



UniSR

Università Vita-Salute
San Raffaele

Academic Regulations

Bachelor's Degree in Midwifery

In force for students enrolling in the academic year 2026-2027

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These Regulations use the masculine form in all circumstances, but this form should be understood as referring inclusively to all persons, irrespective of their gender.

General Part

ART. 1 Admission to the Degree Programme

1.1 Knowledge Required for admission

To be admitted to the Bachelor's Degree Programme in Midwifery, applicants must hold an upper secondary school diploma or another qualification obtained abroad that is recognised as suitable under the regulations in force. The initial knowledge required for admission – in line with the Programme Specifications and the annual Call for Applications – concerns general knowledge, biological sciences, logical-mathematical reasoning and the basic elements needed to understand the biomedical, clinical and humanities disciplines that characterise the educational programme.

1.2 Admission Procedures

Access to the Bachelor's Degree in Midwifery is subject to a nationally regulated intake in accordance with the regulations in force governing degree programmes in the Healthcare Professions.

Enrolment is subject to passing the specific admission test and to being placed in an eligible position in the student ranking drawn up on the basis of the score obtained, as established in the annual Call for Applications. The number of places available for the first year of the degree programme is defined annually by the Ministry, taking into account the University's educational capacity, the availability of sites and internship activities, the sustainability of teaching and any further applicable regulatory provisions. For students holding a foreign qualification, in addition to the University's general rules, the national and ministerial provisions on access, recognition of the qualification and dedicated quotas apply, where provided for.

In addition to its selective function, the admission test also serves as an assessment test to ascertain the initial knowledge required for admission.

1.3 Definition of Additional Educational Requirements (OFA) for Bachelor's degrees and single-cycle Master's degrees

The initial knowledge is assessed as part of the admission test. The additional educational requirement is determined selectively within the admission test results in the subject area of Biological Sciences.

Additional educational requirements (OFA) are assigned to students who achieve a number of correct answers below 40% in the questions of the admission test relating to the area of Biological Sciences.

The additional educational requirements are fulfilled by passing a final assessment designed to verify that the educational debt has been made up, subject to:

- mandatory attendance at specific catch-up activities, supplementary courses or alignment programmes organised or indicated by the Degree Programme;
- and/or tutor-led activities that may be arranged by the Degree Programme.

The additional educational requirements must be fulfilled by the final deadline of the exam session of the academic year of enrolment and in any case by the end of the first year of the degree programme.

Failure to fulfil the additional educational requirements by the established deadline results in the student's academic career being blocked at the end of the first year, making it impossible to progress regularly and to sit further exams until the educational debt has been settled.

ART. 2 Study Plan

Teaching activity is organised in accordance with the Study Plan set out in the following section **"Course Prospectus"**.

2.1 Individual Study Plans

Individual Study Plans may be submitted by requesting approval from the Degree Programme Council (CCdS) by the start of the year of the degree programme; the Council will assess the request taking into account the Programme Specifications for the relevant cohort.

ART. 3 Mobility

The Degree Programme in Midwifery, on the basis of inter-institutional agreements or within the framework of European and international programmes, offers the possibility of carrying out learning activities at foreign Universities, providing support and guidance through its Administrative Offices and Academic Contacts, as provided for by Article 20 of the University Academic Regulations.

The Degree Programme also encourages the possibility of carrying out curricular internships in research facilities, charitable associations and national and international non-governmental organisations, consistent with the professional profile, during periods when no classroom teaching is delivered (teaching period) within the Degree Programme. Students are required to submit a preliminary request to the Degree Programme Council, which will approve it in advance and, through the University offices, enter into specific agreements. At the end of the educational activity, students are required to submit to the Degree Programme Council a certificate of the activity carried out for recognition by resolution as further educational activities or as a professional internship within the specific Academic Discipline.

ART. 4 Repeating student

Pursuant to Article 14 of the University Academic Regulations, students are considered to be repeating students if they have enrolled and attended all the courses required for the entire programme of study and have not passed the relevant exams until they obtain the academic qualification. Students are also considered to be repeating students if, while enrolled in a specific year of the degree programme, they have not met the conditions necessary for regular enrolment in the following year.

In particular, a student cannot be enrolled as an on track student in the following year of the degree programme if even one of the following conditions applies:

- failure to obtain attendance certificates for the courses and compulsory activities planned for that year of the degree programme;
- their overall educational debt is equal to or greater than 15 ECTS-credits;
- failure to meet any further progression requirements related to internships, workshops or annual professional assessments, as follows: failure to achieve the minimum number of internship hours as provided for in Article 7 below; failure to achieve 100% mandatory attendance at professional training workshops; failure to pass the internship exam, due to an insufficient mark in the theoretical-practical test and/or a negative assessment for the periods of internship.

In the cases indicated above, students are enrolled as repeating students. A student classed as a repeating student cannot obtain attendance and sit the exams for the following year, unless the competent bodies formally decide otherwise in the permitted cases. A student, who does not obtain the pass mark required for the internship in the relevant year of the degree programme, must repeat attendance, in full, for the entire annual schedule of internship activities relating to the year of the degree programme to which the failed internship relates.

For serious, documented and exceptional reasons, a student may submit a reasoned request to the Degree Programme Council for temporary suspension of their educational pathway. At the end of the suspension period, the Council shall assess whether the acquired credits have become obsolete and indicate any activities or examinations that need to be repeated in order to resume their studies.

ART. 5 Final Examination

The final examination of the Bachelor's Degree in Midwifery, pursuant to the regulations in force for the Healthcare Professions, is a State Licensing Assessment that qualifies the holder to practise as a Midwife. The final examination is allocated 6 ECTS-credits. To be admitted to the final examination, the student must have acquired all the ECTS-credits required by the Study Plan and have fulfilled the administrative and educational requirements laid down by the University.

The final examination consists of two closely related components:

- an assessed practical test, aimed at verifying possession of professional skills and suitability to practise the profession, by examining the ability to carry out diagnostic reasoning, make reasoned decisions, set priorities and state the criteria for doing so and apply a methodology in the analysis of the clinical case;
- the preparation of a final written assignment (dissertation) and its related public defence before the Committee.

The practical test is a necessary condition for access to the defence of the final dissertation. In the event of an insufficient mark in the practical test, the candidate shall not be admitted to the defence of the dissertation and must repeat the entire final examination in the next session.

The score awarded for the practical test, expressed as a mark out of thirty, is converted into degree points according to the following correspondence:

Practical test assessment	Degree points
18/30 - 21/30	1
22/30 - 24/30	2
25/30 - 27/30	3
28/30 - 29/30	4
30/30 or 30/30 with honours	5

The final dissertation must engage the student in work on formalisation, design and/or clinical improvement that contributes to the completion of their professional and scientific training and must concern midwifery, gynaecological or neonatal issues, or disciplines closely related to the professional profile.

The dissertation defence requires the candidate, with the aid of IT supports, to present their dissertation to the Committee, after which time is given for a joint discussion.

5.1 Calculation of the degree mark

The following parameters contribute to determining the final mark, expressed out of one hundred and ten:

- the weighted average of the marks obtained in the examinations set out in the Study Plan, where each honours is included in the average by assigning a value of 30.33 to marks of 30 with honours;
- the score awarded for the assessed practical test, for which a maximum score of 5 points is provided (see previous paragraph);
- the score awarded for the thesis defence: a maximum of 5 points for literature-based dissertations and a maximum of 7 points for experimental dissertations;
- 1 point for students who have completed periods of training abroad, whose ECTS-credits have been recognised by the Degree Programme Council, under international mobility programmes (Erasmus+ or other programmes);
- 1 point for students who graduate within the normal duration of the Degree Programme ("on-track" graduates).

The dissertation is assessed taking into account at least the following criteria:

- depth of analysis of the work carried out and appropriateness to the professional profile;
- the graduating student's critical contribution;
- accuracy of the methodology adopted in developing the topic.

The minimum mark for passing the final examination is 66/110.

By unanimous decision, the Examination Committee may award honours to candidates who obtain a final score of 113 or higher.

By unanimous decision, the Examination Committee may award an "honourable mention" to candidates who obtain a final score of 116 or higher.

5.2 Final Examination Committee

The Final Examination Committee is composed and governed in accordance with the provisions of the relevant Ministerial Decree, to which full reference is made. For each candidate, the Committee must include their Supervisor and Assistant Supervisor. The Committee may also include the second Assistant Supervisor, if there is one.

The members designated by the Ordine delle Ostetriche (Midwifery Council) may not, in the same session, hold the role of Degree Programme Coordinator or Supervisor of the dissertation being defended.

ART. 6 Recognition of credits

6.1 University and course transfers

The recognition of credits deriving from university or course transfers is the responsibility of the Degree Programme Council, which, in the case of university transfers, uses a specifically appointed Committee that conducts an assessment on the basis of criteria (established annually) and in accordance with the relevant Call for Applications.

Credit recognition for the English language course may also be based on language certificates submitted by the student. As a rule, subject to an administrative check of the documentation, certificates such as the following may be recognised:

- University of Cambridge Examinations (PET, FCE, CAE, CPE, BEC 1-3, CELS all levels);
- Trinity College London Examinations (ESOL Grade 5 -12, ISE level I – III);
- TOEFL Examinations (Paper Based Test Score > 457, Computer Based Test Score > 137);
- City & Guilds Pitman Qualifications (ESOL Intermediate – Advanced, SESOL Intermediate – Advanced).

Any recognition of a certificate or attestation other than those listed above will be assessed by the Degree Programme Council, which passes a resolution on the recognition of the related credits.

If, after applying the previous criteria, there are credits that cannot be fully used, the Degree Programme Council may recognise them in full or in part on the basis of the teaching and cultural affinities of the specific case.

6.2 *Extracurricular activities*

Recognition is approved by the Degree Programme Council according to criteria of strict consistency with the educational objectives and expected learning outcomes of the Degree Programme and in line with the provisions of Italian Ministerial Decree no. 931 of 4 July 2024.

6.3 *International Mobility*

The Degree Programme promotes international mobility and provides for the recognition of activities performed on the basis of inter-institutional agreements or as part of European and international programmes, in accordance with the procedures set out in Article 20 of the University Academic Regulations.

If the Degree Programme Council decides that part of the recognised credits cannot be validated for the purposes of the Study Plan, they may be included as additional extracurricular credits.

ART. 7 Attendance

Attendance at the educational activities of the Bachelor's Degree in Midwifery is governed in relation to the specific nature of the teaching activities, with particular reference to theoretical courses, professional training workshops, seminars, student-option activities and the internship. Attendance is recorded through online systems and spot checks may be carried out to confirm the student's presence in the lecture room.

For the purposes of admission to test assessments or the awarding of an eligibility pass, attendance is regulated as follows:

- *Lectures*: attendance at lectures is mandatory. In order to be admitted to the examination or obtain an eligibility pass, it is necessary to provide evidence of attendance of at least 75% of each planned course.
- *Workshop activities*: attendance at workshop activities is mandatory. In order to obtain an eligibility pass, it is necessary to provide evidence of attendance of 100% of each of the planned activities. In the event of justified absence, communicated in advance to the Degree Programme Management and having heard the opinion of the Degree Programme Council, a specific make-up activity will be approved.
- *Internship*: attendance at internship activities is mandatory. In order to obtain an eligibility pass, it is necessary to provide evidence of attendance amounting to 100% of the planned total hours, a mandatory requirement in order to sit the related internship examination. Attendance is verified by the Internship Supervisors, using the methods of verification established by the Degree Programme Council. In the event of absences communicated in advance for serious and justified reasons, having heard the opinion of the Degree Programme Council, it is possible to plan make-up activities in order to allow the required

number of hours to be achieved.

- *Student-option educational activities*: student-option educational activities require attendance at 75% of the planned hours.

Attendance certificates are issued in accordance with the procedures established by the Degree Programme. For professional training activities, attendance is monitored by the Director of Professional Training, assisted by the Tutors for Professional Teaching and by the contacts at the internship sites.

Failure to obtain the required mandatory attendance prevents the student from taking the relevant assessments and may affect progression to the following year pursuant to the Article 4 above.

ART. 8 Tutoring model

The Bachelor's Degree in Midwifery adopts an integrated tutoring model, consistent with University regulations and with the specific nature of training for Healthcare Professions, aimed at supporting the student throughout the entire theoretical, practical and professional training programme. This model is structured as follows:

1. Academic Tutoring

Academic tutoring requires the involvement of a number of parties.

- a. The *Chairman of the Degree Programme*, as the person responsible for the Academic Tutoring Service and coordinator of the Tutors, defines the strategies and methods for implementing the objectives set out in Article 2 of these Regulations, ensures that the Unit's operational structure is maintained or updated, coordinates the activities of the Tutors and reports periodically to the relevant Degree Programme Council.
- b. The *Tutors*, chosen from among the University's permanent and/or fixed-term professors and researchers, as well as from among professionals with the same professional profile as those in the Degree Programme, that have advanced skills in the educational field and in the specific clinical healthcare field who are entrusted with the institutional task of guiding the students' process of cultural education, including guidance and Tutoring activities, in accordance with the provisions of Article 12(2) of Italian Law 341/1990 and Article 6(2) of Italian Law 240/2010. There are two categories of Tutor: at Degree Programme level and at Faculty level.
 - i. The *Degree Programme tutors* (also called Year Tutors), appointed for each Degree Programme and for each year of the programme. They take part in periodic meetings with students and carry out tutoring activities to support their course of study, in terms of teaching, organisation and career guidance. Their main functions include: supporting students in identifying

and making up any educational debt and in forms of non-lecture-based teaching; providing information, assistance and advice throughout the entire training process, including monitoring their study career and supporting them in the event of temporary difficulties of a methodological nature or in adapting to the University environment. They are also responsible for tutoring activities aimed at achieving the specific objectives set out in Article 2 of these Regulations, in accordance with the implementation procedures defined with the Chairman of the Degree Programme, and they coordinate the activity of the Tutorial Assistants, where provided for (ref. paragraph 1.c of this Article).

- ii. In addition, Faculties may optionally appoint a *Faculty Tutor* as an additional point of reference for Tutoring activities.

In addition to these academic roles, staff from the office responsible for Tutoring and/or other technical-administrative offices may be involved, where necessary, to provide logistical and managerial support.

Appointments of the persons referred to in paragraph 1, letters b, c, d and letter e of this Article are made annually by the Degree Programme Councils or the Faculty Councils.

2. Professional Tutoring

Professional tutoring is provided by professionals assigned to the training site, with advanced skills both in the educational field and in the specific professional field. This form of support is provided for Degree Programmes in the Healthcare Professions and is arranged with the following roles:

- a. The *Director of Professional Training* must belong to the specific professional profile of the relevant Degree Programme and must meet suitable study, scientific and professional requirements consistent with the teaching functions to be performed. They are a contract lecturer and, for this reason, are automatically a member of the Degree Programme Council. They:
 - ensure the correct implementation of the training programme;
 - coordinate professional teaching activities between lecturers of theoretical and clinical courses;
 - develop and propose the training plan for the professional training activities and internship activities;
 - propose the sites where internships will be conducted, in line with the objectives of the training plan:
 - at the beginning of each academic year, they present and explain to the Directorates of Healthcare Professions and to the Coordinators of the internship sites the reasoning behind the three-year plan, the criteria for alternating theory and internship and the duration of the internship experiences;
 - propose the tutors and internship supervisors:

- identify the criteria for selecting the professionals who will work alongside the students at the internship sites, propose their appointments to the Faculty Council, subject to approval by the Degree Programme Council, and agree the related implementation arrangements with those responsible for the internship sites.
 - coordinate tutor-led activities and participate in their assessment;
 - may take part in defining indicators on the adequacy of the facilities used for training purposes in the teaching activities of the programme and oversee their verification.
- b. Each Degree Programme also provides for the presence of full-time *Tutors for professional teaching*, one of whom is identified as the *Teaching Coordinator* for each year of the programme. This role is held by a midwife with advanced teaching skills and is responsible for students' theoretical-practical and technical-practical training. The student-to-tutor ratio must be defined within the training plan. Specifically, the areas of competence of the *Tutors for Professional Teaching* are:
- Designing, organising, managing and overseeing workshop role-play activities and clinical internships
 - Coordinating the design, management and assessment of professional training activities, taking into account the training, organisational and clinical criteria of the services, as well as the guidance issued by the University and professional bodies.
 - Providing learning advice and guidance activities to students, through scheduled interviews and meetings.
 - Promoting integration strategies with the contacts in the healthcare services to facilitate and improve the quality of educational programmes.
 - Ensuring safety and compliance with the relevant specific regulations.
 - Continuously collecting feedback on planning and suggestions for the continuous improvement of the quality of internships, also by involving the service professionals who have supported the students.

The main activities carried out by the professional tutor are:

- Designing and managing internship programmes that are consistent with the overall training plan.
- Facilitating learning processes aimed at developing professional skills.
- Guiding students through the processes of reflecting on their professional experience, encouraging them to acquire new knowledge.
- Encouraging students to engage in self-directed learning and oversee learning processes, using effective teaching methods when applying evidence within professional practice.

- Offering support to students in the event of learning difficulties or problematic situations, including personal ones.
 - Creating an appropriate training context by negotiating favourable conditions with the internship sites and initiating processes to welcome and integrate students.
 - Collaborating and liaising with the professionals who support the students at the internship site
- c. The *Internship Supervisor* is a support role that works alongside the student in performing care, rehabilitation, technical or preventive activities at the internship sites. This person is a professional belonging to the same professional profile as the Degree Programme, with specific training and at least one year's clinical experience in the relevant context.

The functions assigned to the Internship Supervisors pursue the following objectives:

- facilitating the student's integration into the Operational Unit/Service hosting the internship;
- ensuring an adequate welcome, fostering a climate of mutual collaboration and at the same time promoting the learning of professional skills and the ability to operate in a complex organisational context;
- ascertaining the student's training needs in order to plan their internship, recognising individual differences and identifying learning opportunities in line with the principle of gradual progression in the training programme;
- providing timely and specific formative feedback on the student's performance, contributing to their formative assessment, while ensuring impartiality and promoting self-assessment;
- monitoring the safety of the service user, the student and the internship environment.

Tutors for Professional Teaching and Internship Supervisors are appointed annually by resolution of the Faculty Council, following a proposal by the Degree Programme Council, based on the indication of the Director of Professional Training.

3. Information and guidance tutoring

To ensure support for students, there is also information and guidance tutoring within the Degree Programme. This service is aimed at incoming and continuing students, with the objective of accompanying them throughout their University career, also providing assistance to students with disabilities and SLDs and support for international students, helping them to integrate into academic life and facilitating their guidance towards the world of work.

Special Part

ART. 9 Description of the Educational Programme and of the educational activities

The unit of measure for work required of the student to complete each educational activity prescribed by the Programme Specifications in order to obtain their qualification is the ECTS-credit. The total ECTS-credits for the Degree Programme is 180, structured over three academic years.

Each ECTS-credit corresponds to 30 hours of teaching activity, including the individual study required to complete the educational activity. For each type of educational activity, details are provided below of the ratio between hours of teaching activity and ECTS-credits.

- Basic educational activities: each ECTS-credit corresponds to 12 hours of lecture-based and interactive teaching activity;
- Core educational activities: each ECTS-credit corresponds to 11 hours of lecture-based and interactive teaching activity;
- Core educational activities (Internship differentiated according to each specific profile): each ECTS-credit corresponds to 30 hours of professional training activity;
- Similar and supplementary educational activities: each ECTS-credit corresponds to 10 hours of lecture-based teaching activity;
- Student-option educational activities: each ECTS-credit corresponds to 8 hours of lecture-based and interactive teaching activity;
- Other learning activities (Other activities such as IT, seminars etc.): each ECTS-credit corresponds to 10 hours of lecture-based teaching activity;
- Other learning activities (Professional workshops of the specific Academic Discipline): each ECTS-credit corresponds to 30 hours of professional training activity;
- Final examination and for knowledge of at least one foreign language: for the final examination, each ECTS-credit corresponds to 25 hours of individual study. For knowledge of a foreign language, each ECTS-credit corresponds to 8 hours of lecture-based teaching activity.

The portion dedicated to individual study is provided in order to complete the 30 hours of teaching activity allocated to each ECTS-credit.

In accordance with the applicable regulations, lessons may be delivered online.

As provided for by the Faculty Regulations, educational activities are delivered as follows:

Lecture-based teaching

Lecture

A lecture is a traditional teaching method in which the lecturer presents topics and content, guiding students' learning through explanations, examples and further insights. Lectures are mainly used to convey theoretical knowledge in a clear and organised way, making it possible to introduce new topics and provide students with a shared foundation.

Seminars

A seminar is a teaching activity delivered by one or more speakers, invited by the person responsible for the educational activity on the basis of specific expertise, which makes it possible to explore in greater depth aspects consistent with what is set out in the educational curriculum. Participation at conferences and congresses may be considered seminar activities, subject to verification of relevance by the Degree Programme Council.

Interactive teaching

Practical sessions

Practical sessions are aimed at applying, analysing in greater depth and operationally verifying the theoretical contents covered in the teaching activities, using case analyses, problem-solving, guided activities or methodological discussions with the active involvement of students.

Professional teaching

Internship

Internship activities are aimed at enabling the student to acquire specific skills of a professional nature. To achieve these learning outcomes, agreements may be established with facilities in Italy and abroad that meet the suitability requirements in terms of activities, facilities and provision of services, as required by the legislation in force.

The minimum 60 ECTS-credits reserved for the internship are to be understood as the overall commitment required of the student to achieve the expected profile of competences. Each year, the Director of Professional Training presents the Degree Programme Council with the Programme for the year's clinical learning.

The internship includes:

- Tutorial sessions that prepare the student for the experience;
- Practical sessions and role-plays in which technical, interpersonal and methodological skills are developed in a protected setting before or during practice in real contexts.

- Direct practical experience in the field with supervision, sessions for reflection and reworking of the experience and ongoing feedback;
- Learning tasks (specific written assignments and in-depth reports) and guided study tasks.

An internship site means the Unit that hosts the student for a defined period of time. Internship sites are selected carefully in the Lombardy region, based on the quality of the learning environment and the services and healthcare provided.

The priority criteria for selecting sites are as follows:

- Availability of learning opportunities that are relevant and consistent with the student's needs and with the educational objectives or standards (for example, the number and type of service users, the variety and complexity of clinical and organisational situations and healthcare, diagnostic and therapeutic, preventive and rehabilitative procedures);
- Presence of professionals that are motivated towards teaching and supervising students and willing to take part in tutor training projects in the field;
- Intra-team and team-student relationships based on discussion and collaboration;
- Assurance of student safety conditions.

Other aspects may be taken into consideration when selecting the sites, such as:

- Presence of innovative professional and/or organisational models;
- Orientation towards adopting practices based on scientific evidence;
- Presence of spaces for meetings with students dedicated to processing and discussing cases, and to the consultation of texts and/or scientific material;
- The possibility of participating in research projects.

Internship experiences must be designed, assessed and documented as part of the student's programme. During each internship experience, students receive assessments on their training progress from the Internship Supervisor, both through interviews and assessment sheets. These will be assessed by a specific Committee chaired by the Director of Professional Training and made up of Professional Tutors and Internship Supervisors from the Degree Programme. At the end of each year of their Course, by means of the internship exam, students are assessed via a multi-method certifying assessment, to ascertain the levels they have achieved in developing the expected professional competences.

Absences from the internship

Attendance at the internship is compulsory.

A student who is absent from the internship for short periods may make up these absences in ways agreed with the Year Coordinator and the Internship Supervisor. Any student who is absent from their internship for long periods (on serious and justifiable grounds) must agree an individual remedial plan with the Director of Professional Training.

Suspension from the internship

The reasons that may lead to suspension from the internship are as follows:

- The student is reported to lack basic theoretical prerequisites that are considered essential for a traineeship that is safe for service users;
- The student attends the internship on an irregular basis (failure to comply with the scheduled times or frequent and unjustified absences repeated over several shifts within each experience and/or over the annual internship programme);
- The student shows difficulties integrating with the team such as to affect their learning;
- The student does not comply with the basic and most common rules of social interaction (compliance with the Code of Conduct).
- The student has psychophysical problems that may cause stress or harm to himself, to patients or to the team at the internship site;
- The student has made errors that put the safety of the patient or the equipment used at risk.
- Temporary suspension from the internship is proposed by the Professional Tutor to the Director of Professional Training and must be justified in an interview with the student. Any suspension is formally notified to the student in a letter from the Director of Professional Training.
- The student's readmission to their internship is agreed according to a timetable and arrangements defined by the Director of Professional Training, after consulting the Tutor who proposed it.
- If the difficulties that led to temporary suspension from the internship persist, the Director of Professional Training shall make a proposal to the Midwifery Degree Programme Council for the student's definitive suspension from the internship by means of a report that thoroughly documents the reasons for this decision.
- The Degree Programme Council, on the proposal of the Director of Professional Training, has approved a Code of Conduct for Midwifery students, which is an integral part of the internship assessment and which all students are required to thoroughly comply with.

Professional workshops

Workshop activities are a form of teaching typically aimed at a small group of students. This teaching activity is coordinated by a tutor, whose task is to support students in acquiring knowledge, skills, behavioural models or competences useful for practising their profession. Learning takes place mainly through stimuli arising from problem analysis, through the use of the methodological competences required to solve them and to make decisions, as well as through directly and personally carrying out gestures and relational actions in the context of practical workshop sessions.

ART. 10 Specific provisions relating to academic planning

At the end of the planning process for teaching activities, the academic calendar for the Degree Programme is made available on the University's institutional website before the start of the Academic Year. Lesson timetables are published on the student intranet before the start of each semester. The schedule of course exams for each individual course is planned on an annual basis

and is published in the relevant Course Schedules, and can be consulted for the entire Academic Year.

The academic calendar is divided into periods of theoretical lectures interspersed with days of Workshop Activities, periods of professional training activities for the Internship and examination periods. The breakdown is decided annually by the Degree Programme Management, taking into account the activities of each academic year, with the aim of avoiding as far as possible any students from different years attending the internship at the same time and making the internship activity as rich and profitable as possible.

Examination periods are defined in the academic calendar of the Degree Programme and do not fully coincide with the examination sessions scheduled for the entire University. They differ for each year of the degree programme, in order to ensure more effective planning of internship activities, as explained above.

Examinations cannot be held during the period allocated to theoretical lessons. However, scheduling examinations during periods dedicated to professional training activities is permitted, as these take place according to the shifts planned by the operating unit or the unit that hosts the internship. It is also possible to make up any absences from the internship due to participation in an examination.

The Midwifery Degree Programme Council provides for the scheduling of no fewer than four examination sittings, appropriately distributed over the course of the single session.

The annual internship exam envisages a single sitting per academic year, except in particular circumstances where the Degree Programme Council may grant an extraordinary sitting. The assessment of the competences acquired during the internship is the combination of the formative assessments documented during the year by the Internship Supervisors and the theoretical-practical examination, analysed by a specific Internship Assessment Committee. The date of the internship sitting is scheduled annually and published on the student intranet at the beginning of the academic year.

The final degree examination is organised in two sessions in periods defined at national level, by Decree of the Italian Minister for Universities and Research (MUR), in agreement with the Italian Minister of Health.

The Italian version of this Regulations is the only legal means of communication of the relative contents and in case of dispute, the Italian version shall prevail.