LSBU

Course Specification

A. Course Information				
Final award title(s)	BSc (Hons) Midwifery (3 Yr)			
Intermediate exit award title(s)	N/A			
UCAS Code			**Course Code(s)**	3644
	London South Bank University			
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS			
Division	Midwifery			
Course Director	Michelle Steptoe			
Delivery site(s) for course(s)	☒ Southwark ☒ Havering ☐ Other: please specify			
Mode(s) of delivery	☒Full time ☐Part time ☐other please specify			
Length of course/start and finish dates				

Mode	Length years	Start - month	Finish - month
Full time	3 Years	September	September

Is this course generally suitable for students on a Tier 4 visa?	No			
Approval dates:	Course(s) validated / Subject to validation		November 2011	
	Course specification last updated and signed off		October 2020	
Professional, Statutory & Regulatory Body accreditation	Nursing and Midwifery Council (NMC)			
Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations		
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016 NMC Standards for pre-registration midwifery education (2009) The Code: Standards of Conduct, performance and ethics for nurses and midwives (NMC 2018)		

		□ Standards for Student Supervision and Assessment in Practice – SSSA (NMC, 2019) □ Framework for Higher Education Qualifications (QAA, 2008) □ Subject Benchmark Statements: Nursing □ (QAA, 2001) □ Code of practice for the Assurance of Academic Quality and standards in Higher Education, Section 7: □ Course design, approval, monitoring an review (2006) □ Code of Practice for the Assurance of Academic Quality and Standards in Higher Education – Section 9: Work based and placement learning (2007) □ SEEC Credit Level Descriptors (2010)
	B. Course Aims and Features	
Distinctive features of course	It meets the NMC standards for pre-registration midwifery education (2009) and enables successful students to register as a midwife. Students joining the program must register for practice within five years of completing the degree course. 1) Support throughout the program is from expert midwives and subject specialist. 2) There is strong emphasis on integrating theoretical approaches with the practice of nursing, 50% is practical based. 3) The taught program is complemented by blending learning support and interactive e-tivities.	
Course Aims	The BSc (Hons) Midwifery aims to: □ Ensure that the graduate midwife achieves the competences for pre-registration midwifery education specified in the NMC standards (2009). □ Develop confident and competent practitioners who practice autonomously, compassionately, skilfully and safely whilst maintaining dignity and promoting health and wellbeing. □ Develop a graduate midwife who is a critical consumer of research and evidence. □ Foster independence in learning and commitment to lifelong learning. □ Develop the qualities and transferrable skills necessary for employment.	
Course Learning Outcomes	a) **Students will have knowledge and understanding of:** A1 Midwifery theory and theoretical perspectives on the foundations of the midwifery practice. A2 The life, behavioural and social sciences and pathological principles related to maternal, foetal and neonatal wellbeing. A3 Working in partnership with other healthcare and social care professionals and agencies, service users and families. A4 Clinical governance and requirements, of supervision of Midwifery to maintain and improve the quality of midwifery practice and standards of healthcare. A5 The ethical, moral and legal issues in relation to Midwifery Practice. A6 The critical use of research and governance processes to maintain and improve midwifery practice and standards of healthcare. A7 The provision of contemporary midwifery care in the public and	

private sectors including structure, drivers of change and policies.

b) **Students will develop their intellectual skills such that they are able to:**

B1   Evaluate the impact, the impact of social, cultural, spiritual, legal, political and economic factors on care and care delivery.
B2   Demonstrate a critical understanding of contemporary research that underpins midwifery practice.
B3   Demonstrate independent thinking, critical thinking, problem solving and creativity.
B4   Critically examine the impact of political and social contexts on the provision of health care.
B5   Appraise relevant research and theoretical evidence to inform delivery of the best practice.
B6   Demonstrate research awareness and a commitment to evidence based practice.

c) **Students will acquire and develop practical skills such that they are able to:**

C1   Practice within The Code: Standards of Conduct, performance and ethics for nurses and midwives (NMC 2018) to meet public and professional expectations.
C2   Confidentiality meet the competencies for pre-registration education (NMC 2009) to ensure delivery of safe midwifery care.
C3   Act with professionalism and integrity, and work within greed professional, ethical and legal frameworks and processes to maintain and improve standards.
C4   Plan and implement, in partnership with women and their family, high quality care within normal pregnancy, labour and the postnatal period, using the best available evidence.
C5   Practice in compassionate, respectful way, maintaining dignity and wellbeing and communicating effectively using a wide range of strategies and interventions including communication technologies.
C6   Recognise when a person is at risk and in need of extra support and protection and take all reasonable steps to protect them from abuse.
C7   Reflect on and in practice.

d) **Students will acquire and develop transferrable skills such that they are able to:**

D1   Demonstrate self-awareness and recognise how the student's own values, principles and assumptions may affect their practice.
D2   Confidently present information orally, in writing, and where appropriate, through the use of technology, to provide coherent and logical arguments to support decisions making.
D3   Use leadership skills to supervise and manage others and to contribute to planning, designing, delivering and improving future services.
D4   Maintain the students own personal and professional development, learning from experience, through supervision, feedback, reflection and evaluation.
D5   Empower women to take responsibility of their own health and wellbeing.

C. Teaching and Learning Strategy

Module Coordinators are encouraged to provide learning material on-line and are encouraged to explore the use of on-line technologies that provide virtual teaching and assessment environments (Moodle and MS teams).

- ☐ Lectures will be used to introduce and provide new information and update existing knowledge.
- ☐ Seminars and discussions to share varied ideas amongst students.
- ☐ Tutorials with individuals and groups
- ☐ Critical incident analysis to reflect upon practice based issues
- ☐ Structured reading/guided study
- ☐ Workbooks to develop and update knowledge.
- ☐ Small groups exercises

Students can expect, as part of the teaching and learning strategy, to be pro-active participants in the development of intellectual skills through discussion and peer presentation and subject and reporting- this may take place face to face or via virtual learning platforms.

- ☐ Lectures will be used to introduce and provide new information and update existing knowledge.
- ☐ Use of Blackboards for e-tivities including discussion amongst student quizzes, critique, literature sharing and searching.
- ☐ Tutorials with individuals and groups.
- ☐ Problem solving to reflect upon practice based issues.
- ☐ Research critique underpinning care.
- ☐ Structured reading/ guided study to support key lectures.

Practical skills are normally developed through practical, skills-based scenarios and problem based approaches. This may also include simulated videos and online e-learning packages and pre-recorded videos.

- ☐ Role modelling in practice learning environments
- ☐ Practice workshops, high and low fidelity stimulation
- ☐ Clinical skill laboratory demonstration and practice session
- ☐ Direct observation and discussion
- ☐ Lecture and seminar
- ☐ Problem solving scenarios and seminars
- ☐ Mock clinical scenarios

- ☐ Role modelling and Discussion
- ☐ Attending inter-professional forums and meetings
- ☐ Use of Moodle for e-tivities including discussion amongst students, quizzes, critique, literature, and searching and sharing
- ☐ Information technology workshops
- ☐ Seminars and discussions to share varied ides amongst students
- ☐ Tutorial with individuals and groups (D1-5)

D. Assessment

Assessment methods are specified in each Module Guide and cover the module and course learning outcomes prescribed in the Module Guide. Content, knowledge and understanding is assessed through either coursework and/or competencies. Coursework can take many forms based on the practical and theoretical content of the modules.

- ☐ Practice, scenarios, Modified Viva's, OSCE's to provide a simulated experience in which knowledge and skills can be demonstrated.
- ☐ Achievement or identified competencies in midwifery at designed level
- ☐ Client/ patient narrative reflective essay to develop integration of theory and practice.

☐ Care and case presentation, to develop in articulating knowledge and decision making processes.
☐ Examinations to test underpinning knowledge.
☐ Oral presentations to allow the student to demonstrate their ability to make practice focussed decisions based on their ability assessment and interpretation.

Intellectual skills are normally assessed through written coursework and group or individual student presentations.

A variety of assessment methods are used to assess practical skills. These include OSCE's evidence based student based presentations, practice learning and assessment portfolio, care and case studies and problem based scenarios.

☐ Achievement of identified competencies related to midwifery practice t designated level.
☐ Reflective Care study
☐ Client/ Patient narratives
☐ Case study approaches
☐ Scenario based coursework

☐ Written assignments, for example, essay, case study, critical review and evidence based scenarios to examine selected aspects of care and suggest strategies for care enhancement.
☐ Literature search and review to examine the evidence for a care.

☐ Assessment of practice portfolio, achievement of identified competencies are at designated level
☐ Reflective care study
☐ Client/Patient Narrative
☐ Reflective Accounts
☐ Case Study

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

The school follows the university regulations apart from:
- Late Submission
- Third attempts

Late Submission Protocol – HSC Pre Registration Students

Late submission of coursework is not permitted for students enrolled on pre-registration courses in the School of Health and Social Care. As professionals, students will be expected to meet deadlines, so part of their professional development will be for them to manage their time and commitments so that deadlines can be achieved.

Third Attempt Protocol – HSC Pre Registration Students

Where a student has failed a module, the Award and Progression Examination Board will exercise its discretion to permit the opportunity for an exceptional third attempt for one academic module only in accordance with all the following eligibility criteria:

Eligibility criteria

1. Increase in mark between first attempt and second (therefore there must have been an attempt).
2. Second attempt mark to be within 5 marks of the pass mark.

Non-eligibility criteria

1. No increase in academic mark between first and second attempt.
2. Second attempt mark more than 5 marks under the pass mark.

This protocol is limited to ONE module per academic year and excludes the dissertation.

All modules must be successfully completed before the student is allowed to progress to the next stage.

Protocol fails or compensated passes
Protocol fails or compensated passes are not permitted.

F. Entry Requirements

In order to be considered for entry to the course(s) applicants will be required to have the following qualifications:

*   A Level BBB **and** 5 GCSEs A*-C including Maths, English and Science or equivalent (reformed GCSEs grade 4 or above); **or;**
*   BTEC National Diploma DDM **and** GCSEs Maths, English and Science A*-C (reformed GCSEs grade 4 or above) or equivalent; **or;**
*   Access to HE qualifications with 24 Distinctions and 21 Merits **and** GCSEs Maths, English and Science A*-C (reformed GCSEs grade 4 or above) or equivalent; **or;**
*   NVQ Level 3 in Care with at least one year of relevant work experience **and** GCSEs Maths, English and Science A*-C (reformed GCSEs grade 4 or above) or equivalent; **or;**
*   Equivalent level 3 qualifications worth 120 UCAS points **and** GCSEs Maths, English and Science A*-C (reformed GCSEs grade 4 or above) or equivalent.

For Non-native speakers of English an IELTS score of 7.0 is required at the time of applying:

*   7.0 overall or equivalent
*   7.0 in the listening and reading sections
*   7.0 in the writing and speaking sections.

    Experience in maternity services/ healthcare/ is desirable

In addition:
All applicants are required to have successfully achieved GCSE in Maths and English at grade C/ level 4 and a science.

In addition to the appropriate academic qualifications, students will need to demonstrate the following abilities:

–   Communicate effectively (both verbally and in writing)
–   Demonstrate reasons for interest in midwifery
–   Indicate a high motivation to become a midwife.
–   Undertake independent study, prioritise own work load, and positivism management/ organisational skills
–   Articulate their understanding of the role of the midwife including the value base of the profession
–   Meet the professional demands midwifery and the course of best study to be undertaken.
–   Demonstrate due regard for dignity, respect for persons, confidentiality and equal opportunities.
–   Reflect upon their life skills and the relevance to midwifery.

Acceptance on the course is always conditional upon successful occupational health clearance. Students are

required to undergo a health assessment as a pre-requisite to completing their enrolment on the pre-registration midwifery Course in order to ensure that students are 'fit' to undertake their course of study and to attend practice placements. Occupational health clearance is separated into two distinct 'phrases', pre-enrolment and post-enrolment.

The pre-registration Midwifery courses are exempt from the Rehabilitation Act (1974). All candidates are subject to the enhanced Disclosure and Barring Service (DBS) to facilitate safer recruitment to protect patients, children and vulnerable adults.

The faculty requires all candidates to complete a DBS declaration at interview and declare any previous convictions, cautions, warnings, or reprimands. If the decision is made at interview to make an offer to a candidate, the declaration is reviewed.

The DDS will apply and all reasonable adjustments made to support students with identified needs.

The School of health and social care has developed its recruitment and selection processes in close partnership with NHS Trusts, other practice partners, NHS London and service users. All prospective students normally apply for all courses in the pre-registration nursing and midwifery course through UCAS. Attendance at face to face interview is essential (online). Interview panels comprise members of the academic staff.

Service users contribute to the recruitment and selection process across Midwifery by assisting in the development of interview questions and attendance at open days and recruitment events.

When making an application for the pre-registration midwifery course a positive decision will always be conditional on references, outstanding educational results, and occupational health and enhanced DBS clearance. Unsuccessful candidates are provided with feedback.

G. Course structure(s)

Course overview

The course is full-time and is extends over a period of three calendar years (156 weeks) inclusive of holidays. There are two semesters per year. Within each semester, there are a range of modules of learning, each module comprises 20 credits. Practice module attract an academic credit.

The curriculum is modular and comprises 4600 hours of theory and practice as required by the Nursing and Midwifery Association (NMC) and a holiday requirement of seven weeks per year. The course is designed to incorporate the balance of 50% theory (2300 hours) and 50% practice (2300 hours). There are normally no more than 45 course weeks in any one-year.

The course has been designed to reflect the available human and financial resources and within the range of available practice learning opportunities. An integrated framework is used as much possible in order to promote sharing and working together across the two midwifery courses, academic subjects and across graduate and post-graduate courses.

Practice experience will begin early on in the course and students will gain practice experience close to the end of years one and two. An extended placement of at least 7 weeks will take their place at the end of course to enable students to consolidate their education and their competence in practice.

Practice experience is gained within both hospital care and community settings and will include range of experiences in order to satisfy professional statutory and European Union Directives.

• There will be one intake a year in September.

Course:
Theory: minimum: 2300 hours
Practice: minimum: 2300 hours
Total: 4600 hours

Practice Learning

The NMC Standards for pre-registration midwifery education (NMC 2009) provide the standards of competency for entry the register and reflected in the pre-registration midwifery course. These relate to professional standards of competence and fitness for practice. Midwifery is practice based profession and recognises the importance of the service user and respect to the individual. The primary aim in the pre-registration course is to ensure that students re prepared to practice safely and therefore protect the public. In accordance with this principle this course is practice-centred and directed to achievement of professional competence.

The introduction of the NMC standards for Student Supervision and assessment have been implemented to support students in practice.

Full time

Placements information

The curriculum is modular and comprises of 4600 hours of theory and practice as required by the NMC and a holiday entitlement of seven weeks per year. The programme is designed to incorporate a balance of 50% Theory (2300 hours) and 50% Practice (2300 Hours).

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
HAP_4_001	Introduction to Life sciences	4	1	20	Exam
MWY_4_001	Foundations Skills in Midwifery	4	1	20	OSCE/ Modified Viva
MWY_4_002	Introduction to Psycho-Social Perspectives of Child bearing	4	2	20	2000 word essay
MWY_4_003	Understanding the Art and Science of Midwifery	4	2	20	OSCE/ Modified Viva
MWY_4_004	Practice-Based Assessment (1)	4	Both	20	Practice Assessment Document
MWY_4_005	Protection, promoting, and supporting Breastfeeding	4	1	20	Worksheets 1500 word discussion
MWY_5_001	Midwifery Care of the Comprised Neonate	5	2	20	3000 word essay
MWY_5_002	Midwifery Pharmacology and Medicine Management	5	1	20	Drug Calc exam 2000 word Essay
MWY_5_003	Practice-Based Assessment (2)	5	Both	20	Practice Assessment Document
MWY_5_006	Public Health Role of the	5	2	20	3000 word essay

	Midwife				
HAP_5_003	Research Methods and Use of Evidence	5	1	20	3000 word essay
MWY_5_005	Framework for Transparency	5	2	20	2000 word essay Viva
MWY_6_003	Leadership, Management and Empowerment	6	1	20	3000 word essay
MWY_6_015	Complex needs in Childbirth	6	1	20	Exam
MWY_6_006	Practice-Based Assessment (3)	6	Both	20	Practice Assessment Document
MWY_6_005	Independent Study	6	2	20	3000 word essay
MWY_6_004	Clinical Emergency Management in Maternity Care	6	2	20	OSCE/ Modified Viva CTG exam
MWY_6_008	Normal Midwifery Practice	6	1	20	3000 word essay

I. Timetable information

- Timetable will be on moodle

J. Costs and financial support

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices

Appendix A: Curriculum Map
Appendix B: Educational Framework (undergraduate courses)
Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

	Modules		Programme outcomes												
Level	Title	Code	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6
4	Introduction to Life Sciences	HAP_4_001		TDA											
4	Foundation Skills in Midwifery		T	TDA			T			T					T
4	Introduction to Psycho-Social perspectives of Childbearing		TDA	TDA	TD			T	T	TD	TDA	T	T	T	
4	Understanding the Art and Science of Midwifery		TD	TDA	TD	T	TDA	T		TD	TD	T	TD	T	T
4	Practice Based Assessment (1)		TDA	T	TD	TD	T	T	T	TD	T	T	T		T
4	Protecting, Promoting and Supporting Breastfeeding		TD	TDA	TD	TD	TD	T	TD	TD	T	T	TD	TD	
5	Midwifery Care of the Compromised Neonate		T	TDA	T	T	TD	TDA		TD	T	T	T	TDA	TD
5	Midwifery Pharmacology and Medicine Management			TDA	TD	TDA	T	T	T	T		T	T		TD
5	Practice Based Assessment (2)		TDA	TD	TD	TDA	T	TD	T	TD		TD			TD
5	Public Health Role of the Midwife		T	TD	TDA	TD	TD	TD	TDA	TD	TD	T	TDA		TD
5	Research Methods and Use of Evidence	HAP_5_003						TDA			T	TD	TD		TDA	TD A
5	A Framework for Transparency			TD		TDA	TDA	TD	T	TDA	T	T	TD	TDA	T	T
6	Leadership, Management and Empowerment		TDA	TDA	T	TD			TDA	TD	TD	TDA	TDA	TD	TD A

Level	Title	Code	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6
	Modules		**Programme outcomes**												
6	Complex Needs in Childbirth		T	TDA	T		TD		T	TD	T	T			T
6	Independent Study		T		T	TD	T	TDA	T		TDA	TDA	TD	TDA	TDA
6	Practice Based Assessment (3)		T	TD	T	TDA			T	TDA	T	TDA			T
6	Clinical Emergency Management in Maternity Care		T	TDA	TDA	T	TD	TD	TD	T	T	TD		T	T
6	Normal Midwifery Practice		TDA	T	TD	TD	TD	TD	TDA	T	TD	TD	TD	TDA	TDA

Level	Title	Code	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5
	Modules		**Programme outcomes**											
4	Introduction to Life Sciences	HAP_4_001						T						
4	Foundation Skills in Midwifery		TDA		T	TD	TDA				T		T	
4	Introduction to Psycho-Social perspectives of Childbearing		TDA		T	TDA	T		T	TDA		T	TD	TDA
4	Understanding the Art and Science of Midwifery		TDA	T	T	TDA	T		TD	T	T	T	TD	T
4	Practice Based Assessment (1)		TDA	TD	TDA	TDA	TD	T	TD	T	TDA	T	TD	TDA
4	Protecting, Promoting and Supporting Breastfeeding		TD	TD	T	TDA	TD	T	T	TD	T	TD	TD	TDA
5	Midwifery Care of the Compromised Neonate		T	T	T	TDA	TD	TDA	T	T	TDA	TD	T	
5	Midwifery Pharmacology and Medicine Management		TDA	TDA	TD	T	T	T	T	T	TD		T	TD
5	Practice Based Assessment (2)		TDA	TDA	TDA	TDA	TD	TD	TDA	T	TDA	TD	TD	TD
5	Public Health Role of the Midwife		TD	TD	TD	T	TD	TDA	TD	T	T	TD	TD	TDA
5	Research Methods and Use of Evidence	HAP_5_003		TD					T				T	
5	A Framework for Transparency		TDA	TD	TD		T	TDA	TDA	TDA	TD	TD	TDA	T
6	Leadership, Management and Empowerment		TD	T	TD	TD	T	TD	TD	T	T	TDA	T	TD
6	Complex Needs in Childbirth		TD	T	T	TDA	T	TDA	T	T	T		T	
6	Independent Study					TDA	TD		TD	T	TD	TD	TD	

Modules			Programme outcomes											
Level	Title	Code	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5
6	Practice Based Assessment (3)		TDA	TDA	TDA	TDA	TDA	T	TDA	TD	T	TDA	T	TD
6	Clinical Emergency Management in Maternity Care		TDA	TD	TD	TDA	TD	TDA	TD	TDA	TD	TD	TD	T
6	Normal Midwifery Practice		TD	TD	TDA	TD	T		TD	T	TD	TDA	T	TD

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:
- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment *for* learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<u>Outcomes focus and professional/employer links</u> All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	From curriculum planning to involvement in taught modules and assessments, clinical colleagues from NHS Trust partners work in collaboration with the midwifery to support student learning, Clinical representation also includes a number of Alumni and also includes attendance at interviews and open days. Representatives from external organisations such as Pregnancy Sickness Support and the Downs Syndrome Association for example; and professional organisations such as the Royal College of Midwives, are encouraged to enhance student learning and increase students' understanding of the wider issues related to the care of women and their babies, and the role played by external organisations in support and education.
Embedded learning development	<u>Support for transition and academic preparedness</u> At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.	Academic writing support sessions are planned within the timetable to support the student transition from one academic level to another. Members from the Skills for Learning, Centre for Research Informed Teaching at LSBU attend to provide specific academic writing sessions.

High impact pedagogies	Group-based learning experiences The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	All modules on the programme seek to support the student's understanding of learning in a group by the use of group activities and group presentations for formative assessments as examples. Specific emphasis is placed on the importance of group work and effectively communication as a basis of interprofessional working in clinical midwifery practice and in case loading midwifery practice, illustrating professionalism and inclusivity.
Inclusive teaching, learning and assessment	Accessible materials, resources and activities All course materials and resources, including course guides, PowerPoint presentations, hand outs and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	All module leaders provide information appropriate to the topic. This includes slides and reading material on Moodle. Access to visual materials such as You tube. Further support as recommended is also provided for students with additional needs. As a result of Covid-19 teaching has been extended and enhanced to incorporate on-line asynchronous and synchronous learning, in which lectures are recorded and made available to students. Other useful resources used are platforms such as Kahoot, MS teams. The use of external learning platforms such as K2 CTG package and safe medicate are used for summative assessment to incorporate different learning and assessments styles as these packages are very interactive. Reading lists are also available online embedded into Moodle and the library is purchasing more e-books to increase accessibility**.**

Assessment *for* learning	<u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.	Assessment feedback follows academic regulation guidance provided by the University. Formative feedback assists students to develop further ideas and knowledge for the summative assessment. All marking is undertaking using marking rubrics and written comments are moderated and reviewed within the team and by external examiner. Feedback strategies are reviewed annually for areas of development. Detailed annotated comments provide the student on precise feedback. This is followed up with an opportunity for students to meet Module leaders 1-2-1 for assignment tutorials.
High impact pedagogies	<u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	An emphasis on the importance of evidence based midwifery is introduced from the beginning of the programme and its use to justify and support decision making in clinical practice. This is realised through lectures and illustrated by lecturers in their use of evidence to support their teaching. An evidence based approach is integrated throughout the modules at each level. A research module is completed during the second year in which students are required to complete a critique of a research paper. This further underpins the critical examination of the literature undertaken at level 6 and is an integral skill of the professional midwife.
Curricula informed by	<u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent	Within the student's programme,

employer and industry need / Assessment *for* learning	authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	teaching material which illustrates diversity and complexity within the maternity services and the wider society is used to contextualise clinical situations for students. The delivery of teaching by clinical and academic members of staff is provided in a non-discriminatory way, recognising the diversity of the student population and emphasising the importance of providing culturally competent and sensitive care. Whilst on clinical practice, students are supported to follow a small caseload of mothers with their practice supervisors in which they have an opportunity to engage more specifically with women and their families. This may also include issues such as screening and safeguarding of the woman and baby.
Inclusive teaching, learning and assessment	<u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	Within the student's programme, teaching material which illustrates diversity and complexity within the maternity services and the wider society is used to contextualise clinical situations for students. The delivery of teaching by clinical and academic members of staff is provided in a non-discriminatory way, recognising the diversity of the student population and emphasising the importance of providing culturally competent and sensitive care. The students are encouraged to contextualise their experiences and foster an understanding of other viewpoints via a debate facilitated by the lecturer.
Curricula informed by	<u>Work-based learning</u> Opportunities for learning that is relevant	In order to complete the Midwifery programme and EU

employer and industry need	to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	requirements, the students complete placements in all areas of maternity care and complete the Midwifery Practice Assessment document. During placement, students do have the opportunity to attend specific Trust related training. An opportunity for an elective in the UK or abroad also provides further information about maternity care. A formal assessment of student's clinical knowledge and practice is completed at the end of each year of the programme.
Embedded learning development	Writing in the disciplines: Alternative formats The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	Assessment in the modules encourages students to develop further inquiry which may lead to their choice of elective placement and development of midwifery practice pathway. Students have demonstrated further interest in for example reports, position papers discussed within taught sessions or noted during their summative assessments. Further emphasis is placed on record keeping in midwifery practice with additional support for detailed record keeping during obstetric emergency situations.
High impact pedagogies	Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences Building on experience of group working at level 4, at level 5 students should be	Whilst on placement, students have opportunities to work in the multi-disciplinary team to aid development of their knowledge

	provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking.	and clinical skills required for registration as a Midwife. The students are also able to attend forums, tutorials and workshops that aid development of learning. Participation in Emergency obstetric skills and *drills* training is mandatory in all departments which focus on multi-disciplinary team work and communication to improve patient safety. All students are also allocated to an out of area placement which enables networking and multi-disciplinary team working.
Assessment *for* learning	Variation of assessment An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	A variety of assessments from written assignment, unseen examinations to poster presentations are available and vary between modules in order to balance the assessment methods and to meet the diverse learning needs of the students. Each module has a formative assessment which enables the student to develop their knowledge and skills to underpin their preparation and completion of the summative assessment. As a result of Covid-19 assessments have also been extended and enhanced to incorporate digitally enhanced assessment including modified viva examinations.
Curricula informed by employer and industry need	Career management skills Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career	Workforce planning at clinical level enables a broader overview of the need for student education and support. Students seek advice from their personal tutor, Course director and Clinical practice facilitators to provide further student knowledge and support.

	development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	Preparation for professional practice support is provided in the third year of the programme where representatives from partner trusts attend the University to discuss employment issues; students are also supported with CV development and interview preparation.
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	Capstone project/dissertation The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**.	The development of critical skills of analysis is crucial to the implementation of evidence based practice and to being an evidence informed midwife. Whilst the students do not complete a dissertation in this programme, they do however complete an independent study in the third year, which enables them to examine the current literature on their chosen topic, proposing recommendations for practice and future research.

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions