



# UniSR

Università Vita-Salute  
San Raffaele

## **Didactic Regulations**

### **Bachelor's Degree in Midwifery**

*Applicable for students who enrol in academic year 2022-2023*

*Issued with Rector's Decree No. 7642 dated 1 June 2022*

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## **Article 1 Course admission**

### **1.1 Knowledge required for admission**

In order to be admitted to the Bachelor's Degree in Midwifery, it is necessary to hold a secondary school diploma or other recognised foreign qualification.

Admission to the course is planned annually on a national basis, as provided for by Italian Law No 264 of 2 August 1999, "Regulations on admission to university courses", also on the basis of the availability of teaching staff, teaching facilities and care facilities that can be used for practical activities. The number of students that can be admitted to the first year is therefore defined pursuant to Article 3 of the same Law 264/1999.

The selection process for admission to the course requires candidates to demonstrate sufficient preparation in the fields of general knowledge, biological sciences, mathematical logic and the humanities, to the extent and within the limits provided for the acquisition of a secondary school diploma.

As well as having a selective function, the admission test also serves as an assessment test to ascertain the initial knowledge required for admission.

### **1.2 Admission procedure**

Matriculation in the course is subject to passing an admission test and based on a quota of places, which is indicated for each academic year on the call for applications. The maximum number of places for admission to the first year, adjusted to the University's teaching potential and current regulations, is set annually by the Ministry.

The dates and location of the test will be publicised on the Course webpage.

### **1.3 Definition of the Additional Learning Requirements (OFA) for three-year Bachelor's degree and single-cycle Master's degree courses**

The knowledge assessment is designed to verify the absence of significant deficiencies in particular disciplines for which adequate preparation is required in order to successfully complete the Course.

If the examination reveals deficiencies in one or more subjects, it will still be possible to enrol, provided additional activities, known as Additional Learning Requirements (OFAs) are fulfilled. This will be verified by means of an admission test as defined in the call for applications. Candidates must demonstrate sufficient preparation in the fields of general knowledge, biological sciences, mathematical logic and the humanities. Matriculated students who did not achieve the minimum mark in the admission test as defined in the call for applications for admission will be assigned the following additional learning requirement (OFA), to be fulfilled within the first year of the course: "Acquisition of basic concepts" through the acquisition of a pass.

## **Article 2 Course Curriculum**

The teaching activity is structured according to the Course Curriculum specified in the attached Description of the training programme.

### **2.1 Individual course curricula (where applicable)**

For the purposes of obtaining the degree, the Degree Course in Obstetrics provides only one curriculum. There is therefore no provision for individual course curricula.

## **2.2 Internships**

Internship activities are aimed at enabling students to acquire specific skills of professional interest. In order to achieve these training purposes, agreements can be entered into with facilities, both in Italy and abroad, that meet the suitability requirements in terms of activities, services and facilities, as set out in Decree 229 of 24 September 1997.

The 60 minimum credits reserved for the internship are to be understood as the total commitment required by the student to achieve the expected skill set. Each year, the Director of professional training activities presents the Degree Course Council with the schedule for the year's clinical learning.

The clinical internship includes:

- Tutor-led sessions that prepare the student for the experience;
- Exercises and simulations in which technical, relational and methodological skills are developed in protected situations before or during real-life experimentation;
- Direct practical experience in the field with constant supervision and experience discussion and reprocessing and feedback sessions.
- Teaching assignments (specific written assignments and projects) and guided study assignments. The internship site is defined as the Service that accommodates the student for a set period of time. Internship sites must be carefully selected considering the quality of the learning environment and the services and care provided.

The priority criteria with which sites are selected are:

- The provision of relevant learning opportunities that are consistent with the student's needs and with the educational objectives or standards (e.g. number and type of users, variety and complexity of the clinical and organisational situations and of the care, diagnostic and therapeutic, prevention and rehabilitation procedures);
- Presence of professionals who are motivated to teach and supervise students and willing to join on-the-job tutoring training projects;
- Intra-team and team-student relationships based on dialogue and cooperation;
- Guarantee of safe conditions for students.

When choosing sites, other aspects can be considered, such as:

- Presence of innovative professional and/or organisational models;
- Tendency to adopt practices based on scientific evidence;
- Presence of facilities for meetings with students reserved for assignments, case discussions and the consultation of texts and/or scientific material;
- Possibility of participating in research projects.

The identification and selection of internship sites is the responsibility of the Director of professional training activities, who, having conferred with the Heads of the Services, proposes the formal accreditation and the initiation of the agreement process for the identified site to the Course Council. The assignment of the student to the internship site is also the responsibility of the Director of professional training activities and must be planned and customised.

Responsibility for the coordination of internship activities lies with the Director of professional training activities, who ensures the integration between theoretical teaching and the internship, and promotes the compliance of professional teaching with the defined skill standards with the assistance of professional tutors.

The specific areas of expertise required are:

Co-ordinating the design, management, and evaluation of professional training activities taking into account the educational, organisational and clinical criteria of the various services, as well as the guidelines of university and professional bodies.

Providing students with academic counselling and career advice, through interviews and scheduled meetings.

Promoting strategies for integration with health service stakeholders to facilitate and improve the quality of training programmes.

Ensuring safety and compliance with specific legislation.

The Director of professional training activities establishes a close relationship with the internship sites through the following initiatives:

- At the beginning of each academic year, he/she presents and justifies to the Healthcare Professions Management and the Co-ordinators of the internship sites the three-year schedule, the criteria for alternating theoretical and internship activities and the duration of the internship experiences;
- He/she identifies the criteria for choosing the professionals students are to follow at the internship sites, proposes the appointment to the Faculty Council subject to the approval of the Course Council and agrees on the relevant arrangements with the heads of the internship sites.

He/she constantly collects feedback on the schedule and suggestions for continuous improvement of the quality of internships, also involving the service professionals who accompanied the students.

The Director of professional training activities admits to the internship experience scheduled for the course year students who:

- Regularly attended the theoretical activities, particularly the teaching of the professional disciplines of the current year and the previous year;
- Regularly attended the professional workshops considered necessary preparation for the internship.

The Director of professional training activities can make use of two levels of tutoring:

a) *Professional or didactic tutor* (Tutor): is a Midwife with advanced skills in both pedagogy and the specific professional field, who has the task of supervising the planning, organisation and management of workshops and internships.

The main activities carried out by professional tutors are:

- To design and manage internship programmes that are consistent with the overall educational project.
- To facilitate learning processes that are conducive to the development of professional skills.

- To guide students in the processes of reprocessing the professional experience by stimulating them to acquire new knowledge.
- To encourage students self-learn and supervise learning processes using effective teaching methods in applying evidence to professional practice.
- Offer students support in the case of learning difficulties or problematic situations, including personal ones.
- To provide a suitable learning environment, by negotiating favourable conditions with the internship sites and activating processes to welcome and integrate students.
- To cooperate and engage with the professionals supervising students at the internship site.

b) *Internship Supervisor*: this is the Obstetrician who guides and accompanies students at the internship site while they carry out their normal work activities. He/she acts as a “role model” guiding students in their professional learning. He/she is the guarantor of student and patient safety, ensures that patients receive quality care even when it is provided by students under supervision, ensures that patients are duly informed and give their consent to be cared for by a student.

The main responsibilities of an internship supervisor are to:

- Make arrangements for the clinical internship to be carried out in such a way as to deliver meaningful experiences for the development of expertise and skills in relation to the objectives of the clinical internship.
- Supervise the student's learning process to ensure the attainment of objectives, the gradualness of learning by progressively offering concrete learning situations and guiding the student with regard to deontological and responsible behaviour.
- Provide systematic feedback and assess learning with the help of the team and the professional tutor using specific tools.
- Manage any learning difficulties with the help of the professional tutor.

Clinical internship activities are carried out through the integration between the Bachelor's Degree in Midwifery and the accredited sites of Ospedale San Raffaele s.r.l. and the other external sites.

Internship supervisors are appointed annually by the Faculty Council subject to the approval of the Course Council and on the recommendation of the Director of professional training activities and are assessed using validated instruments.

Internship experiences must be planned, assessed and recorded in the student's file.

During each internship experience, the internship supervisor assesses the student's progress, by means of either interviews or assessment sheets. At the end of each year of the course a multimodal assessment is carried out in order to ascertain the levels reached by the student in the development of the expected professional skills.

This assessment is a summary of the training assessments recorded during the course year by the internship supervisors and the professional tutor, of the proficiency achieved in the written assignments and of the performance demonstrated during simulations.

The annual internship examination provides for only one examination date per academic year, except in special situations for which the Course Council may grant an extraordinary examination call.

The Annual Internship Examination Committee is chaired by the Director of professional training activities and consists of lecturers or tutors of the Degree Course.

#### Absence during internships

Attendance of the clinical internship is mandatory.

A student who is absent from the internship for short periods may make up these absences in a manner agreed with the professional tutor.

Isolated days cannot be made up outside the period dedicated to the internship.

A student who is absent from the internship for long periods (for serious and justified reasons), must agree on a personalised make-up plan with the director of professional training activities.

#### Suspension from internships

Internships may be suspended if:

- The student does not have the necessary basic theoretical prerequisites or needs to satisfy the preparatory educational objectives required for an internship that is formative and safe for users;
- The student attends the internship discontinuously (non-compliance with scheduled hours or frequent, unexcused absences in several shifts during the experience and/or the annual internship programme);
- The student has difficulties in integrating with the team to the extent that learning is affected;
- The student does not respect the basic and most common norms of social relations;
- The student has mental or physical problems that may lead to stress or harm for him/herself, or for the internship site team;
- The student made errors that endangered the safety of the patient or the technology used.

Temporary suspension from the internship is suggested to the Director of professional training activities by the tutor and must be justified in an interview with the student. Suspension is formalised by a letter from the Director of professional training activities to the student.

The student's readmission to the internship is agreed with the timing and conditions defined by the Director of professional training activities, after consulting the tutor that proposed it.

Should the difficulties that led to the temporary suspension of the internship persist, the Director of professional training activities shall suggest to the Council of the Degree Course in Obstetrics that the student be permanently suspended from the internship by means of a report stating the reasons for this decision in detail.

The Degree Course Council may approve, on the proposal of the Director of professional training activities, a Code of Conduct for Obstetrics Students, which is an integral part of the internship assessment.

### **2.3 International mobility and recognition of periods of study and learning spent abroad**

The Bachelor's Degree in Midwifery, as indicated in the University regulations on international mobility, on the basis of inter-institutional agreements or within the context of European and international programmes, supports, promotes and facilitates student exchanges with foreign universities, providing support and guidance. In particular, the Bachelor's Degree in Midwifery: a) Complies with the regulations on the principles and procedures for the recognition of periods of study abroad, in line with the main European references. b) Provides students with the opportunity to carry out part of their studies at foreign universities with clinical learning experiences (internships). c) Guarantees the negotiation, stipulation and monitoring of student mobility agreements and the assessment of the results achieved. d) Ensures the appointment of a special international mobility officer. Students permitted to spend a period of study, internship or research abroad shall draw up a Learning Agreement for Traineeship with their academic supervisor using the format approved by the European Commission for mobility within the Erasmus+ programme, indicating the learning activities to be taken at the host university. The recognition of credits awarded following the teaching activities performed must replace the credits provided for in the student's curriculum proportionally to the learning activities completed successfully abroad. Credits inserted as "additional" with respect to those provided for by the student's curriculum for the purposes of obtaining the qualification shall not be counted for the purposes of the resources. There is maximum flexibility in choosing the learning activities to be inserted in the Learning Agreement, while pursuing full agreement with the educational objectives of the relative course. At the end of the period spent abroad, the Course Council will recognise the activities performed without making provision for supplementary learning. Students spending a period of time abroad are guaranteed recognition of attendance (also obligatory) and the learning activities provided for during the same period at their home university.

#### **Article 3 Restrictions**

Enrolment in years following the first with "Regular" status is conditional on having acquired all the attendance certificates for the previous year's courses.

Students enrolled as repeating students will not be able to acquire the attendance certificates and sit the examinations in the following year.

Students who accumulate an educational deficit of 15 or more ECTS credits at the end of each year cannot enter the following year and are enrolled repeating students (Article 14(12) and Article 15 of the University Didactic Regulations).

In order to be able to take the examinations for a year, students must have passed all the examinations and assessments for the previous year.

#### **Article 4 Assessment**

The various learning activities provide for the assessment of the achievement of the set objectives by means of final tests, which are unique and contextual for each course, consisting of oral, written and/or practical examinations that result in a grade or pass/fail.

ECTS credits are acquired by the student by passing the above-mentioned tests or by attending specific activities, where applicable.



In the case of off-site written exams, students will be informed about any oral exam by the lecturer in charge of the learning activity.

## **Article 5 Final exam**

In order to be admitted to the final exam, students must have acquired all the credits of the educational activities scheduled in the course curriculum and laid down in the didactic system and must have passed all the assessment exams and aptitude tests, including those relating to professional training activities and internships.

Six ECTS credits are assigned for the preparation of the dissertation.

The final exam has State Licensing Examination status and qualifies the graduate for professional practice.

### **5.1 Definition of the Roles associated with the Final Exam**

While preparing their written dissertation, students will be supervised by an expert in the subject, known as the Supervisor, chosen from among the lecturers of the Degree Course or the lecturers of the Faculty ~~or~~ who are affiliated with the internship sites. The Supervisor may identify and avail him/herself of an Assistant Supervisor and takes part in the graduation session.

### **5.2 Preparation of the Final dissertation/Thesis**

Pursuant to Article 7 of the Italian Interministerial Decree of 19 February 2009, the final examination, which constitutes the qualifying State Licensing Examination, consists of:

- a) the preparation of a written dissertation and its discussion;
- b) a practical skills assessment

The aim of the thesis is to engage students in a formalisation, design and/or clinical improvement process that makes a substantial contribution to the completion of their professional and scientific education. The content of the thesis must be related to gynaecological/obstetric/neonatal topics or closely related disciplines.

Dissertations may be written in English.

However, each thesis must include an abstract in both Italian and English.

### **5.3 The Degree Examination**

Pursuant to Article 7 of the Italian Interministerial Decree of 19 February 2009, the Final Graduation Exam, which constitutes the qualifying state licensing examination under article 6 of Italian Legislative Decree no. 502/1992, as amended, consists of:

- PRACTICAL TEST: aimed at investigating the candidates' ability to reason diagnostically, to make reasoned decisions, to establish priorities and state the criteria for them and to apply a methodology in the analysis of a clinical case.

The practical test will be multimodal, consisting in a cognitive part (written test) and an exercise that investigates practical skills in the management of certain phases of a simulated clinical case.

Candidates who do not pass the practical test may not proceed with the discussion of their dissertation, rather they must retake the whole exam, as students must have passed the qualifying State Licensing Examination (practical test) in order to be admitted to the discussion of their dissertation.

- DISCUSSION OF THE DISSERTATION in which candidates, with the help of computer aids, present their dissertation to the committee and then leave room while the examination committee discusses the presentation. The content of the dissertation must relate to topics closely related to the professional profile and is assessed taking into account the level of depth of the work performed, the candidate's critical contribution and the accuracy of the methodology adopted in developing the topic. On the basis of these criteria, a maximum score of 6 points is awarded.

#### **5.4 Calculation of Degree marks/GPA**

The assessment of the thesis will be based on the following criteria:

- a) level of depth of the work carried out and appropriateness to the professional profile.
- b) critical contribution of the candidate.
- c) accuracy of the methodology adopted for the development of the subject matter.

The final degree mark, expressed in out of 110 with honours where applicable, is formulated by:

- weighted average of examinations taken in the three-year period as a mark out of 110
- the mark awarded for the practical test
- the mark awarded for the discussion of the dissertation

The pass mark for the final examination is 66/110.

The mark for admission to the final examination is determined by the weighted average of the assessment exams out of 112 and rounded to the nearest whole number (if the distance is equal, it is rounded to the nearest whole number).

For the practical exam, a maximum score of 5 points can be awarded.

The mark for the practical exam, expressed out of thirty, is awarded as follows:

- 18/30 to 21/30 = 1 point
- 22/30 to 24/30 = 2 points
- 25/30 to 27/30 = 3 points
- 28/30 to 30/30 = 4 points
- 30/30 with honours = 5 points

For the dissertation, the maximum score is 5 points for desk study dissertations and 7 points for experimental dissertations.

Honours is only awarded if the committee's opinion is unanimous.

The Committee, as part of the final score, may award an additional point to a candidate who has been awarded honours marks during the curriculum and/or has participated in extra-curricular activities.

Should the degree mark, obtained as described above, exceed 115 points, the award of an "honourable mention" may be proposed.

#### **5.5 Degree examination sessions calendar/ Time limits and obligations for candidates**

The final degree examination is organised in two sessions within periods established at national level by decree of the Minister of Education, University and Research in agreement with the Minister of Health. The dates of the sessions are announced by the Ministry of University and Research and

the Ministry of Health, which may send experts as their representatives to the individual sessions. If they do not appoint the aforesaid members, replacements shall be appointed by the Rector.

The administrative procedures concerning the Dissertation Session are defined by the Student Centre in accordance with the procedure published on the Intranet. The procedures and deadlines for submitting the degree application and the thesis are set by the Degree Course Council and the relevant offices, well ahead of the dates scheduled for the degree award exams.

### **5.6 Degree Exam Committee**

The committee for the final exam is composed, in accordance with article 7(4) of the Italian Legislative Decree of 19/02/2009, of a minimum of 7 and a maximum of 11 members, appointed by the Rector on the proposal of the Degree Course Council, which includes, in addition to lecturers of the Degree Course, two members of the Association of Midwives, representatives of the Ministry of University and Research and the Ministry of Health. The members appointed by the Association of Midwives must not hold the roles of both representatives of the profession, Coordinator of the Bachelor's Degree in Midwifery, or Supervisor of a dissertation discussed in the graduation session. The composition of the Committee may not change during the proceedings of the two assessment stages, unless the aforementioned rector's decree is amended.

### **Article 6 University and course transfers**

Students enrolled in the same course at other Italian universities may apply to transfer to years subsequent to the first year, following an application for authorisation, depending on the vacancies in the individual course years. For all incoming transfers, the student's educational record is examined and the recognition of the examinations taken, in terms of ECTS credits and marks, is proposed for approval by the Course Council.

Students from other degree courses who have successfully passed the admission examination may submit a request for recognition of their previous career to the Student Centre, at the same time as their application, indicating the activities for which they are requesting recognition.

Applications for recognition submitted by students previously enrolled at another university (incoming transfers) must be accompanied by the syllabus of the examinations taken during the previous career: without these syllabuses, the activities will not be recognised. It should be noted that the examination syllabuses should also be attached to the applications for recognition submitted by students previously enrolled in another course at Vita-Salute San Raffaele University (course transfers) so that the validation procedure can be concluded quickly.

Credits for ENGLISH LANGUAGE teaching will be recognised automatically, upon presentation to the Student Centre of a certificate proving that the student has passed one of the following tests, which can be taken independently by the student:

- 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 Course Council, which will decide on the recognition of the relevant credits.

## **Article 7      Committees established within the Course Council**

Every year, the Faculty Council appoints the Teaching Committee, which has a purely advisory role and carries out coordination and supervision activities. The Teaching Committee consists of a lecturer who acts at the Course Coordinator, the Director of professional training activities and a minimum of 3 lecturers affiliated with the Degree Course, also ensuring the presence of contract teaching staff belonging to the Health Service.

## **Article 8      Protection of health and safety**

When carrying out internship or practical activities, with regard to health and safety regulations, students are considered equivalent to workers. Consequently, they are subject to the same protective measures and responsibilities and are therefore required to comply with the relevant legal requirements, with the restrictions and prohibitions enforced by occupational health and safety, radioprotection and accident prevention laws, and with any other regulations enforced by the Host Organisation with the same purposes.

The University has formalised and centralised a series of activities strictly related to the risk exposure profile of the individual study programme, with a view to implementing the applicable legal provisions.

In short, depending on the specific indications for each Course of study, students are under obligation to:

- participate in the initial information and educational initiatives and those included in the teaching activities calendar organised to ensure compliance with the provisions set forth in articles 36 and 37 of Legislative Decree 81/08 "Information and training of workers and their representatives" and in Legislative Decree no. 101/2020 on radioprotection;
- take part in the initial and periodic health monitoring activities for issuance of the compliance certification required before starting practical activities involving exposure to risks;
- use the collective and individual protective equipment provided in compliance with the instructions and training imparted;
- comply with the general safety measures and the safety specifications drawn up and made available from time to time.

Curricular and extracurricular activities involving exposure to a specific risk may therefore not be authorised to commence until the preliminary activities required to safeguard the health and safety of each student have been implemented.

Repeated failure to comply with the above obligations shall result in the suspension of the activities involving exposure to a specific risk until such time as the legal obligations have been fulfilled.

**Article 9      Modifications**

Modifications to these Didactic Regulations are decided on by the Faculty Council, subject to a proposal from the Degree Course Council and an opinion issued by the Lecturer-Student Joint Committee for those aspects for which it is responsible.

**Annexes**

Description of the training programme and learning methods

## Annex

### **Description of the training programme and learning methods Bachelor's Degree in Midwifery**

The unit of measurement of the work required of students to fulfil each learning activity provided for by the Didactic Regulations in order to be awarded the qualification is the ECTS-credit.

a) All the learning activities carried out by students to obtain the degree require the acquisition of 180 ECTS credits spread over three years.

Each ECTS credit corresponds to 30 hours of student work, including hours spent on the following:

- i. classroom teaching (lectures)
- ii. tutor-led activities carried out in workshops and simulations
- iii. clinical internship carried out in care wards, day hospitals clinics, and external affiliated sites
- iv. seminars
- v. elective learning activities
- vi. independent learning required to complete the training.

For each course the portion of the total hourly commitment to be reserved for personal study and other learning activities of an individual type will vary depending on the type of the learning activity, in accordance with the guidance issued by the National Conference on Healthcare Degree Classes.

Between 8 and 12 hours of teaching and 18 to 22 hours of individual study are allocated to each ECTS credit. Each internship or workshop activity ECTS credits is equivalent to 30 hours of actual student attendance. The Course Curriculum, which can be found in the annex, establishes the ECTS credits attributed to all the learning activities of the Degree Course. The credits for each learning activity are awarded to students when they pass the relevant exam.

b) Each learning activity (Basic, Specialisation and Related) is divided into logistically structured teaching units with a separate title (modules) that meet the need to offer integrated disciplinary contributions to achieve similar and uniform objectives aimed at achieving the specific educational objectives of the Integrated Course. A whole number of ECTS credits (at least 1 ECTS credit) is allocated to each teaching module, which refers to a scientific disciplinary sector.

The course curriculum includes a Scientific English Course in the first year in order to enable students to acquire the language skills needed to read and understand the content of scientific papers on specific professional topics; this activity is assessed on a pass/fail basis. A Computer Science Course is also provided in order to enable students to become familiar with and use the computer systems present in healthcare facilities.

The break-down of credits and teaching time into different learning activities is defined as follows:

□ **Lectures:** are lessons which cover a specific topic identified by a title and which is part of the course curriculum for the Bachelor's Degree in Midwifery; they are held by a lecturer, according to a predefined timetable, and given to students enrolled in a given course year.

□ **Workshop activities:** workshop activities are a form of interactive or supplementary teaching typically aimed at a small group of students; these teaching activities are co-ordinated by a tutor, who has the responsibility of helping students learn abilities, skills and behavioural models, or skills useful to professional practice. Learning occurs primarily through stimuli deriving from analysing

problems, through the deployment of the methodological skills required for solving them and making decisions, as well as by taking direct personal action (both gestural and relational) in the context of practical workshop exercises.

□ Tutors belonging to the professional profile are appointed to design and hold professional workshops. Professional workshops are assessed on a pass/fail basis and at the same time as the relevant professional internship of the year.

□ **Clinical internships:** clinical internship activities enable students to acquire specific clinical and care skills. through experience in care settings, such as hospital operating units, outpatient clinics, services, day hospitals, and affiliated community and external sites, as provided for annually in the Clinical Learning Schedule.

□ **Seminars:** a seminar is a teaching activity that has the same characteristics as a lecture, can be carried out by one or more lecturers, even from different disciplines, and must deal with a topic that allows a coherent and appropriate aspect of the training curriculum to be explored.

□ Participation in conferences and congresses may be considered as seminar activities subject to prior authorisation by the Degree Course Council. Seminars may also be inter-university and given in the form of a videoconference.

□ **Elective learning activities:** the Bachelor's Degree organises the offering of elective learning activities, either individually or combined in "uniform training programmes" and provided in the form of lectures, seminars, clinical internships and self-learning activities for which at least 6 ECTS credits are awarded. The individual elective learning activities are not assessed with a numerical mark, rather with a pass/fail result and the award of the corresponding credits, with the possibility of specific assignments for each activity in order to confirm attendance and learning. The calendar of elective learning activities is published in good time, together with the calendar of compulsory teaching activities.

□ **Self-learning:** The Bachelor's Degree ensures students a number of hours for independent learning over the three years of the course, in accordance with the guidance issued by the National Conference on Healthcare Degree Classes. Hours set aside for self-learning shall be dedicated:

1. To the individual use, or use in small groups, independently or upon instructions from lecturers, of the teaching aids made available by the Degree Course for self-learning and self-evaluation, in order to achieve the educational objectives set;
2. To personal study in preparation for exams and the clinical internship. For each type of learning activity, in accordance with the indications provided by the relevant University service, compensatory measures aimed at achieving the result are made available for students with specific learning disorders (SLDs) and/or disabilities.

### ***Preparatory courses***

When specific preparatory courses are required for each teaching activity, they are indicated in the list of teaching activities appended to these Regulations.

### ***Attendance***

Attendance of lectures is compulsory. Attendance at least 75 per cent of each of the scheduled lessons is required to be admitted to the examination or to acquire the qualification. Students who have not obtained a certificate of attendance for at least 75% of the hours scheduled for each course in a given year shall be enrolled for the following academic year, even on a supernumerary

basis, as repeating students in the same year of the course, with the obligation to attend the courses for which they have not obtained the certificate.

At the end of the teaching activities, the Lecturer in charge of the course is required to provide the Student Centre with a list of any students who have not obtained the certificate of attendance. The Student Centre, unless notified otherwise by the Lecturers, will assign the certificate of attendance to the students' careers.

Elective learning activities (ADEs), professional training and focus activities and professional workshops require 100% attendance of the scheduled hours.

The internship activity requires 100% attendance, with the possibility of making up for any justified and proven absences. Attendance is confirmed by the internship supervisors, using the recording methods established by the Degree Course Council.

### **Course Curriculum**

During the annual teaching planning phase, a different fraction of the total commitment may be assigned to individual study, which shall not, in any case, be less than 50% of the total hourly commitment. An exception is made for cases in which the teaching activities have a high experimental or practical content.

*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.*