

Course Specification

A. Course Information				
Final award title(s)	Postgraduate Diploma in Midwifery (2 years)			
Intermediate exit award title(s)	Postgraduate Certificate in Maternity and Newborn Infant Care (non-registerable)			
UCAS Code		Course Code(s)	5766	
Awarding Institution	London South Bank University			
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS			
Division	Midwifery			
Course Director	Sarah Esegbona-Adeigbe			
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input type="checkbox"/> Other: <i>please specify</i>			
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify			
Length of course/start and finish dates				
	Mode	Length years	Start - month	Finish - month
	Full time	2	January	January
Is this course suitable for students on a Tier 4 visa?	No			
Approval dates:	Course(s) validation date	June 2021		
	Course specification last updated and signed off	September 2022		
Professional, Statutory & Regulatory Body accreditation	Nursing and Midwifery Council			
Link to Institute of Apprenticeship (IoA) Assessment Plan (Apprenticeship only)	N/A			

Reference points:	Internal	<p>Corporate Strategy 2020-2025 School Strategy LSBU Academic Regulations LSBU Mission and Corporate Plan Academic Quality and Enhancement Website</p>
	External	<p>QAA The UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRBs Competitions and Markets Authority SEEC Level Descriptors 2021 OfS Guidance Subject Benchmark Statements: Midwifery (QAA 2009 Being updated 2019)* The revised UK Quality Code for Higher Education(QAA, 2018) QAA Quality Code Chapter A2: The Subject & Qualifications Level (Master’s Degree Characteristics) (QAA, 2020) QAA Enterprise and Entrepreneurship education: guidance for UK Higher Education Providers (QAA 2018) ICM Essential Competencies for Midwifery Practice (2019) International Confederation of Midwives Global Standards for Midwifery Education (2013) Future Midwife: Standards of proficiency for midwives (NMC, 2019) Part 1: Standards framework for nursing and midwifery education (NMC, 2018) Part 2: Standards for student supervision and assessment (NMC, 2018) Part 3: Standards for pre-registration midwifery programmes. OfS Guidance</p>
B. Course Aims and Features		

Distinctive features of course	<ul style="list-style-type: none">• The programme leads to registration with the NMC with very high employability for successful students.• The programme philosophy acknowledges and celebrates equality, diversity and inclusion across education and practice environments and embraces cultural safety as a fundamental feature of midwifery education• Students are given opportunities to apply their theoretical knowledge and understanding to enhance their clinical skills by participating in annual peer-supported clinical skills weeks, facilitated by academic and clinical practice midwives.• Students are given the opportunity to enhance their knowledge and understanding of midwifery issues by selecting a local, national, international or specialist elective placement opportunity during the final year of the programme.• Students are given the opportunity to gain a Certificate in Enterprise during the programme.
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<p>Course Aims</p>	<p>The Postgraduate Diploma in Midwifery aims to:</p> <ul style="list-style-type: none"> – Develop midwives who meet the Standards of proficiency for midwives (NMC 2019) and become eligible for registration with the Nursing and Midwifery Council (NMC) – Develop skilled, knowledgeable, respectful and compassionate midwives, able to provide woman-centred care across a range of settings to ensure the provision of safe and effective care for women their families and the wider community – Build upon existing knowledge, skills and experience, recognising the diversity, richness and relevance of nursing knowledge – Develop midwives who embrace cultural safety, recognising equality, diversity and inclusion and acknowledging the need to address own biases and prejudices to challenge racism and inequality – Develop midwives who will act as leaders and change agents, aware of the significance of innovation, creativity and best available evidence in the evaluation and development of woman-centred care and the maternity services – Promote collaborative working with service users, interdisciplinary and multiagency teams in contemporary midwifery practice – Develop midwives who recognise their own strengths and exercise responsibility for their own professional and career development
<p>Course Learning Outcomes</p>	<p>A. Students will have knowledge and understanding of:</p> <p>A1- The anatomy, physiology, pharmacology and patho-physiology related to maternal, fetal and newborn infant wellbeing</p> <p>A2- Evidence-based, best-practice approaches to optimising normal processes during pregnancy, labour and birth and postpartum</p> <p>A3- Assessment, screening and care planning approaches to anticipate, prevent and respond to complications and additional care needs of the woman and newborn infant</p> <p>A4- The ethical, moral and legal frameworks which underpin the physical, psychological, social, cultural and spiritual safety of women and newborn infants</p> <p>A5- The importance of public health, health promotion and health protection strategies, including promotion of the Baby Friendly Initiative</p> <p>A6- Communication and relationship building within the provision of holistic midwife-led woman centred care, enabling and advocating for the rights of women and newborn infants within the context of care</p> <p>B. Students will develop their intellectual skills such that they are able to:</p> <p>B1- Evaluate the impact of physical, psychological, social, cultural and spiritual factors on the care of women, newborn infants and families, recognising the need to mitigate health and social inequalities.</p> <p>B2- Demonstrate independent, critical thinking, critical reflection and problem solving as safe and effective midwifery practitioners in the leadership, development and evaluation of midwifery care in innovative and creative ways</p>

B3- Critically analyse and synthesise the contribution of evidence-based knowledge and best-practice approaches for the development and provision of quality midwifery care across a variety of settings.

B4- Engage with digital technology and recognise its role to support professional practice within midwifery and health care settings

B5- Effectively communicate with midwives and members of interdisciplinary and multi-agency teams, constructing reasoned evidence based arguments to ensure that the needs of women, newborn infants and families are met

C: Students will acquire and develop practical skills such that they are able to:

C1- Act with professionalism and integrity, and work within agreed professional, ethical and legal frameworks and processes to maintain and improve standards of care and enhance quality improvement

C2- Confidently meet the Standards of proficiency for midwives (NMC, 2019) to ensure delivery of safe and effective midwifery care

C3- Advocate for the human rights, views, preferences, and decisions of women, partners and families

C4- Practise in a compassionate, respectful way, providing safe, empowering and equitable care, maintaining dignity and well-being of women, newborn infants and families while communicating effectively using a wide range of strategies and interventions.

C5- Work across the whole continuum of care and in all settings, understanding the women's and newborn infant's whole maternity journey, providing continuity of care and carer

D; Students will acquire and develop transferable skills such that they are able to:

D1- Demonstrate self-awareness and recognise how their own values, principles and assumptions may affect their practice

D2- Demonstrate critical and strategic thinking, problem solving, emotional intelligence, positive role modelling and leadership skills; and the ability to generate new ideas and recognise the importance of entrepreneurship and innovation

D3- Take personal responsibility for on-going personal and professional learning and development through supervision, feedback, reflection and evaluation, recognising the significance of evidence-based care and the importance of staying up to date

D4- Work effectively across maternity and healthcare settings, contributing to interdisciplinary and interagency team working

D5- Maintain currency in the selection and integration of IT skills and systems to contribute to professional learning and management and development of midwifery care and to demonstrate competent, appropriate and adaptable communication skills

C. Teaching and Learning Strategy

The teaching and learning strategy reflects the philosophy of midwifery education at LSBU which acknowledges and celebrates equality, diversity and inclusion across education and practice environments and recognises the importance of human rights within maternity care. Cultural safety encompasses the need to examine own biases, attitudes, assumptions, stereotypes, prejudices, structures and characteristics, going beyond acquiring knowledge about other cultures. This is achieved firstly by providing students with an opportunity to address their own attitudes, biases and stereotypes at the beginning of the programme and to explore how these may impact on their understanding of women's individual situations and experiences. Whilst this is revisited throughout the programme through reflective activity in theory and in practice, it is supported by the inclusion of interrelated indicative content across the modules which focus on how issues of race and diversity are discussed in relation to key aspects of midwifery care and their impact on the health and wellbeing of women and newborn infants.

Employing a strategy which embraces learning in its broadest sense and by using a range of teaching and learning methods, enables students to achieve their learning outcomes and develop their intellectual and transferable skills to maximise success. This enables students to enhance their ability to contextualise and apply their developing knowledge to support their contribution to midwifery care and enable them to focus on their own learning needs. The learning and teaching strategy in midwifery pre-registration programmes centres on providing students with opportunities to explore and assess their own strengths in relation to learning and identify areas for further development; to manage their own work to meet their needs and to develop their skills as independent learners.

The learning and teaching methods that will be used during the programme to enable students to achieve the learning outcomes include:

Lectures: will be used to present new information and update existing knowledge, stimulating interest encouraging students to engage in active debate in the application of theory to practice. Content will be based on evidence-based, best-practice approaches. Structured reading, guided study will be given to support key lectures, as well as online e-learning activities to develop and enhance knowledge and encourage independent learning.

Individual and group tutorial sessions: will enable students to develop critical thinking and reflection. Tutorials will include the opportunity for students to develop their intellectual skills through discussion, questioning and synthesis. This will include reflection on practice based issues to develop problem solving skills. Students can expect, as part of the teaching and learning strategy, to be pro-active participants in the development of intellectual skills. Group tutorials and formative assessments are integrated into all modules to ensure students can monitor their progress.

Blended learning: require students to engage with timetabled onsite learning activities across the academic year, in addition to engaging with digital learning activities. This includes the provision of online material; pre-session activities and a variety of blended learning through the virtual learning environment.

The virtual learning environment will be utilised for e-tivities, including discussions amongst students, quizzes, critique and literature searching.

Interprofessional learning (IPL) opportunities: Whilst the main opportunities for interprofessional, interdisciplinary and multi-agency learning occur in practice, students are presented with learning opportunities throughout the two-year programme to support the importance of collaborative team working in maternity care. These include; focussed enquiry-based learning (EBL) activities, guest lectures from experts and practitioners from across disciplines; contribution of representatives from multi agencies, shared teaching and learning activities, day conferences and maybe complemented by using a practice learning resource.

Enquiry based learning: activities derived from practice focussed scenarios and women's lived experiences, will be used to explore practice related issues. The use of scenarios and incident analysis will be used to encourage the application of theory to practice, develop and enhance problem solving skills.

Practical skills: developed through skills-based sessions throughout the programme, supported by an opportunity to enhance clinical skills by participating in an annual peer-supported clinical skills week, facilitated by academic and clinical practice midwives. The use of simulation experiences provides students with the opportunity to acquire confidence and competence in the performance of midwifery skills and emergency procedures.

D. Assessment

Assessment methods are specified in each module descriptor with details in the individual module guides; these are designed to test the module and course learning outcomes. These are mapped to the professional standards outlined in the Future midwife: Standards of proficiency for midwives (NMC, 2019) and will be assessed through either coursework and/or clinical proficiencies.

The types of assessments adopted include:

- **Written assignments:** such as narrative and reflective essay, case study, evidence based scenarios and critical analysis assignments, to develop integration of theory and practice and to critically examine selected aspects of care and suggest strategies for quality improvement.
- **Care studies:** to develop skills in articulating knowledge and decision making processes.
- **Oral and poster presentations:** to enable the student to demonstrate their ability to identify relevant information and articulate practice focussed decisions based on their assessment and interpretation.
- **Literature searching and critical appraisal:** to identify and examine the evidence for quality of midwifery care
- **Examinations:** to test underpinning knowledge and decision making

A variety of assessment methods are used to assess practical skills. These include;

- Objective Structured Clinical Examinations (OSCEs), modified viva, practice scenarios to provide a simulated experience in which knowledge and skills can be demonstrated.
- Case reviews, history taking and assessment skills
- The achievement of identified proficiencies is assessed in practice with the use of the practice assessment document - Midwifery on-going record of achievement (MORA)

E. Academic Regulations

The University's Academic Regulations apply to this course

The school follows the university regulations apart from:

- Learners will not be eligible for compensation in the modules as a pass in all elements of assessment is required to demonstrate competence.

Period of Registration:

To be awarded the PG Dip Midwifery, a student studying on a full-time basis must have completed the academic and professional requirements of the named award within a period of registration of 4 years.

In addition, students are informed that they must register

for practice with the Nursing and Midwifery Council within 5

years of completing the programme.

PROTOCOL FOR THIRD ATTEMPTS

This to apply on for exceptional third attempt at a single assessment in the final year and may only be considered by the examination board in accordance with both of the following eligibility criteria for a single module.

Eligibility criteria

1. Increase in mark between first attempt and second.
2. Second attempt mark to be within 5% of the pass mark.

Non-eligibility criteria

3. Post-registration courses
4. CPPD stand alone modules
5. Apprenticeship courses

F. Entry Requirements

Applicants to this programme will need to meet the following entry criteria:

- A registered Adult nurse (level 1) with current registration with the NMC;
- A Bachelor's degree with a minimum of 2:2: with a minimum qualification of Diploma in Higher Education with evidence of study at Level 6;
- At least 6 months post qualification clinical experience as an adult nurse on the NMC register in the UK

For applicants whom English is not their first language, they must achieve a minimum score of 7.0 overall or equivalent, with not less than 7.0 in the listening and reading sections and not less than 7.0 in the writing and speaking sections for the International English Language Test Score (IELTS) at the time of application

Recognition of prior learning is not permitted for pre-registration midwifery programmes (NMC 2019) <https://www.nmc.org.uk/standards/standards-for-midwives/standards-for-pre-registration-midwifery-programmes/>

Evidence of the following:

Attributes and values

A person specification has been developed which maps to the values of the NHS and to those of the university. The attributes to be tested are;

- Communication and interpersonal skills
- Respect for difference and diversity
- Honesty and integrity
- Kindness, compassion and empathy
- Intellectual curiosity and reflective nature
- Advocacy and ability to be assertive and stand up for the rights of others
- Respect for privacy and dignity

- Initiative, problem solving and team work

These have been developed to the following selection criteria:

- Good rationale for choice of career showing knowledge and understanding of role
- Ability to verbally communicate effectively and interpersonal skills
- Respect for difference and diversity related to gender, race, culture, religion, sexual orientation and disability
- Honesty and integrity
- Kindness, compassion and empathy
- Intellectual curiosity and ability to reflect upon own experience and life skills, and the relevance to the role
- Advocacy and ability to be assertive and stand up for the rights of others
- Respect for privacy and dignity
- Initiative, problem solving and team working.

Occupational Health (OH)

Acceptance on the programme 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 Pre-registration midwifery programme in order to ensure that students are 'fit' to undertake their course of study and to attend practice learning opportunities.

Pre-enrolment

Applicants who have been made a conditional offer complete a Pre Enrolment Health Questionnaire (PEHQ) online. This information goes direct to Occupational Health to review. If there are any concerns applicants are invited to see the Nurse or Physician prior to ensure that any concerns are raised and discussed before occupational health clearance is granted.

Applicants do not undergo a PEHQ assessment any earlier than 6 months prior to their expected start date on the course. Applicants who defer their place on a course are required to undergo a second PEHQ assessment.

Where applicants declare a disability or occupational health issue on application or at interview, they are 'fast tracked' through the OH process to ensure that decisions made around fitness and reasonable adjustments, where possible, are made before the applicants commence the course.

Post-enrolment

An OH nurse attends LSBU campus sites to complete the post enrolment OH process. This includes an initial one to one session with each student. Further review sessions are scheduled by the OH nurse as required.

Once enrolled on the programme, students may be referred to Occupational Health if circumstances require. Occupational Health will identify if any student requires a risk assessment prior to the next practice learning opportunity commencing and this is communicated to the university and the Trust/organisation. Any student who is believed to be experiencing acute mental health problems is referred in the first instance to Occupational Health or the student's general practitioner, with the students' consent. Staff are kept informed so that they are able to review and assess what is the best course of action for the students continued progress on the course. Students must engage with these processes.

Criminal Convictions

The Pre-registration Midwifery programme is exempt from the Rehabilitation of Offenders Act (1974). All candidates are subject to the Disclosure Barring Service (DBS) enhanced disclosure to facilitate safer recruitment and to protect all service users, newborn infants and vulnerable adults

The School requires all candidates to complete a Declaration of Character and Conduct form at interview and declare any previous convictions, cautions, warnings or reprimands. If the decision is made at interview to offer a candidate a place on the course, the declaration is reviewed. Where an applicant has declared any convictions, cautions, reprimands or warnings the details are sent to the School to review.

G. Course structure(s)

Course overview

The academic year comprises of two semesters. The course is designed so that students attend blocks of theory and practice illustrated as an annual course plan.

An example of the structure of the programme in terms of theory and practice for information, includes:

Year 1 - 22weeks theory 23 weeks practice

Year 2 - 22 weeks theory 23 weeks practice

Postgraduate Diploma in Midwifery (2 years) – **Full time**

	Semester 1		Semester 2	
Level 6/7	Developing competent midwifery practice 0 credits			
	Universal care needs of the woman and newborn infant Level 6		20 credits	
	The midwife and Public health Level 7	20 credits	Additional care for women with complications Level 7	20 credits
Level 7	Proficient midwifery practice 0 credits			
	Care and management of the newborn infant with additional care needs 20 credits Level 7			
	Leading and promoting excellence in midwifery practice: applying evidence Level 7	20 credits	Emergency care and management of mother and newborn infant Level 7	20 credits

Placements information

Placement mapping is discussed and agreed with the Clinical practice facilitators at each partner NHS Trust. Details of duty rotas are available for students from their placement areas in individual NHS Trust sites.

H. Course Modules

All modules are compulsory and therefore attendance, engagement with on-line activities and completion of assessments is mandatory.

Module Code	Module Title	Level	Semester	Credit value	Assessment
	Developing competent midwifery practice	6	Both	0	CW1 - Completion of the MORA Pass/Fail
	Universal care needs of the woman and newborn infant	6	Both	20	EX1 : Semester 1 - a 15 minute OSCE or modified viva (50% weighting) EX2 : Semester 2: Seen topics written

					examination 1hour (50% weighting)
	The Midwife and Public health	7	One	20	CW1: 4,000 Words Reflection on Group work (100% weighting)
	Additional care for women with complications	7	Two	20	EX1: Summative 2 hour Seen Examination (100% weighting)
	Proficient midwifery practice	7	Both	0	EX1: Completion of MORA Pass/Fail
	Care and management of the newborn infant with additional care needs	7	Both	20	EX1: Semester 1: Essay 3,000 words (60% weighting) CW1: Semester 2: Modified viva on systematic examination of the newborn - 25 mins (40% weighting)
	Leading and promoting excellence in midwifery practice: applying evidence	7	One	20	CW1: 20 min podcast on the elective placement experience. (50% weighting) CW2: Students can select one of the following options below - 3,000 words Option 1: Critical analysis of an audit report Option 2: Critical analysis of an area of practice where innovation has or could contribute to the improvement in quality of care. (50% weighting)
	Emergency care and management of mother and newborn infant	7	Two	20	EX1: A modified Viva based on a maternal emergency scenario that leads to a neonatal emergency – 25 minutes. (50% weighting)

I. Timetable information

Students will be presented with a course plan when they commence the midwifery programme. Timetables for each module are uploaded on to Moodle (virtual Learning environment) for students to view prior to and during module delivery. Students will also have access to their electronic timetables once they are fully enrolled on the programme. Details of duty rotas are available for students from their placement areas in individual NHS Trust sites.

J. Costs and financial support

Course related costs

Students on the midwifery programme are eligible for reimbursement of additional travel and accommodation costs over normal daily travel costs providing they meet the eligibility criteria as outlined in the NHS Financial Support for healthcare Students 2020/2021 Guidance for students and the Learning Support Fund <https://www.nhsbsa.nhs.uk/sites/default/files/2020-10/NHS%20LSF%20guidance%20booklet%20%28V2%29%2010.2020.pdf>

Core texts for each module are available in the library. It is the student's choice if they wish to purchase any books or personally subscribe to a particular journal.

Uniform is provided.

Shoes for placements are not included in the tuition fees.

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>

Information on living costs and accommodation can be found on clicking the following link:

<https://www.lsbu.ac.uk/student-life/student-services>

Information and financial advice on funding and benefits:

<https://www.lsbu.ac.uk/student-life/student-services/financial-advice>

Information on financial help is available through scholarships, bursaries and other financial support

<https://www.lsbu.ac.uk/study/postgraduate/fees-and-funding/scholarships>

List of Appendices

Appendix A: Curriculum Map

Appendix B: Personal Development Planning (postgraduate 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			Course outcomes																				
Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
6	Developing competent midwifery practice (Practice)		TD	TD A	TD	TD	TD	TD	TD	TD	TD		TD	TD	TD	TD	TD	TD	TD	TD	TD	TD	T
6	Universal care needs of the woman and newborn infant		TD A	TD A	TD A	TD	T	TD	TD A	TD	TD A		TD A	TD A	TD A	TD A	TD A	TD	TD	TD A	TD	TD	
7	The midwife and Public health			T	TD	TD	TD A	TD	TD A	TD	TD A	TD A	TD A	TD	TD	TD	TD			TD		TD A	TD A
7	Additional care for women with complications		TD A	TD	TD A	TD	TD	TD	TD A	TD A	TD A		TD			TD	TD	TD	T	TD A		TD A	
7	Proficient midwifery practice (Practice)		TD	TD A	TD A	TD A	TD A	TD A	TD	TD	TD	TD	TD A	TD A	TD A		TD A	TD A		TD		TD A	
7	Care and management of the newborn infant with additional care needs		TD A	TD A	TD A	TD A	TD	TD A	TD	TD	TD A		TD A	TD	TD	T	TD A		TD	T	TD A		
7	Leading and promoting excellence in practice: applying evidence in practice			TD		TD A		TD		TD A	TD A	TD A	TD A	TD		T				TD A	TD A	TD	TD A
7	Emergency care and management of mother and newborn infant		TD A	TD	TD A	TD	TD	TD A	TD	TD A	TD	TD A	TD	TD A	TD A	TD	TD A	TD		TD A	TD A	TD A	TD A

Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	As a minimum students meet with their personal tutor each semester. Reflective discussions occur related to professional skills development in the practice learning environment. Academic progress is also reviewed which affords both students and personal tutors the opportunity to identify from assessment feedback and from the student's reflection of their performance and progress, any specific learning skills that require further development. Students are signposted to relevant student support services. The personal tutor completes a reference on completion of the course.
2 Supporting the development and recognition of skills in academic modules/modules.	Assessment preparation forms a key aspect of each module. Students receive preparation for and opportunities to develop their academic writing at level 7 and their critical reading and analysis skills. Formative assessments serve as developmental opportunities for students to practice and receive feedback on their progress. Numeracy skills are also developed by way of practical application during practice placement experiences and students review their numeracy skills in the application of knowledge for example, medicine management, analysis of research data. Additionally, access to an on-line numeracy package also allows students opportunities to practice and enhance their numeracy skills outside of scheduled teaching sessions.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	All modules underpin and support the development of knowledge and skills required for a registered midwife. Simulation experiences provide students with the support to acquire confidence and competence in the performance of midwifery skills and emergency procedures. Skills development is assessed in the practice placement environment as well as via simulated assessments such as Objective Structured Clinical Examination (OSCE)
4 Supporting the development and recognition of skills through research projects and dissertations work.	All academic assignments require literature searching, critiquing and application of theory and practice. Students completing a postgraduate diploma will have the opportunity to engage with evidence based material and be assessment at level 7 to facilitate their future progression to

	complete their MSc as a top up offer following registration.
5 Supporting the development and recognition of career management skills.	Students are introduced to the professional role and responsibilities of a registered midwife from the beginning of the course in both theory and practice. This theme continues throughout their course where they are introduced to the variety of career pathways in midwifery through engagement with specialist midwives in practice and through guest lectures and conference style delivery. Strong partnerships with NHS Trusts facilitate their involvement in Job Fairs and recruitment events and attendance at transition to professional practice sessions where practice colleagues support the students to prepare for interviews and for their preceptorship.
6 Supporting the development and recognition of career management skills through work placements or work experience.	<p>A range of experiences are offered during practice placements in which students are required to work with distanced supervision to enable the growth in confidence in preparation for registration with the NMC.</p> <p>Link Lecturers play a significant role in maintaining support for students in their clinical placements, undertaking regular visits to monitor student progress and reflect on practice learning. This is especially important for students on the Postgraduate Diploma who have already acquired registration as adult nurses and are now in the role of student midwives. Facilitating their transition is a vital part of supporting their progression and success on the course. In addition, support from the practice supervisor, practice assessor and practice educators is vital to enable the student to discuss any challenges they may have in developing their midwifery knowledge and skills, together with applying their nursing knowledge.</p> <p>The personal tutor meets with their personal students at least once every semester to reflect on their learning experiences and sets objectives for future practice.</p> <p>An elective placement opportunity is also offered in the final year of the programme which enables students to pursue and explore an area of interest which contributes to their professional development, employability opportunities and career pathway.</p>
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Students are encouraged to participate in extra curricula activities such as becoming peer tutors, cohort representatives, student representatives and members of professional organisations in order to broaden, develop and enhance transferable skills relating to the role of a registered midwife in respect of interdisciplinary and multi-agency working, confidence to challenge and act as change agents

	<p>in the provision of safe and effective midwifery care. During midwifery programmes, students are afforded the opportunity to gain a Certificate in Enterprise by attending six events held at the university. Certificates are accredited by the Higher Education Achievement Report Award (HEAR) and enable students to develop additional skills which support their preparation for employment by increasing their skill profile</p>
<p>8 Supporting the development of the skills and attitudes as a basis for continuing professional development.</p>	<p>All students are supported to develop more in-depth clinical, management, planning and leadership skills as they progress through the theoretical and practical components of their course. During the final practice placement, students actively engage in leading care with supervision which enables them to assess their level of knowledge and confidence and to highlight aspects of practice that require further development in preparation for registration. Students are equipped with the knowledge and skills to be a fully proficient registered midwife who can practise at the point of professional registration. In addition, skills sessions and continuing professional development study and training days, are offered across the NHS Trusts which students can attend and reflect upon the learning gained in their practice documents. The importance of continuing professional development and the need to re-validate as part of the NMC registration is discussed and supported during the programme.</p>
<p>9 Other approaches to personal development planning.</p>	<p>All students are encouraged to discuss their career plans with their personal tutors and education staff within their practice placement learning environments. Students are supported with job applications and interview preparations; together with plans for future goal setting.</p>
<p>10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.</p>	<p>Reflection is a key learning tool for maintaining and improving woman-centred care and is integrated into all modules of study. Students are required to provide documented evidence of self-reflection of their knowledge, clinical skills and professional values during their practice placement experience in their of Midwifery on-going achievement record (MORA). Evaluation of the course and their experience of learning supports the student to focus on their own personal development as well as the knowledge and skills gained.</p>

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
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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 learning
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