSISTANCE DIRECTORY

Assistance with:	Where to go / Who to contact:
Enrolment	Student Enrolment and Information Centre – 0800 2 Wintec (0800 2 946832)
Fee information	Student Enrolment and Information Centre – 0800 2 Wintec (0800 2 946832)
Student Loans and Allowances	StudyLink (0800 889900)
Programme details	Tutors / Programme Coordinator / Student Enrolment Centre / Centre Office
Health and Counselling Services	City: 0800 294 6832 Ext. 8869, Rotokauri: 0800 294 6832 Ext.8420, healthservices@wintec.ac.nz
Personal problems affecting your study	Student Support Advisor / Programme Coordinator / Wintec Counsellors Te Kete Kōnae: tkk@wintec.ac.nz
Managing your workload	Programme Coordinator / Student Learning Services : 07 834 8815 sls@wintec.ac.nz
Moodle	Moodle is Wintec's online learning and teaching environment. Your tutors will put information on the site for each of your modules throughout the course of the module – for example: lecture notes, research material, practice tests, notices, change of rooms etc. If you have questions or issues, please contact the IT Student Helpdesk.
Timetables	MyLearning / Student Enrolment and Information Centre / Wintec Website / Programme Coordinator
Photocopying	Library: 07 834 8866
Student IT Helpdesk	0800 294 6832 Ext.7000, 0800 587 500, studenthelpdesk@wintec.ac.nz
Security	Ext.9000 (City), 0800852900
Careers support, scholarships	Student Life Office: careers@wintec.ac.nz scholarships@wintec.ac.nz

Further information about the range of support services available to you can also be found on the Wintec website www.wintec.ac.nz

If you need assistance, your module co-ordinators, your group tutor, Programme Team Leader and the administration staff in the Centre in which you are studying will also be able to help you.

ACADEMIC MISCONDUCT

Cheating and plagiarism come under the heading of Academic Misconduct in Wintec's Academic Regulations.

Plagiarism is where another person's work or ideas are copied or paraphrased without acknowledgement. This relates to written, audio or visual material, text, tables or diagrams.

Examiners may decline to mark any module work that they are satisfied is the result of some dishonest or improper practice, or does not comply with instructions.

If a tutor suspects that cheating or plagiarism has taken place, they will advise the Team Manager, who will investigate and interview the student or students concerned.

Where cheating and/or plagiarism is found, the Centre Director will be informed, and provided with a recommended penalty. All penalties will be ratified by the Centre Programme Committee. Students will be notified by the Centre Director, in writing, of the penalty to be applied, and may be asked to sign a learning contract.

There are a range of penalties, depending on the severity of any misconduct. Further information can be found in the Academic Regulations.

The best way to avoid plagiarism is accurate and rigorous referencing (see below)

Wintec Academic Regulations state:

- Any work presented by a student must be their own work
- A student who is found to have cheated in the preparation or submission of a piece of work will be subject to disciplinary procedures
- Copying or paraphrasing someone else's work, be it published or unpublished, without clearly acknowledging it will be deemed dishonest
- Refer to <https://aewintecsitefinity.blob.core.windows.net/sitefinity-storage/docs/default-source/student-life-documents/policies-and-forms-documents/academic-regulations-documents/2017---academic-regulations.pdf?sfvrsn=2> for more information

AEGROTAT

The consideration of an impairment that impacts on the preparation for, and/or performance in, an assessment item where no further reassessment opportunity is available.

- Aegrotat is not available for competency based assessment;
- Aegrotat is not available for assessment item/s that measure a learning outcome/s that is not measured by any other assessment item/s within that module;
- The assessment structure specifies which learning outcomes are measured by each assessment item;
- In most cases this limits aegrotat to final examinations.
- Aegrotat is only available where there is no opportunity for further assessment attempts;
- Assessment items should be scheduled so that reassessment opportunities are available and manageable. In most cases this limits aegrotat to final examinations.
- An aegrotat creates an annotation to the final grade – '(a)'. P:a

Due to expectations of the midwifery profession an aegrotat pass is used only in very limited circumstances

APA REFERENCING

Accurate referencing is an important academic requirement and is expected of all students. Every source used in an assignment must be acknowledged (see section on Academic Misconduct) and appropriately referenced both within text and in the reference list at the end. The Centre for Health and Social Practice uses APA (6th Edition) referencing system. A comprehensive APA reference guide is provided by the Wintec library and can be accessed through the following link: <http://www.wintec.ac.nz/library/Pages/copyright.aspx>. Please make sure that you read and apply these guidelines to all work submitted during the course of your studies at Wintec. If you have any concerns about referencing please seek assistance from Student Learning Services.

Why Reference?

You need to know the correct way to refer to published works when writing essays or reports to:

1. acknowledge your use of someone else's material in your research
2. enable your readers to locate the work to which you refer
3. show anyone assessing your work, the extent of your research

Some students think that showing they have used other people's ideas in their work is a sign of weakness or unoriginality – this is not the case: it shows that you are familiar with current writing on your topic, and will add weight to your own argument.

If you do not indicate that some of the ideas or words you use came from someone else, you are guilty of plagiarism, the academic equivalent of theft. **This is regarded as serious academic misconduct and may result in you failing the assessment.**

Full information on APA is available on the web: <http://www.apastyle.org/elecref.html>

ASSESSMENT OF STUDENT LEARNING

The Academic Regulations and Manual can be viewed on the web: <https://wintecac-public.sharepoint.com/studentlife/policies/Pages/Academic-Regulations.aspx> in the Library or via MyLearning. Please read them.

These notes provide a guide only.

Assessment for each module usually consists of summative assignments and/or tests and summative assessments of practical/clinical skills. (Tests may include written tests and skills tests).

Details for assessment of each module will be included in the module outlines which will be available to students at the commencement of each trimester.

The assessment details will include:

- the type of assessment
- weighting of the assessment in relation to that required for the paper as a whole
- assignments and marking criteria for assignments as relevant
- date of tests
- due dates for assignments.

Most modules will have more than one piece of assessment, in order to give students a fair assessment distribution.

All assessments in the assessment schedule for each paper must be undertaken. The assessments will take into consideration the Learning Outcomes of the individual module as well as the overall programme outcomes.

The primary focus of assessments is to ascertain the extent to which students are able to:

- obtain, organise and analyse information
- identify and solve problems
- exercise judgment
- utilise theoretical knowledge experiences and resources effectively
- consider relevant legal, ethical and cultural aspects
- discuss, defend and present views effectively
- select and assign priorities to meet deadlines
- present ideas through formal written language (in the written assignments)

In the case of Group Assignments the focus will extend to interpersonal skills needed for a professional career which requires team co-operation and participation and group decision making.

RESULTS

Official Result Notices will be issued after each trimester following acceptance by the Programme Committee. Results will **NOT** be given out over the phone due to the Privacy Act. Results on Moodle are provisional.

APPEAL PROCEDURE

Any students who consider their work has been unfairly/incorrectly assessed, or who have failed an assessment or module are entitled to have the assessment reconsidered. Please refer to Academic Regulations available on the Wintec website.

TUTOR/WHANAU GROUP SUPPORT

Each student enrolled in the Bachelor of Midwifery Degree will be allocated a Group Tutor. The tutor will provide support and information with regard to their progress through the programme throughout their enrolment in the programme. The student must meet with their Group Tutor to discuss their overall progress each trimester. Please email your group tutor directly to arrange your appointments (firstname.surname@wintec.ac.nz)

BEHAVIOUR

Code of Conduct for Students (Full Policy [↗ MyLearning](#))

Following enrolment at Wintec students are expected to:

- comply with all statutes, policies, regulations and procedures
- exercise responsible and safe use of Wintec's resources; and
- accept the consequences of non-compliance with statutes, policies and regulations of misuse of resources.

Respect for the rights of others.

All students are expected to respect the rights of fellow students, staff and the wider Wintec community.

Accordingly students are expected to:

- refrain from all forms of discrimination, intimidation and harassment of fellow students, staff and the wider Wintec community;
- respect the privacy of individuals at all times;
- ensure personal and confidential information is used only for the purposes for which it was intended, in accordance with the Privacy Act 1993;
- avoid behaviour which might cause disruption to the Wintec community.

Copies of the policies are available on the Wintec website, in the Library and at the Students' Association.

The Midwifery Council of New Zealand's Code of Conduct, can be found on the Council's website.

www.midwiferycouncil.health.nz

CHANGES / WITHDRAWING FROM MODULES

If you want to change the module/s that you are enrolled in, you need to let us know by completing a 'Change to Enrolment Form' (also referred to as an EDC2). A copy of this form on the Wintec website – just search 'forms' in the search bar, from the Student Enrolment and Information Centre.

It is recommended that any changes are made prior to the start of each module, to ensure that you do not miss any classes or module content, and to avoid financial and/or academic penalties. An administration processing fee may apply.

Please be aware that if you wish to withdraw from any modules, there are specific timeframes at the start of each module that need to be met for you to be eligible for refunds and also avoid any academic penalties. The date of withdrawal will be the date that the completed form is received by the Wintec Student Enrolment and Information Centre.

If the date of withdrawal occurs before the 10% point of the programme or course duration, there is a refund of tuition fees. After the 10% point of the programme of course, a refund will only be considered for medical or compassionate circumstances beyond your control – supporting documentation must be provided to the Centre Director. If you withdraw after the 75% point of a module you will receive a Fail grade for the module.

Please refer to the Wintec Academic Regulations and Policy on Student Fees and Refunds (both available on the Wintec website) for further details of the requirements around changes to enrolments and withdrawals.

Completed forms must be returned to the Student Enrolment and Information Centre or the Centre Office. Any changes will need to be signed off by the Programme Coordinator.

COMPLAINTS

If you have a concern or complaint make sure you follow the process set out in the Student Concerns, Complaints and Appeals Policy. This can be found on the website https://aewintecsitefinity.blob.core.windows.net/sitefinity-storage/docs/default-source/student-life-documents/policies-and-forms-documents/forms/formal-complaint-form.pdf?sfvrsn=26e3e033_4

This covers:

- Student concerns and Informal complaints
- General Formal complaints and Appeals
- Review of an Academic decision and Appeal

CONTACT DETAILS

If your contact details change (address, mobile number, email) please let us know. This will ensure you do not miss out on important information about your studies. The details we have in our system will also be used for sending out your result notifications, certificates and information about graduation (where applicable).

You can update your details online (Student at Wintec) or by completing a Change to Details form and returning this to the Student Enrolment & Information Centre. A copy of this form can be found on the Wintec website – just search for 'forms' in the search bar, from the Student Enrolment & Information Centre.

CONTACTING STUDENTS

Please ensure that you regularly check Moodle for news items and updates. From time to time, you may receive a text message from CHASP, for example, to advise that a class has been cancelled. Please ensure you advise SEIC of any change to your contact details (see above). CHASP will give as much advance notice as possible to any unexpected changes.

COPYRIGHT AND THE INTERNET

Articles and pages of a website are regarded as literary works under the Copyright Act and are therefore protected by copyright.

Often a website will include a copyright notice setting out what may be copied, downloaded or printed from the website. In certain instances, material may not be accessed without subscription or electronic payment.

Where no information on the use of website material is provided, use the following guidelines.

Copying purposes

For research and private study only.

Person making copy

Individual carrying out research or private study (lecturer, teacher, student), or prescribed library making copy on their behalf.

Amount of work to be copied.

- Insubstantial portion of website material (one item or section)
- Insubstantial portion of an electronic publication (one chapter or up to 10%)
- One article from an electronic journal freely available on website.

Number of copies allowed.

- One single copy only, which may not be copied further.
- Electronic copy can be made on hard or floppy disk for individual's private study and only one copy can be made from this electronic copy.

Fair Dealing

The following uses are not considered "fair dealing" on the internet, and any such use must first be cleared with the website owner.

- Copying of all website or all of electronic publication for permanent electronic storage
- Copying and pasting extracts from a website into your own work.
- Multiple copying of material downloaded from a website
- Using downloaded printouts for anything other than research or private study
- Using hyperlinks from your website to others, without permission
- Pasting of material from books, journals or periodicals to your own website.
- Uploading any copyright material to user groups or bulletin board.

EXAM REQUIREMENTS

Bring to exams

Student ID Card – *you may not be permitted to sit your exam if you are unable to prove your identity.*

Blue or Black ball point pen

2B Pencil for marking multichoice cards

Eraser

IMPORTANT INFORMATION

Arrive 15 minutes before exam is due to start

No student shall be permitted to enter the examination room after 45 minutes has elapsed.

No student shall be permitted to leave the examination room during the final 15 minutes.

Written answers to be written in ink, **MCQs** in 2B Pencil or on Moodle

Electronic Devices are not permitted in exams.

Mobile telephones / pagers / personal computers or locator devices must be turned off for the duration of the exam.

You may not receive or make any telephone call during the exam.
You may not send or receive any text messages at any stage of the exam.

Candidates may not be accompanied during the exam

WHAT HAPPENS IF I FAIL?

All results are ratified by the Bachelor of Midwifery Programme Committee. At this time all fail results are considered and a decision is made about the best way forward to ensure the student is most likely to succeed and that meets Wintec regulations. Please see the Bachelor of Midwifery regulations for guidance. The Programme Committee decision is communicated by a formal letter, sent via email and post. Students are strongly encouraged to meet with the Midwifery Manager to discuss their options and confirm their planned study.

GRADUATION

Wintec Graduation Week is held during March each year.

Students who have completed the requirements of their qualification will have their qualification conferred in person or *in absentia*. Students can choose to graduate either the marae or at Claudelands Event Centre.

If you are having your degree conferred in person you are required to wear the correct regalia. You will be sent information on Graduation in January/February of the year you are to graduate.

There is a fee for the hireage of regalia. It is important that you notify the Student Enrolment & Information Centre or Centre for Health and Social Practice office of any change of address to enable us to send you graduation information. (0800 2 Wintec or info@wintec.ac.nz)

MESSAGES FOR STUDENTS

In accordance with the Privacy Act we are unable to confirm student availability. We will only pass on a message in case of life-threatening emergency.

MOBILE PHONES

Mobile phones **MUST** be turned off in class and **MUST NOT** be taken into any assessments (eg tests, presentations, exams.)

In cases where you are expecting an urgent call – please advise the lecturer taking the session, set the telephone to silent alert, and sit close to the front of the room to ensure minimum disturbance to your peers.

Mobile phones **ARE NOT** to be used as a calculator in class.

MODERATION

All modules and assessments activities are internally and externally moderated. Moderation ensures that all assessments are fair, valid and consistent.

To meet internal and external moderation requirements a sample of students' assignments will be selected. Any assignments taken to external moderation will be photocopied and any identifying names, ID numbers etc. will be removed to ensure anonymity on the part of the students involved.

MOODLE - CODE OF CONDUCT FOR COMMUNICATION ACTIVITIES

Moodle discussion boards provide the opportunity for students, lecturers and programme administration staff to communicate with each other. The following guidelines (or Code of Conduct) sets out some guidelines for how we will relate to one another through a Moodle communication site.

Purpose of discussion boards

Academic discussion within the programmes offered by the Centre for Health and Social Practice, promotes the critical exploration of relevant ideas and opinions of students and staff about aspects of theoretical learning and experience in clinical practice. Discussion postings and requests for information should be respectful, perceptive and thoughtful.

Message titles

High volumes of messages can occur in some discussion boards, and as not all students or lecturers follow all of the discussion on a site, it is important to clearly address or title your postings so it will be seen by the person or people it is intended for.

Message response times

Centre for Health and Social Practice staff will attempt to respond to student requests for information or assistance posted on a discussion board within one working day (or 24 hours). Students who are enrolled in Centre for Health and Social Practice programmes need to ensure that they have access to, and participate in, the relevant communication sites for their programme of learning.

Contextual and ethical considerations

The material that is discussed on a discussion board belongs to the people who post it. This material should not be quoted out of context or used in another place without the author's permission. Private postings should remain private unless permission is gained from the original author to share private information on the open part of the discussion board.

Courteous postings

Students or staff who feel that any messages are offensive to them are asked to contact the lecturer for the module, or the programme coordinator where appropriate. Please mail the intended recipient of the information that is sensitive rather than using the discussion area to escalate any disputes.

Virus information

Take care with attachments. It may be preferable to copy material into a message rather than attach it as a file.

Social networking Sites

Social networking sites (e.g. Facebook) are a way of communicating personal information with friends and family. There are risks and benefits using such sites. Midwives and midwifery students must be cautious when posting any information, and also when using other forms of electronic communication such as blogs, forums, e-mail, instagram and Twitter. Inappropriate use may result in you being removed from clinical placement and from the midwifery programme. Please refer to the Midwifery Council of New Zealand webpage, and in particular, the Code of Conduct, for more information: <http://www.midwiferycouncil.health.nz/conduct>

NOTICE BOARDS

- Centre for Health and Social Practice programmes notice boards are on Level 1, D Block.
- Electronic Notice Board - All notices are posted on 'Moodle' or *MyLearning*— it is important that you access this daily to check for any updates.

Notices posted on Student Notice Board/MyLearning/Moodle will be deemed to have been read by students.

PERSONAL STUDENT FILES

Applications and scanned copies of all documentation submitted with your application are held by the Student Information and Enrolment Centre.

Information that is specific to the Centre for Health and Social Practice programmes is kept on a file in the Centre for Health and Social Practice.

You are able to access your file at any time during your enrolment in the programme. Please contact the relevant area depending on the file you wish to see.

Your student ID card is required as proof of identity when you wish to look at your file.

In accordance with the Principles 6 and 7 of the Privacy Act 1993, you have the right to correct information held about yourself.

Your file in the Centre for Health and Social Practice will contain specific programme documentation (where applicable):

- Wintec Declaration Form
- Completed Waikato Institute of Technology Centre for Health and Social Practice Confidentiality Form
- Waikato DHB Confidentiality Form in relation to clinical placements.
- Copies of Clinical Practice Assessments for Midwifery Council of New Zealand
- Copies of file notes to demonstrate student assistance and academic counselling
- Copies of correspondence sent by Centre for Health and Social Practice.

Documents held by the Centre for Health and Social Practice will be kept for **one year** after you have completed the programme. After that date they will be archived.

PRIVACY ACT

Under the constraints of the Privacy Act, staff at Wintec are unable to give out information relating to students.

If students have family and/or friends who need to know their whereabouts, students should ensure that these people know their timetable.

RECONSIDERATION OF MARKS

A student may apply to have the mark of an assignment reconsidered. A written application on the appropriate form is available from SEIC or <http://www.wintec.ac.nz/seic/Pages/forms.aspx>. The application for reconsideration of marks must be submitted within 10 working days of notification of the result and accompanied by the prescribed fee.

SCHOLARSHIPS

There are a wide range of grants and scholarships available to students. Many are listed on 'Moodle' and/or on an internet database called 'Breakout'.

Some specific scholarships are also available. Please check with the Student Enrolment and Information Centre and on 'Moodle'.

<https://www.wintec.ac.nz/student-life/support-services/scholarships>

SPECIAL CONSIDERATION PROCESS

It is essential to recognise that you will likely experience occasional illness and perhaps other problems or events that coincide with the preparation of internal assessments, tests, exams, or meeting assessment dates. This is a part of everyday life and it is expected that students will manage these situations alongside their commitment to study. Such circumstances do not in themselves excuse failure or impaired performance, and do not automatically provide grounds for an Assessment Concession.

Events do not always run smoothly, and as such, you are expected to take this into account when managing your study by building in contingency for the unexpected. For example, by ensuring that assignments are completed in good time, or allowing sufficient time to revise for an exam. Wintec will however take account of **genuinely serious problems or exceptional circumstances beyond your control** which have adversely affected your performance in an internal assessment, test, or examination.

If you fail to meet an assessment deadline or feel your performance was impaired you may request for your circumstances to be taken into account by submitting an application for Special Consideration. <https://aewintecsitefinity.blob.core.windows.net/sitefinity-storage/docs/default-source/student-life-documents/policies-and-forms-documents/forms/application-special-consideration.pdf?sfvrsn=12>

Applications for Special Consideration should be made as soon as possible, and in advance wherever possible. At the latest they must be submitted within 5 working days of the illness/incident, and include all required supporting information and evidence. Applications will not be accepted after the results of the assessment item/s are released.

Wintec has an obligation to ensure all students are assessed against all Learning Outcomes for all modules. As such the approach used to determine the outcome of any Special Consideration case will ensure that a student will still be able to achieve the required Learning Outcomes of the module.

The following parameters will be taken into account when assessing applications for Special Consideration:

- Classification of impairment (e.g. Timing of illness / incident)
- Grounds (e.g. Personal illness / injury, Bereavement, Exceptional circumstances beyond your control)
- Type of assessment (e.g. Internal Assessment, Test)
- Impact of impairment (e.g. Unable to attend an assessment)

Depending on the combination of these parameters, the evidence provided, and overall performance, the outcome of the Special Consideration application may comprise any of the following Assessment Concessions: Extension, Alternative time / assessment, Re-submission / Re-sit, Learning Support, Aegrotat. For further information please refer to the Academic Regulations and Manual found on the Wintec website.
<http://www.wintec.ac.nz/studentlife/policies/Pages/Academic-Regulations.aspx>

STUDENT HELPDESK

Wintec has a dedicated Student Helpdesk that provides direct technical and IT support to all Wintec students. ITS Student Helpdesk is focused on providing excellent customer support for walk-in and phone enquiries. Students enrolled at Wintec, are able to access this free service which includes:

- Resetting student user account passwords
- Help students with computer lab access; e.g. Student Hub
- Direct lost students to the appropriate Wintec facilities; e.g. computer labs
- Direct students to the appropriate IT training programs

TELEPHONE ACCESS

Telephones are situated in each building for student use.

Emergency telephones are located by B Block and in the student car park. These emergency phones are linked directly to Wintec Security.

TE REO MĀORI

Students have the right to undertake assessments in Te Reo. Once enrolled, students who intend to present all or part of their assessments in Te Reo Māori should provide written notice to the tutor responsible for the module no less than six weeks prior to the due date for the assessment. If less than six weeks' notice is given, marking and resulting processes for written assessments may be delayed, and oral assessments in Te Reo Māori may not be able to be approved.

Wintec will take all reasonable steps to ensure all items of assessment presented in Te Reo Māori, regardless of type (e.g. written/oral, theoretical/practical), are assessed by a tutor who is competent in both Te Reo Māori and the required discipline/subject area.

STUDENT REPRESENTATIVES - STUDENT FORUM

To share information, concerns, suggestions, organizational issues and changes in order to maintain effective communication and work constructively to enhance the quality of programmes in the Centre for Health and Social Practice. A representative should be elected from each class.

Membership shall comprise

- Student Representative from each year of study and each HUB
- Centre Director (or their nominated delegate)
- Team Manager
- Other guests as required including an independent chairperson
- Programme Administrator to take minutes/notes

General

- Meetings will be held every trimester.
- Representatives are the voice of class. It is essential that student representatives check with class views before they are voiced in the forum.

Process

- Each person is offered a chance to speak
- Listen and capture themes

WINTERC STUDENT PORTAL - MYLEARNING

Not sure about your timetable?
Want to check your email?
Time to find out your results?
Studying Online?

MyLearning is available at any time of the day or night AND you can access it wherever you are - whether it's on campus, at home or at work. Just login for everything you need online in one place!.

On Campus

Once you are logged in to the network, open a browser and your Mysite (your *personal* Wintec Student Portal page) will appear..

OFF CAMPUS

Type the following address in to a browser: <https://mytec.wintec.ac.nz> and log in using your Wintec network login. For assistance please contact the **Wintec Student Helpdesk**: located in the HUB.

Email Student.Helpdesk@wintec.ac.nz, or phone (07) 834-8800 extn 7000 or 0800 587 500

STUDENT HELPDESK (located in the HUB at the entry to the library).

Wintec has a dedicated Student Helpdesk that provides direct technical and IT support to all Wintec students. ITS Student Helpdesk is focused on providing excellent customer support for walk-in and phone enquiries. If you decide to study at Wintec, you will be able to access this free service which includes:

- Resetting student user account passwords
- Help students with computer lab access
- Direct lost students to the appropriate Wintec facilities

If you would like to know more about this service we offer, please contact our [Student Enrolment & Information Centre](#).

FOR ASSISTANCE PLEASE CONTACT THE WINTERC STUDENT HELPDESK:

EMAIL: Student.Helpdesk@wintec.ac.nz

OR PHONE (07) 834-8800 EXTN 7000 OR 0800 587 500

SAFETY AND WELLBEING

At Wintec we work with our staff and student community to ensure we have a safe and healthy campus environment and promote a proactive safety culture. It is important that we comply with occupational health and safety laws, promote wellbeing, provide health and safety training and information, prevent accidents and have emergency procedures. We have specialist health and safety staff who represent employees and students, and who carry out reviews and audits on how we are doing in health and safety management. Further information about Safety and Wellbeing can be found on the Wintec website.

It is important that you follow health and safety procedures and guidelines.

All accidents and hazards that could cause accidents should be reported. On your wintec student home page you will have access to 'VAULT' to report and record this.

In all cases, please advise your tutor. If you would like to contact the Wintec OSH Manager, please call the main Wintec phone number 0800 2 Wintec (0800 294 6832) and ask to be put through.

In the event of an emergency alarm, please follow the instructions of your tutor/s, and the emergency evacuation notices in each building.

If you don't feel safe in your learning environment, make sure you tell someone about it! Tell your tutor or your Centre Office immediately.

CAMPUS DEVELOPMENT AND CONSTRUCTION WORKS

Campus development, modernisation, and construction work will mean that contractors will be working on the City and Rotokauri campus throughout the year. Please take notice of safety barriers and follow advice on signage around construction areas.

DRUG AND ALCOHOL POLICY

Wintec has a Drug and Alcohol policy that covers students, staff, contractors and visitors to the campus. Make sure you read and understand this policy. It can be found on the Wintec website.

Students suspected of being under the influence of drugs, alcohol or other substances will be removed from classes immediately for safety reasons and asked to meet with Team Manager prior to returning to class. Police may be asked to be involved.

EMERGENCY INFORMATION & FIRST AID

In case of emergency contact Emergency Services on 111 or Security on 0800 852 900 or Ext.9000

FIRE DRILL AND EMERGENCY PROCEDURES

Students are requested to read the evacuation notices in teaching rooms regarding emergency procedures. In event of emergency Floor Wardens will direct you to a safe place.

OCCUPATIONAL SAFETY AND HEALTH

All students must adhere to the Wintec general OSH policy and course safety information. The OSH policy can be found on [MyLearning](#).

SAFETY AND HEALTH ADVICE FOR STUDENTS WITH DISABILITIES OR HEALTH CONDITIONS

Students who have a health condition or disability which could be affected by some study activity are encouraged to discuss concerns, in confidence, with the Student Learning Services, your programme coordinator, or tutor.

Should you become pregnant, please inform your Programme Manager or tutor as early as possible so that we can help to keep you safe. You may be required to do activities or tasks that can be detrimental to the foetus and we need to ensure your safety and the safety of your unborn child. This will be treated in strictest confidence.

SMOKE FREE

Please support Wintec's smoke free policy by **not** smoking anywhere on Wintec campuses or car parks.

WINTER FACILITIES – CENTRE FOR HEALTH AND SOCIAL PRACTICE**CLASSROOMS, LABORATORY, PRACTICE SUITE AND SIMULATION ROOM**

Lecture theatres, classrooms and convertible seminar rooms with audio visual and other teaching aids are available as a shared facility within the Institute.

The Centre for Health and Social Practice has:

- (a) A practice suite with:
 - one ward with 10 hospital beds, toilet and sluice room
 - bath and showers
 - 2 treatment rooms
 - a storage room with locked drug cupboard
 - a nurses' station
- (b) A demonstration and seminar room
- (c) A lockable double storage room for supplies and equipment
- (d) A simulation room

The practice suite is fully equipped with the resources required for hospital and community nursing/midwifery practice teaching. It also has facilities for video recording and playback.

SCIENCE LABORATORIES

Science laboratories are shared with the science department. They meet safety regulations and have technician support.

GUIDE FOR CONDUCT IN THE SIMULATION SUITE (Ruby's Room)

- Professional behaviour is expected from all users of the Simulation Suite. It is expected that participants engage with all scenarios as they would in the clinical environment.
- Anyone intentionally damaging Simulation Suite property or removing equipment from the Centre may be subject to disciplinary action. All equipment should be treated with care and respect.
- Students are expected to be punctual for simulations sessions.
- No food or drink to be consumed in the simulation rooms.
- Students agree to engage fully with all scenarios in order to maximise learning outcomes for themselves and others.
- Performance in the Simulation Suite is confidential and should only be discussed with participants and tutors who were present at the session. This is to protect participants.
- All scenarios that are run in the Simulation Suite are confidential and details should not be discussed outside the group. This is to maximise learning for those that have not yet engaged with the scenarios. Scenarios are used multiple times and take time and effort to create.

STUDY GUIDE

This booklet has been prepared to help you to develop and maintain useful study habits, reading, writing and oral presentation skills to aid your progress throughout your programme.

Successful studying is a learned skill. There are no hard and fast rules about studying except perhaps that study habits, like ability in sport, improve with practice. Your own preferences on when to study and for how long will be central to your study programme. It is important that you identify your own preferences and needs early.

Finally, ask questions, of yourself, staff, and texts. Rudyard Kipling summed it up nicely nearly one hundred years ago

*I keep six honest serving men,
They have taught me all I know,
Their names are: what? And why? And when?
And how? And where? And who?*

GOOD STUDYING!

LEARNING IN A TERTIARY INSTITUTION

Successfully undertaking a programme of learning in a tertiary institution is all about accepting responsibility for your own learning.

1. Motivation for Learning:

What are your motives for entering your chosen programme?

- skills and knowledge?
- career opportunities?
- self improvement?

List your goals: Be honest with yourself.

You may like to discuss/compare your goals with those of a friend or colleague.

Take responsibility for you own learning.

Identify and list your weaknesses.

Consider as you read on how to make the best use of your strengths to enhance your learning.

What resources will you need to master the weakness?

What are your expectations of yourself?

What are your expectations of teachers/lecturers?

Discuss your responses with fellow students.

2. Getting Organised for Learning:

Students who are well organised are generally more successful than those who are not.

- take responsibility for your own learning
- know your strengths and weaknesses
- reduce likelihood of problems by planning.

Lifestyle

Is your lifestyle conducive to the demands of tertiary learning?

Being a student should be both stimulating and fun but it makes demands on your physical, emotional and social resources. Pay attention to your personal health needs: nutrition, relaxation, exercise and sleep.

What sort of place do you require to study?

A quiet room where you will be uninterrupted or a corner of the dinner table with the sounds of family, whanau, flatmates all around you?

Do you have a place to leave your study materials where they will not be eaten by the dog, turned into art nouveau by children or used as beer mats?

Timetabling

Timetable your out of class time so that you have REGULAR periods of time set aside for study.

Your timetable should be flexible enough to meet special demands of tests and assignments.

In making your timetable, be REALISTIC about family and social commitments and needs.

READING SKILLS

Effective reading means much more than recognising symbols. Knowledge is available in books but to learn successfully you need to read **actively** and find ways to interest yourself in what you are reading. If you are involved in what you are doing, if it is meaningful for you, you will enjoy reading.

FINDING INFORMATION IN A BOOK

There are two basic aids to finding information in a book:

TABLE OF CONTENTS - this is best used for finding general topics

To use the table of contents:

- a. decide what you want to read about
- b. read the chapter headings for that topic or words or phrases

may wish to find information about Library catalogues while there is listed a chapter on Information Retrieval.



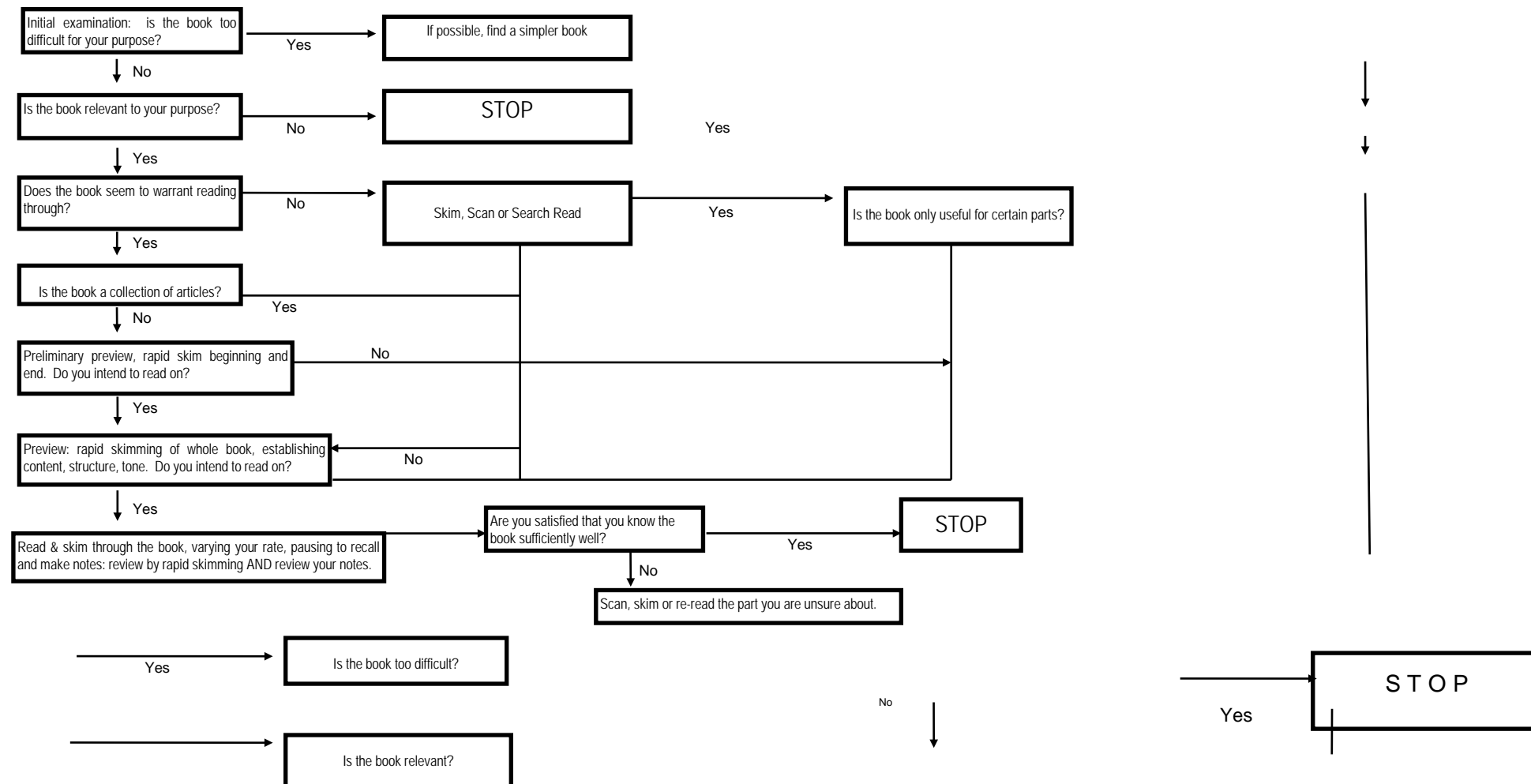
which may have a similar meaning. e.g. you

INDEX

This is usually found at the back of the book and gives an alphabetical listing of specific topics and the pages on which discussion of these is to be found. Again the word you have in mind may not be listed and you may have to consider words of similar meaning, e.g. You may wish to read about relaxation whereas the only entry is under rest or recreation.

The use of these aids is more effective than vaguely flipping through a book for something that may relate to your topic. Please, please browse for pleasure but not when you have an information search on hand.

HOW TO CHOOSE A REFERENCE BOOK



NOTE TAKING SKILLS

GUIDELINES FOR EFFECTIVE NOTE TAKING



study

1. Why take notes?

- a. to focus thinking
- b. to record salient information for later use
- c. to provide outline material as a basis for
- d. to save time

2. When should one take notes?

When reading, listening or viewing new material that you wish to retain in summary. Notes can be made from books, from lectures, during discussions or when viewing material such as films.

3. Listening and Note Taking

The basis of effective note taking is listening and understanding. Do not compromise on **listening**. Note taking should NOT occupy most of your time in class - you should be doing more listening than writing.

Notes therefore should be brief and to the point - you cannot listen effectively while writing.

How to listen

- a. **Preview the topic.** Whenever you get a chance preview what you can about the topic. If you have a little knowledge it may help you in understanding and picking up the main points.
- b. **Be alert.** The more alert you are physically and mentally the better you are able to listen.
- c. **Concentrate.**
- d. **Think.** As you listen to what is said you should also be thinking about it. You should be weighing it up, comparing it with your present knowledge and seeing how it fits into the overall topic.

4. How should one take notes?

Think about what is being said. Ask 'Is it important? Do I need to remember it? know it?' It is best to use your own words - the more you use your own words to express ideas, the more you will learn.

5. The way in which you choose to record your notes depends largely on what is meaningful for you. For example what do you remember most effectively?

Lines of prose?
Columns of information?
Diagrams and pictures?
Highlighters to make important information stand out?

6. What should be included?

- a. **All the main points:** One of the skills you need to learn is to identify the main points. Practise listening for these and noting **ONLY** the main points. Identify whether what you have as the main points are what other students, the tutor and texts also regard as main points. At the end of the class ask "Can I meet the objectives for this lesson? Have I the main points?" If you cannot answer yes or you do not know the answer - ask the tutor at once. Do not wait - it is you who will lose out.

- b. Under main points include **information which expands the topic** use headings e.g.

i.	Assessment	OR	i.	How
ii.	Planning		ii.	When
iii.	Implementation		iii.	Where
iv.	Evaluation		iv.	Why

Structuring your notes may be difficult at first, but you should aim to have notes which look something like the above example. All well planned lessons will have a similar structure.

You may find it useful in the beginning to set out your page before the class begins as a basis for organising your material. Space notes out so that you can add new information from texts or other sources.

- c. Diagrams, graphs or charts - use only if they will help explain a point to you. DO NOT spend time drawing diagrams that are to be found in any text.
- d. Include examples, again only if they will help you explain or make what is written, clear to you.
- e. Notes from books - do not waste time copying what you already own. If you wish to keep notes in books - underline in pencil (for resale value) the main points for review and number the points in the margin.

If you do not own the book, DO NOT DEFACE IT. Make notes - again of main points in brief. If you are tempted to copy large sections, think 'How much copied material do I have unused?' 'How will I identify the main points?'

- f. Avoid using complete sentences. They take too long to write and it is difficult to keep up if you try to do this. A key word or an idea expressed in a phrase is best. Do not attempt to write every word spoken - it wastes time, gives you no benefit and may even be harmful in that you may miss the next point.

7. Reviewing notes

If you do not look at your notes soon after writing them, you will probably find them difficult to understand. This may be due to poor handwriting, a shorthand you've forgotten or you may not have recorded central important points. Early editing, that is, checking for clarity, tabulating and clarifying and noting abbreviations, deleting unimportant points, will help avoid this problem.

8. Recopying notes

Aim to be skilled enough not to have to recopy notes. It is a waste of time. You do not need to know your notes by heart and you will spend time more profitably developing an interest in and reading around a topic once you have the central ideas about it. Ask questions about everything. The most effective questions to ask about any topic are How? When? Where? Why?

9. Expanding notes

Add to class notes as you read. However be aware that you have main headings. If you find new information that is important - add new headings. The only reasons for rewriting notes should be that you have a whole new view of the subject and wish to reorganise your information. **REMEMBER** this will take time. Ask "Is it worth it?"

Good note taking is a skill that requires practice. Keep practising and develop the style that best suits you.

ASSIGNMENT WRITING SKILLS

This section offers guidelines for ALL written assignments. For assignments which require a report or case study you should also refer to the sections on Report Writing/Case Study.

ASSIGNMENT PRESENTATION**Presentation Standards**

- a Assignments should be **word processed - 1½ line spaced, A4 paper only.**
Font should be plain and Arial or Times Roman size 12.
- b Identify assignments by **ID and page number in the footer of each page.**
Do not write your name on the assignment.
Leave a **2.5cm margin** on left side only.
- c Length of assignment must be within 10% either side of the stated word limit
- d **Proof read, Proof read, Proof read**
- e Electronic submission in the assignment drop box on Moodle by midnight on the due date.
Any variations to this type of submissions will be identified by the module co-ordinator

THE PREPARATION OF ASSIGNMENTS**1. Organisation**

Keep a calendar for recording when assignments are due. Use your timetable and plan your work so that you are not frantically writing at the last minute, several assignments which are due tomorrow!

Define each term used in the assignment question or topic and use these definitions as tentative headings for your research. If you are unclear about what is required you must ask your lecturer for clarification. A list of terms that are frequently used in assignment and examination topics is given at the end of this section.

2. Prepare Your Material

Use the library to gather your reading material. Gather books, overlook class notes and handouts and the popular media such as information.



periodicals and articles **relevant** to your topic. Do not newspapers and magazines in your search for relevant

See that your reading is not too general. Actively assess the value

of your material and prune steadily as you read.

Take **relevant** notes as you read.

In your notes distinguish clearly between what you have paraphrased and what you have copied with a view to quotation. Record your sources carefully.

3. Decide on Your Approach

Sort your material into a pattern that will best support your ideas or argument. You will be required to use techniques such as analysing - seeing interrelationships between ideas, distinguishing fact from hypothesis; synthesising - arranging ideas into a pattern or structure; evaluating - making judgments about the value of material.

It is your responsibility, not your reader's, to see that your material makes sense. In order to achieve this, use a basic framework.

a. Introduction

- comment on the subject you are going to write about (What do you understand by it?)
- introduce the points that you plan to discuss, stating your case in general terms and the opinions you are going to support in the rest of the piece.
- very **briefly** summarise your overall theme, indicating the main points to be made and perhaps the order in which they are to be presented. Thus giving the reader some idea of what to expect and increasing the reader's comprehension.
- do not simply restate the assignment topic and assessment criteria.

b. The Main Body

- develop your line of argument through several main ideas
- support each idea with examples and illustrations drawn from relevant literature and/or experience. Make sure you **acknowledge** the source of examples or illustrations.
- as you develop your theme, show how your arguments in one place relate to others that you have used or intend to use
- include pictures, diagrams and tables only if they are **essential** to your argument

c. Conclusion

- summarise the main ideas and draw a conclusion.
- form a tentative answer to the question; comment on the topic indicating wider implications, future trends and scope for further consideration.
- do not introduce new material which is not supported by your arguments and do not simply repeat content.

4. Make Your Writing Readable

When you write:

- use words that convey your intended meaning accurately and unambiguously.
- use simple rather than jargonistic or ornate words. For example, women may tell us.....; let us know....; say.....; or state.....!
- avoid slang and colloquialisms unless quoting
- use complete, straightforward sentences that convey one idea. Do not write assignments in note form
- group your sentences into paragraphs. A paragraph should contain one main idea with supporting ideas or illustrations. Its final sentence should lead naturally to the idea contained in the next paragraph.
- your writing should be free of spelling and grammatical errors. It is a good idea to have someone else read over your work before you hand it in. Use a dictionary and thesaurus for accuracy in spelling and choice of words.

NB. Both Collins and Oxford are good English Dictionaries. Webster's Dictionary is good for discovering word origins but it is American and uses American spelling which differs from English spelling.

- use quotations sparingly - paraphrase where possible and on **no** account copy material without acknowledgment.
- use quotations and paraphrased material only to support your own arguments and findings or to illustrate your ideas.
- avoid the use of etc (etcetera). If you need to say "and similarly....." or "and the like..." then say it.

5. Revise Your Work

Reread your draft after a day or two and be ruthless in your pruning. Redraft and if necessary rewrite. Very few people can rely on writing a major piece without at least one redraft.

As you revise, check to see that your writing does not contain meaningless trite phrases or ambiguous statements or unsupported value statements.

Take care with punctuation and noun/verb agreement. A comma in the wrong place may entertain the reader but makes meaning less than clear.

Some common spelling errors and misuse of words that you should avoid.

WRONG

Definate
Procede
Recieve
Personel
Trugly
Develope
alot

RIGHT

Definite
Proceed
Receive
Personnel
Truly
Develop
a lot

Outlined above are just a few of the problems which students have encountered. Arm yourself with a dictionary and a thesaurus. Remember that the best way to develop good writing habits is to read widely.

INTERPRETATION OF TOPIC

Ask yourself "What is the intent of this topic?" What response is required?
Identify words that state the intent of the assignment. Make sure you know what



they mean.

Here are some essay topics. Test your interpretation skills by underlining the key

words that tell what type of response is required.

COMMENT: explain, illustrate or criticise meaning or significance of a subject

DESCRIBE: give a detailed account of the subject

DISCUSS: present the different aspects of a problem or question and draw a reasoned conclusion

REVIEW: survey and critically explore a subject

STATE: describe in precise terms, or reproduce a definition exactly

ANALYSE: break subject up into its main ideas and describe the relationships between them.

DEFINE: Give the meaning of work or term distinguishing it from closely related subjects, sometimes using examples.
EXPLAIN: Account for a subject's characteristics, causes, results, by stating and interpreting the relevant details
OUTLINE: Summarise the main points. You may use subheadings
SUMMARISE: Give a concise account of a topic, omitting details and illustrations
COMPARE: Examine objects with a view to demonstrating their similarities.
CONTRAST: Examine objects with a view to demonstrating their differences.
CRITIQUE/CRITICISE: Examine the merit and deficits of object in question, discuss its limitations and good points, its strengths and weaknesses
EVALUATE: Estimate the value of something, to some extent in explained personal opinion.

REFERENCING SKILLS



All sources of facts, opinions other than your own, ideas expounded by others and exact quotes must be acknowledged. To do this use the suggested format below.

Indication in your text

The author's surname, date of publication and the page numbers should be cited in your text.

See the referencing resources on the library website.

Reference List.

A **reference list** should include **only** material referred to in your text.

A **bibliography** is used to indicate further reading on the subject that you wish to draw to the reader's attention.

It is not essential in every piece of written work to have a **bibliography**.
 When used however, it follows the same format as a **reference list**.

NB: The American Psychological Association (APA) referencing style urged to familiarise yourself with the APA publication manual available
<https://www.wintec.ac.nz/student-life/academic-services/library/copyright>



should be used in your assignments. You are on the Library page of the website.

PLAGIARISM

Plagiarism is the dishonest use of someone else's words, facts or ideas without proper acknowledgment. In much of the work you hand in, you will need to use ideas and information from others. Such material may be either quoted verbatim, or read for understanding and paraphrased (ie referred to). You should note that direct quotation should be used only when absolutely necessary. Your own interpretation analysis and synthesis is most important. In either case acknowledgment is essential. This means in-text citation and inclusion in the reference list.

This may be monitored electronically through a programme such as "Turn-it-in" or similar."

All material from other sources that you refer to in your assignments MUST appear in your Reference List.

APPENDICES

NB: Singular - Appendix

Appendices may be attached at the end of an assignment/report/case study.

They are used to contain relevant supplementary material to which you have referred in your text.

Appendices should include only supporting data necessary to support your argument or to corroborate your findings.

Supporting material which may be appended includes: letters, samples of forms eg consent forms, sets of statistics, sections of Acts of Parliament, detailed assessment of woman/baby, questionnaires, maps and the like. Highlight the section of the appendix to which you wish to draw your reader's attention.

Each appendix should be clearly set out and given a number and label or title, eg Appendix I Privacy Act: Section 1.

Each appendix should be listed by number and title on your contents page.

Appendices should be numbered and arranged in the order in which they are referred to in your assignment.

Appendices must be clearly related to the purpose or topic of the assignment and must be referred to within it.

REPORT WRITING SKILLS

A written report is essentially a factual document that contains a record of what has been learned by observation or investigation. The report may include conclusions about the information it contains and sometimes recommendations.

The following rules should be applied to all written reports.

1. The correct use of headings is essential.
2. Facts should be accurately and plainly presented.
3. Use simple and concise language that conveys your meaning clearly
4. Do not be verbose. Say only what you need to say.
5. Use full sentences. Do not write in note form
6. All points can be enumerated.

Individual lecturers may supply you with a particular format for the reports that they require. In general, however, one would expect the following points to be covered, whatever the subject of the report.

1. Why was the report written? (Sometimes referred to as The Terms of Reference.)
2. What procedures or means of investigation did you use to compile the report?
3. What are your findings? A summary of your major findings.
4. Your recommendations, based on your findings.

Your report should have:

a title page
a table of contents
a synopsis (summary of procedures and main findings)
a text
appendix or appendices. They include material such as maps, tables or other data which are not essential to the reader's understanding of your report but may be of interest to the reader or required as a part of your assignment. If you are given a word limit, find out whether or not this includes appendices.

Your report may also have Some or All of the following:

acknowledgments
a statement of limitations
an introduction
a list of tables or diagrams
a reference list
A complete bibliography is rarely necessary in report writing. It may be appropriate for a report on a sizeable piece of research.

Planning a Report involves Five Main Steps:

- 1 Determine your AIM or PURPOSE. Whenever you are starting on a long piece of writing, it is a good idea to sum up your purpose in a single sentence. An AIM statement helps to make sure that you gather only **relevant** information.
- 2 Consider the NEEDS OF YOUR READERS. Why have you been asked to write the report? Consider your reader's interest. Consider also the course learning outcomes to which your report relates.
- 3 Collect your INFORMATION. Ask yourself, What information do I need? Where can I find it? How can I get it?
 - a) Primary Sources: These include:
personal observation; interviews with people involved; surveys and questionnaires that you conduct; experiments.
 - b) Secondary Sources: These include:
Newspapers; journals; books; radio and television reports.
Secondary sources are useful for background reading, establishing a framework and for validating information from Primary sources.
- 4 EVALUATE your information and your results.
Before you start writing your outline, you need to critically evaluate your information and your findings.

Ask yourself the following questions:
Is the information that I have collected accurate in all details?
Is the information that I have collected relevant to my purpose?
Are my findings soundly based on my information?
Are my findings logical?
Have I clearly distinguished between fact and opinion?
Do my findings seem reasonable in the light of my readings from the literature?
If you answer "NO" to any of the above questions, you probably need to undertake further research, check your objectives or seek advice from your lecturer.
- 5 Prepare an OUTLINE for your report.
Now that you have gathered your information and evaluated your information and findings you are ready to outline your report.
What format will you use?
List your headings.
How will you organise the body of your report?
What will be included in the report and what will be appended?
Check your assignment objectives. Does the content of your report contain evidence that you have met the objectives?

Now you are ready to write your report. If you have followed the steps outlined and kept your **OBJECTIVES** and your **AIM** in mind it will be a worthwhile report.

JOURNALING AND REFLECTION IN CLINICAL PRACTICE

JOURNALING

Journaling is a reconstruction of an experience. It is a detailed description of an event with a reflective component, and contains both objective and subjective information about the experience. It is a risk free format for formulating thoughts and opinions, and for application and integration of knowledge. The content is personal to the author.

A journal provides data for reflection: ie an opportunity to explore the event, associated personal thoughts and feelings, and develop self awareness. It should be used for analysis similar to 'the process recordings'. Processing may be viewed as a dialogue between the journal and the author and becomes the essence of learning. Journaling should be seen as a process and not a product.

WHAT CAN BE INCLUDED

Important elements of the event

- what preceded
- what occurred (the event)
- what followed

The context

Setting

- surroundings
- staff
- time (morning/evening) and care
- interruptions
- interactions
- circumstances leading to the event
- flow of events

Writer's role in the situation

- what did I do?
- what did I feel about the situation?
- what did I feel about what I did and why?
- what were my thoughts?

Other's perception of the event from writer's point of view

- responses as observed and interpreted

ETHICS OF JOURNALING

A journal is a personal record maintained by the author. The author owns the information and may choose to use it in a discussion to illustrate or highlight some aspects of reflective practice. The author may choose only to discuss some parts of the content.

The content of a journal is confidential and should not be viewed as a document that is to be read by others.

REFLECTION

Reliving the experience in mind

- deepens awareness
- broadens the perspective
- increases understanding

A later look provides a perspective outside the situational context and allows better examination of the context and the factors that influenced.

It allows movement from a descriptive to exploratory, introspective and inquiry mode.

In a learning situation collegial discussion (sharing ideas and thoughts) within a safe environment brings a different perspective.
(The group should be aware of the confidential nature of the discussion)

The students can draw parallels with prior experiences (of self/family/significant others) to reflect on the experience. This process generates new knowledge (discovery learning).

The discussion should be student driven. The teacher can support the discussion to integrate a wide range of concepts and skills.

Reflection promotes self directed learning.

Learning from reflection is an ongoing process over the total programme ie knowledge generated from practice needs to be applied in future placements. This ensures an ongoing reflective process.

Reflective learning should take place within the week while the experience is fresh in the student's memory (preferably the day after the experience).

REFLECTIVE PRACTICE

1 Choose a situation on your placement

Ask yourself:

- What was my role in this situation?
- Did I feel comfortable or uncomfortable? Why?
- What actions did I take?
- How did I and others act?
- Was it appropriate?
- How could I have improved the situation for myself, the woman, my mentor?
- What can I change in future?
- Do I feel as if I have learnt anything new about myself?
- Did I expect anything different to happen? What and Why?
- Has it changed my way of thinking in any way?
- What knowledge from theory and research can I apply to this situation?
- What broader issues, for example ethical, political or social, arise from this situation?
- What do I think about these broader issues?

Stephenson (1993)

2 Reflective Practice in Midwifery

Core question - What information do I need access to in order to learn through this experience?

Cue questions

1.0 Description of experience

experience'	Phenomenon	- Describe the 'here and now
	Causal	- What essential factors contributed to this experience?
	Context	- What are the significant background actors to this experience?
	Clarifying	- What are the key processes (for reflection) in this experience?

2.0 Reflection

What was I trying to achieve?

Why did I intervene as I did?

What were the consequences of my actions for:

- Myself?
- The woman/whanau?
- For the people I work with?

How did I feel about this experience when it was happening?

How did the woman feel about it?

How do I know how the woman felt about it?

3.0 Influencing factors

What internal factors influenced my decision making?

What external factors influenced my decision making?

What sources of knowledge did/should have influenced my decision making?

4.0 Could I have dealt better with the situation?

What other choices did I have?

What would be the consequences of these choices?

5.0 Learning

How do I *now* feel about this experience?

How have I made sense of this experience in light of past experiences and future practice?

How has this experience changed my ways of knowing:

- empirics?
- aesthetics?
- ethics?
- personal?

Model of structured reflection Johns (1992) and Carper (1978).

From: Palmer, A. Burns, S. & Bulman, C. (Eds), (1994). *Reflective practice in nursing. The growth of the professional practitioner*. Oxford. Blackwell Scientific Publications.

THE CLINICAL CASE STUDY

During the course of their practice, midwives collect a great deal of data related to care of women and their babies. Some examples of data include: initial assessment, routine recordings, observations, and insights into women's perceptions of their pregnancy and birth, often based on woman's statements and non-verbal behaviour.

Conducting a clinical case study provides an opportunity for the midwife to study in detail a subject for investigation.

A case study is essentially a narrative. In describing the woman you should give enough information for the reader to gain a mental impression of her appearance, physical environment and characteristics. You should, however, disguise any information that could disclose her identity unless you have her specific, written permission to do otherwise. (Be sure to read the section, "Ethical Considerations" which follows.)

A case study is carried out under natural conditions which may not be manipulated for the purposes of assignment writing.

Most of the data collected are gained from face to face interactions with the woman and from the midwife's observations. The circumstances under which such data are obtained frequently involve relatively long term and close association between midwife and the woman. The possibility that investigator bias may influence data analysis, findings and conclusions is heightened

ETHICAL CONSIDERATIONS

NB The following applies to all situations where the experience of specific clients/groups is presented.

- 1 In general the degree of success which you enjoy in doing your case study will depend not only on your dedication and scholarship but, to a large extent, on your interpersonal skills. As a midwifery student you will be involved in the experience that you study. Your personal and professional skills will be important both to the establishment of trust between you and the woman and to gaining access to relevant data collected by, or on behalf of, other caregivers and agencies. Your commitment to maintaining a pool of data in an organised manner is essential.
- 2 Clinical case studies inevitably involve people who are the subjects of midwifery intervention. Many of these people are already under stress and so it is essential that such people be fully informed and their consent to participate obtained before you commence your study. It is important to remember that while recipients of health care may acquire certain obligations, they retain all the rights and freedoms accorded by society to individuals and groups.
- 3 Where a subject of a case study is a recipient of health care from a hospital, community or other agency, it will be necessary to obtain the consent of the agency before beginning the case study.
- 5 Midwifery have a proud tradition of client advocacy and ethical practice and generally enjoy the trust of clients. Please make sure that your clients are aware of your student status, and that you seek their consent to their participation in your learning activities.

PLANNING YOUR CASE STUDY

Before commencing your study, you should consider the following:

- willingness and suitability of client to participate in study
- availability of records
- the types and sources of literature which you will need to explore
- how you intend to meet ethical requirements
- how you propose to collect your data
- analysis and presentation of findings.

You should keep in mind the objectives of the case study at all stages.

After determining the subject of your case study and familiarising yourself with the assignment objectives, it is a good idea to review the **relevant** literature.

If your aim is to gain insight into a disease process or life event and/or client experience of it, use the literature to outline relevant pathophysiology, psychosocial, epidemiological and demographic data.

Outline the findings of other writers who have done studies similar or relevant to yours. Such findings may provide useful comparisons with your own.

Published studies related to your proposed study may provide models and ideas for data collection and analysis.

It is important to choose sources that are up to date. Journals containing recent research findings are generally more useful than standard text books.

While you must of course refer specifically to the literature, **direct quotation** should be used **sparingly** and scrupulously **accurately**. **Correct referencing is essential.**

A literature review may be of any length and the number of sources referred to is dictated by the nature of the subject to be studied.

GATHERING INFORMATION FOR YOUR CASE STUDY

Existing Records

These may include: midwifery and medical records, clients' assessments. In choosing data from existing records you may need to be selective. Existing records have usually been compiled for purposes other than yours and will contain some material which is not relevant to you.

Direct Observation

- observational records are a useful means of gathering data especially when the focus of study is human behaviour or attributes. Polit and Hungler (1995) suggest a number of areas which lend themselves to observation. The list is by no means exhaustive.

- a. Characteristics and Conditions of Individuals. These may include relatively permanent traits such as physical appearance and more temporary states caused by physiological processes. Observation may be directly through the senses or assisted by apparatus such as a sphygmomanometer
- b. Verbal Communication Behaviours. The kinds of communication that you may observe and analyse include nurses' information given to clients and conversations with relatives.
- c. Nonverbal Communication Behaviours. These may include touch, gestures and facial expression. You may also include paralinguistic behaviours such as voice tone, pace and volume.
- d. Activities. Some activities may give insight into a client's physical or emotional health status. For example, comfort in sitting following repair of perineal tear.
- e. Skill Attainment and Performance. Women are often required to develop a new skill such as breast feeding.
- f. Environmental Characteristics. These may have a marked effect on the woman. Relevant environmental attributes to be observed could include such things as: the layout of a hospital ward, colour or noise levels.

In case study construction, the observer is usually a participant in the phenomenon observed. It is important to record the effect of your own behaviour on the subject.

REPORTING YOUR FINDINGS/CONCLUSION

You must not introduce any new material or ideas at this stage. Make sure you clearly distinguish opinion from fact.

Be careful to distinguish your perceptions from those of your subject(s).

E. Chambers 2001

TESTS AND EXAMINATIONS

Tests and examinations are simply further means by which your progress in your chosen Programme is assessed. They are neither more nor less important than your other assignments. **Tests help to prepare you for National examinations at the end of your programme**

Some General Comments About Preparing For and Sitting Examinations.

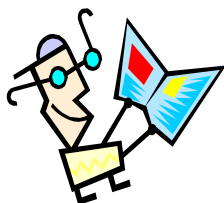
Near the beginning of each year you will be given an examination timetable. During the course of classwork, tutors will tell you which subjects will be covered in any particular examination paper.

You will have copies of the learning outcomes for each part of the extent to which you are meeting those outcomes.

If you have organised your study time effectively you will take

"Cramming" is not good for three reasons:

1. You are unlikely to retain much of what you need.
2. You may not have time to cover all relevant material.
3. You will be fatigued when you sit the test.



course. The purpose of examinations is to assess the

examinations in your stride.

SITTING THE TEST

- 1 Read carefully any instructions that accompany the test.
- 2 Look over the whole test to determine what has to be done.
- 3 Apportion the time you can devote to each question.
- 4 Allocate some time for review.
- 5 Determine the order in which you will answer questions.
- 6 Read questions carefully. Underline key words.
- 7 Answer easier questions first. Thinking inspired by these may give you clues to harder questions.
- 8 While working on one question, jot on scrap paper any idea for another question that pops into your head.
- 9 After you have finished, check your paper for completeness - did you answer all questions required? Check for accuracy of answers and that your answers convey your intended meaning.

Above all approach tests with the confidence that comes from regular study and early review.



PLANNING YOUR PRESENTATION



"COMMUNICATION IS THE ACT OF THE RECIPIENT" Drucker (1981)

From time to time your assignments will take the form of a Presentation to your class or to a small group. For many of us, the ability to communicate effectively does not come easily. You will be given detailed guidance at the time you receive your assignments but there are a few general rules which apply to all oral presentations and ease the process of communication with groups.

Oral presentations provide opportunities for you to develop your creativity and your confidence.

As well as content you need a good plan.

Some suggestions follow which will help you to develop a plan.

- a. **Define Your Objectives:**
What information do you want your audience to have as a result of your presentation?

What action do you want your audience to take as a result of your presentation?

b. List Your Objectives:

e.g. the members of the audience will be able to describe the relationship between the level of Rubella in the community and the incidence of Rubella in pregnancy.

The members of the audience will demonstrate that they value Rubella Immunisation by having their children immunised.

c. Assess Your Audience:

In order to meet your objectives, your presentation must be appropriate to your audience's knowledge, educational level, attitudes and needs. Before making your presentation, think about your audience in terms of:

composition - who are the members?

- are they members of a group that shares a common interest?

knowledge

- what does the audience know about or expect from you or the organisation that you represent?

- what do you expect to be the general educational level of your audience?

- does your audience have general or specialised knowledge about your topic?

attitudes

- what do you know about your audience's attitudes toward your topic, you, health in general.

needs

- what do you know about your audience's needs as perceived by you, by the audience, by others.

d. Plan Your Presentation

Plan your introduction

- I will introduce myself by saying.....

Preview your presentation

- the problem to be addressed is

- the main points to be made are

- areas to be covered include

- x amount of time will be spent on each area

- the total presentation will take y amount of time.

e. Develop Your Presentation

- what is your basic message or theme?

- list the major ideas that must be communicated to your audience

- list supporting ideas and examples

f. Conclude Your Presentation

- reinforce by briefly restating the main points

- conclude on a forceful note leaving your audience motivated to take some action e.g. to have children immunised; to change a behaviour or to question an attitude.

g. Powerpoint Presentation

Need to be clear and well structured. The font size must be large enough for the audience to see.

Remember audiovisual aids should be an integral part of presentation. Be sure to allow time for your audience to take in the material presented. If you expect your audience to make notes, you must give time for this before continuing with the next part of your presentation.

h. Questions From the Audience

You must decide whether you will take questions from the audience during your presentation or after it. Both strategies have their advantages and disadvantages. Dealing with questions during the presentation has immediacy and direct relevance but you run the risk of losing control and failing to adequately cover later material. When you answer questions after the presentation you can control the flow and sequence of questions but some questions may seem a little remote. In general, unless you are experienced and confident, state clearly at the outset that you will take questions at the end of your presentation. Allow time for this. You may invite your audience to jot down any questions that occur to them while you are presenting. After inviting questions, give your audience time to think.

Remember that some members of your audience, like some of you, may feel diffident about speaking in a group situation. If it becomes apparent that there are no questions, thank your audience, gather up your notes and leave the speaking area.

i. Answering Questions

Avoid behaving defensively

Interpret the question accurately

Paraphrase complicated questions back to the questioner to make sure that you have interpreted it correctly

Limit your answer to that which is relevant to your topic

If you have an especially difficult or sensitive question, gain time to think by:

- repeating the question eg "You would like to know how to convince your Mother-in-law who is very much opposed to having her grandchildren immunised?"

- turning the question back to the questioner. eg "How have you approached the problem so far?"

- turning the question over to the group. eg "How would the group deal with this problem?"

- writing the question down - write down points on an overhead transparency as you think of them

- reflecting eg "That's a good question. Let's think about it for a moment."

IF YOU REALLY DO NOT HAVE ANY IDEAS FOR AN ANSWER, THEN SAY SO.

You may volunteer to find the answer later if this is practical.

j. Do not

Panic

Gabble or swallow your words

Pace up and down

Play with your information cards

Read your lines

Repeat verbatim everything you have written on OHT, board or chart

Speak to your audience while you are turned toward chalk board

k. Do

Relax for five minutes before your presentation
Look at your audience. Smile even!
Make sure that your gaze includes those people at the edges of the audience as well as those directly in front of you
Speak clearly and at a moderate pace
Listen to yourself. This CAN be done and will supply you with valuable feedback
- either much needed encouragement or it will alert you to the need to make changes
Place your information cards on a lectern or table. Only hold them in your hand if you can avoid fiddling with them.
Number your information cards and make sure they contain key ideas only.
Use large clear print on information cards, OHTs, boards and charts.

I Evaluate Your Presentation

Now that your presentation is behind you and you have breathed a sigh of relief, celebrated or torn up your student discount card, now is the time to evaluate your presentation. Be constructive. What can you learn from this experience that might be useful on future occasions? You should evaluate your presentation both in terms of your objectives and in terms of your own development as an oral communicator.

To what extent have your objectives been met?

How do you know?

What feedback do you have from audience, peers, tutor, yourself?

What does this feedback tell you?

USE THE FOLLOWING CHECKLIST BOTH BEFORE AND AFTER YOUR PRESENTATION

- Have you defined your information objective(s)?
- Have you defined your action objective(s)?
- Have you assessed your audience in terms of composition, knowledge, attitudes, needs?
- Do your audiovisual aids really aid your presentation?
- Is your basic theme spelled out in a limited number of points, clearly made?
- Do you have an effective conclusion?
- Have you transferred your information to easily read cards?
- Is your presentation well practised?
- Have you checked the final arrangements?

Now is the time to relax

STUDENT DECLARATION

I, (Name) _____ Date: ____ / ____ / ____ Student ID: _____

hereby declare that I have read the Bachelor of Midwifery handbook, 2018, and that I fully understand and can meet the requirements of the programme.

☐ YES I understand that I may have to travel away from my home for clinical placements.

☐ YES I understand that all additional costs associated with my placements are my responsibility: childcare, travel, accommodation, internet access, comprehensive first aid, health declarations etc.

☐ YES I have a full driver's licence

☐ NO I do not have a full driver's licence.

Please describe your plan to attend clinical practice:

☐ YES I have full access to a reliable means of transport

☐ NO I do not have access to a reliable means of transport.

Please describe your plan to attend clinical practice

☐ YES I have a cell phone or pager (with a professional answerphone message)

☐ YES I have access to a reliable computer with internet/broadband access.

☐ YES I understand I must complete the Wintec CHASP Health Declaration form, at my own expense and submit a copy, to the Midwifery Administrator in the CHASP office, before I can go into clinical practice. **PLEASE KEEP ORIGINALS** as these may be requested before entering a clinical facility.

☐ YES I understand that I must have a current comprehensive first aid certificate before I can start clinical practice. A copy of this must be submitted to the Midwifery Administrator to keep on your file.

☐ YES I understand that the Bachelor of Midwifery programme is full-time study (35.5 hours/week), making opportunities for paid employment limited.

☐ YES I understand that I must meet with my Group Tutor once per trimester and that it is my responsibility to email my Group Tutor for an appointment.

☐ YES I understand that I must read, sign and adhere to all Confidentiality Agreements used in the midwifery profession/placements throughout the duration of this programme, and thereafter in the Profession.

☐ YES I understand that I must keep my personal contact details updated. Submit changes to SEIC as they happen. Change of tel.no; change of address; marital status/legal name change etc.

Student's signature: _____