

## Course Specification

<b>A. Course Information</b>															
<b>Final award title(s)</b>	Return to Midwifery Practice														
<b>Intermediate exit award title(s)</b>	None														
<b>UCAS Code</b>		<b>Course Code(s)</b>	3798												
	London South Bank University														
<b>School</b>	<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														
<b>Division</b>	Adult Nursing														
<b>Course Director</b>	Anna Lyons														
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify														
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify														
<b>Length of course/start and finish dates</b>	<table border="1"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td>6 months</td> <td>September</td> <td>January</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time	6 months	September	January				
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Full time	6 months	September	January												
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	No														
<b>Approval dates:</b>	Course(s) validated / Subject to validation	October 2013													
	Course specification last updated and signed off	September 2020													
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	Royal College of Midwives														
<b>Reference points:</b>	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 <input type="checkbox"/> NMC Standards for pre-registration midwifery education (2009)													

		<input type="checkbox"/> Standards to support learning and assessment in practice (NMC, 2008) <input type="checkbox"/> Framework for Higher Education Qualifications (QAA, 2008) <input type="checkbox"/> Subject Benchmark Statements: Nursing (QAA, 2001) <input type="checkbox"/> Code of practice for the Assurance of Academic Quality and standards in Higher Education, Section 7: <input type="checkbox"/> Course design, approval, monitoring an review (2006) <input type="checkbox"/> Code of Practice for the Assurance of Academic Quality and Standards in Higher Education – Section 9: Work based and placement learning (2007) <input type="checkbox"/> SEEC Credit Level Descriptors (2010)
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<p>The aim of this module is to provide a flexible, high quality, credited education courses for qualified midwives wishing to return to midwifery after a period out of practice. The programme will enable practitioners to return to the NMC register, and be competent and confident to practice. The academic link between the London South Bank University and the Royal College of Midwives can offer midwives completing the programme to access further academic opportunities available at the University.</p>	
<b>Course Aims</b>	<p>The Return to Midwifery Practice aims to:</p> <p>This free standing, 20 credit, level 3 module has been designed to enable a midwife whose UK registration has lapsed to re-enter the UK register of midwives maintained by the statutory body, the Nursing and Midwifery Council (NMC). It is designed to prepare midwives to become confident and competent in professional practice with contemporaneous clinical skills and professional competence thereby providing the highest possible quality of woman-centred quality care.</p>	
<b>Course Learning Outcomes</b>	<p>a) <b>Students will have knowledge and understanding of:</b></p> <p>By the end of the course the participants will have had the opportunity to:</p> <ul style="list-style-type: none"> <li>• Be able to satisfy the NMC fitness to practice competencies,</li> <li>• Be eligible to return to the NMC register for practising midwives,</li> <li>• Become confident and competent to function as a midwife in all health care settings,</li> <li>• Have the knowledge and understanding of the changes in the NHS,</li> <li>• Fill the vacant midwifery posts to meet DoH's intentions,</li> <li>• use relevant literature and research to inform the practice of nursing and midwifery;</li> <li>• identify and assess need, design and implement interventions and evaluate outcomes in all relevant areas of practice, including the effective delivery of appropriate emergency care;</li> <li>• use appropriate communications, teaching and learning skills;</li> <li>• function effectively in a team and participate in a multi-professional approach to the care of women;</li> <li>• identify strengths and weaknesses, acknowledge limitations of competence and recognise the importance of maintaining and developing professional competence</li> </ul>	

	<p>b) <b>Students will develop their intellectual skills such that they are able to:</b></p> <p>c) <b>Students will acquire and develop practical skills such that they are able to:</b></p> <p>d) <b>Students will acquire and develop transferrable skills such that they are able to:</b></p>
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### **C. Teaching and Learning Strategy**

The teachers on this programme will use a wide variety of adult learning approaches during the course, to ensure that the varied learning styles of students are addressed. The whole aim is to develop links between theory and practice in a meaningful and critically reflective way. Approaches include use of videos and discussion, interactive lectures, and use of directed study, tutorials, seminars and course work. One of the most important approaches that the RCM team use is of experiential learning in co-ordination with critical reflection, and these provide a real and meaningful approach to learning (Kolb 1984, Brookfield 1994). This may involve some 'role play', discussion and debate, workshops, scenario work and group work. RTP Midwives are also encouraged to utilise support networks available through the personal tutor, clinical mentors, and their peer group. A vital part of the course is the learning within the clinical area, working with the RTP mentor and other midwives gaining experience in all areas of midwifery practice; in community and acute service settings and over a 24 hour timeframe.

Scenario work (problem or enquiry based learning), will enable RTP midwives to consider assessment and decision making skills in the safety of the classroom, and consider some 'what if' situations.

Reflection has been identified as an important part of the experiential learning cycle, and also a vital part of the practitioners' repertoire of skills. As any practitioner is aware, there are many areas of practice where there is no easy answer, or where there are many answers to a problem, and the practitioner has to choose the correct one for the woman and baby s/he is caring for. Reflection is not just about thinking, or just about brooding about interpersonal communication or disagreements. It is about being able to carefully consider your practice in an objective and analytical way, and open out options available to the midwives and the women in their care. For some RTP midwives reflection is a new concept, and therefore time is spent on introducing the theory of reflection (also included in the Workbook 1 – study skills) and in classroom sessions, to the RTP midwives. This is followed by formal reflection sessions, during which the students will be facilitated to present their experience in a critical reflective way.

### **D. Assessment**

The assessment of this programme will include formative and summative work in order that the midwife can develop her open learning approach, using the assessment as a tool to develop her own skills, resources and knowledge.

Assessment of student learning is designed around maximising learning, not merely to establish competence. Each part of the programme will include a range of formative work to help develop the students' knowledge and confidence, and will assist them in preparing for the final summative assessment. Formative assessment will contribute to the student's portfolio, but not the final grading. Summative assessment will provide the final grade.

Given the nature of this programme, equal weight lies within assessment of clinical and academic work, and students must achieve a pass grade in both.

The assessment strategy has been designed to assist the student in developing their academic and clinical skills, and also as a means of assessing competence at registered midwife level. It has been deemed important that RCM RTP assessments are designed to assess the full range of their knowledge and skills.

The assessments therefore include:

- Formative academic assessment – case study analysis and formative examination paper
- Summative academic assessment- Unseen examination with combination of formats.
- Summative clinical assessment
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Formative assessment and preparation for assessment

During the programme, there will be an opportunity to practice the writing skills that will be required, and this includes short 'homework set pieces, as well as group work in class.

The formative examination will take place half way through the course. Timing will depend on whether the student is following a full-time or part-time route. The timing of this assessment will be decided between the student and RCM link tutor. The purpose of a formative assessment is to familiarise the RTP midwife with the examination style and to help to prepare in linking theory to practice.

Summative Theoretical assessment

The examination will provide the returning midwife with an opportunity to demonstrate breadth of knowledge and ability to link theory to practice. The questions will test, knowledge, skills, attitude and decision making. The long answer questions will allow the candidate to demonstrate analysis and synthesis in their approach.

The final summative theory assessment is a 3 hour unseen examination paper (see appendix 2 for sample paper). This will consist of three components

1. A short answer section where the candidate selects and writes six topics from a choice of eight
2. A longer answer section where the candidate writes on two topics from a choice of four
3. The final section is a long answer where one topic is identified. There is no choice option with this section.

## **E. Academic Regulations**

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

## **F. Entry Requirements**

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

- Registration on the Midwives part of the NMC register.
- Have an agreed clinical placement with a designated RCM Returning to Midwifery Practice (RTP) mentor

Applicants are not required to have completed their initial midwifery programme with a designated academic qualification – ie at diploma or degree level. However, the main change to the delivery and

content of this programme will be that the RTP programme will be offered only at level 3 (Degree level) in line with the changes to the pre-registration programmes which came into practice in October 2007.

#### International Applicants

Increasingly, the RCM receive applications from the European Union, for midwives to use this programme as 'an orientation' to UK midwifery practice, or as a means of entering the NMC register. The process differs slightly from the normal process of entering and completing the RTP programme as midwives need to apply to the NMC individually to assess whether they meet the European Union (EU) minimum standards that midwives must meet in order to be registered as a midwife.

#### 15 Course structure(s)

The course will be delivered flexibly to midwives as they apply to the course. As students enter the course, they are tracked to map out their progression and trajectory through the programme. This kept on a central database.

The programme is centred around the series of learning workbooks which include:

- Book 1 Study skills
- Book 2 Working in the modern NHS
- Book 3 The clinical midwife
- Book 4 Women and families
- Book 5 The developing midwife

The approach is through a blend of learning and teaching methods, appropriate to mature, adult learners, but with due regard to their needs to develop their skills in self-direction and learning autonomy.

There is a minimum of five face to face RCM study days, during the student's individual programme, but students may attend study days on a monthly basis at the RCM if they choose to do so. The content has been designed to reflect the changes in contemporary health and midwifery knowledge and practice and to enable the midwives to develop skills of reflection, critical incident reporting and skills in obstetric emergencies. Each study day will include student activity based on workbooks or clinical experience case scenarios. Figure 1 illustrates the study days that the students can access.

### **G. Course structure(s)**

#### **Course overview**

This course is made up of a single core module at L6 or L7

<b>Reference code</b>	<b>Module title</b>	<b>Year</b>	<b>Level</b>	<b>Credit</b>
WHN_6_538	Return to practice (midwifery)	1	6	20
WHN_7_538	Return to practice (midwifery)	1	7	20

#### **Placements information**

In addition to the academic component of the course all students are required to complete clinical hours ranging between 150-900 hours. These run concurrent to and beyond the academic component. The length of time a student requires in clinical placement is determined by the RCM Lead Midwife for Education (LME). This decision is made on application and is based on the applicant's registration history, previous levels of knowledge, experience and any relevant experience while out of practice. Many students complete more than the hours originally set and continue to attend clinical placements whilst awaiting results and NMC registration in order to continue developing confidence beyond competence. All students are required to achieve the clinical competencies reflecting those contained in the NMC standards for pre-registration midwifery education. These must be assessed and signed

off by the students' named sign off mentor in keeping with NMC standards<sup>1</sup> and named supervisor of midwives.

### H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
WHN_6_538	Return to Midwifery Practice	6		20	a) Written critical incident analysis of 2500 words (70%). b) Professional conversation lasting 20 minutes to explore key issues within the written submitted CIA (30%).
WHN_7_538	Return to Midwifery Practice	7		20	a) Written critical incident analysis of 2000 words (70%). b) Professional conversation lasting 20 minutes to explore key issues within the written submitted CIA (30%).

### I. Timetable information

- Timetable will be on moodle

### J. Costs and financial support

#### Course related costs

#### 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: Personal Development Planning (postgraduate courses)
- Appendix D: Terminology

<sup>1</sup> Nursing and Midwifery Council 2008 Standards to support learning and assessment in practice: NMC standards for mentors, practice teachers and teachers NMC London

### 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.

Units			Programme outcomes					
Level	Title	Code	A1	A2	B1	C1	C2	D1
6	Return to practice (midwifery)	WHN_6_538	T	T	T	T		
			D	D	D	D	D	D
			A	A	A	A	A	A
7	Return to practice (midwifery)	WHN_7_538	T	T	T	T		
			D	D	D	D	D	D
			A	A	A	A	A	A

## Appendix B Personal Development Planning

A variety of terms are used in higher education to describe a process undertaken by individuals to gather evidence on, record and review their own learning and achievement, and identify ways in which they might improve themselves academically and more broadly. The term Personal Development Planning (PDP) is proposed to describe a structured process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal educational and career development.

Approach to PDP	Level 6	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	All students will have telephone and email access to their personal tutor. The personal tutor will normally be available on the face to face days	All students will have telephone and email access to their personal tutor. The personal tutor will normally be available on the face to face days.
2 Supporting the development and recognition of skills in academic modules/units.	A diagnostic academic writing exercise will be undertaken at the start of the course. If students require support they can then be referred to the LSBU Learning support unit and to online help available through RCM i-learn	If a student self selects to address the academic component at level 7 the student should have 120 credits at level 6. In addition the diagnostic academic writing exercise will be undertaken at the start of the course. If students require support they can then be referred to the LSBU Learning support unit and to online help available through RCM i-learn
3 Supporting the development and recognition of skills through purpose designed modules/units.	All students are required to undertake a summative assessed clinical practicum between 150-900 hours. Students work with direct and indirect supervision at all times with a mentor and sign off mentor. On going reflection in action and on action and continuous supportive education and assessment is inherent and integral to the relationship.  The i-learn portfolio allows students to access additional educational material to support and progress their personal and professional learning.	All students are required to undertake a summative assessed clinical practicum between 150-900 hours. Students work with direct and indirect supervision at all times with a mentor and sign off mentor. On going critical reflection in action and on action and the evaluation of that together with continuous supportive education and assessment is inherent and integral to the relationship.  The i-learn portfolio allows students to access additional educational material to support their personal and progress their professional learning.
4 Supporting the development and recognition of skills through research projects and	The students are not required to undertake academic research activity as part of the course but are required to provide the evidence for academic and clinical activities.	The students are not required to undertake academic research activity as part of the course but are required to provide a critical review of the evidence base for academic and clinical activities.

dissertations work.		
5 Supporting the development and recognition of career management skills.	Students are required to keep a reflective journal and submit a portfolio of their journey through the course through i-folio as a formative exercise. This is in line with current CPD recommendations and NMC revalidation. This will also require the inclusion of an action plan for their first 4 – 6 months of practice based on their learning to date.	Students are required to keep a reflective journal and submit a portfolio of their journey through the course through i-folio as a formative exercise. This is in line with current CPD recommendations and NMC revalidation. This will also require the inclusion of an action plan for their first 4 – 6 months of practice based on their learning to date.
6 Supporting the development and recognition of career management skills through work placements or work experience.	The majority of students have practised midwifery in the past either within the UK or the European mainland so are mostly aware of the career options available to them. All are supported within the practice setting by registered midwives. All are required to gain experience in all arenas of clinical practice in order to gain full exposure to the role of the midwife in contemporary practice.	The majority of students have practised midwifery in the past either within the UK or the European mainland so are mostly aware of the career options available to them. All are supported within the practice setting by registered midwives. All are required to gain experience in all arenas of clinical practice in order to gain full exposure to the role of the midwife in contemporary practice.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Students that are RCM members have and are encouraged to access the RCM i-learn portfolio that has a variety of additional self directed learning for students.	Students that are RCM members have and are encouraged to access the RCM i-learn portfolio that has a variety of additional self directed learning for students.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	<p>Reflective learning is integral to the course and informs students of the direction of their on-going learning.</p> <p>Encouraging students to submit a portfolio of their learning through the course will engender a positive attitude to continue in the practice as required by the professional body (NMC).</p>	<p>Critical reflection and evaluation of learning is integral to the course and synthesis of this informs students of the direction of their on-going learning.</p> <p>Encouraging students to submit a portfolio of their learning through the course will engender a positive attitude to continue in the practice as required by the professional body (NMC).</p>
9 Other approaches to personal development planning.	Developing a portfolio of learning will encourage students to critically reflect on their individual journey and develop an action plan for their on-going personal and professional development.	Developing a portfolio of learning will encourage students to critically reflect and evaluate their journey and develop an action plan for their on-going personal and professional development.

	All registered midwives are required by statute to have an annual meeting with their named supervisor of midwives and identify their professional progress and plans for maintaining and developing that.	All registered midwives are required by statute to have an annual meeting with their named supervisor of midwives and identify their professional progress and plans for maintaining and developing that.
10 The means by which self-reflection, evaluation and planned development is supported e.g electronic or paper-based learning log or diary.	Students are encouraged to keep a reflective diary of their experiences within their i-folio.	Students are encouraged to keep a reflective diary of their experiences. Within their i-folio.

## Appendix D: 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]

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	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
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination

<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	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

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	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
<b>intensity of study</b>	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
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	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
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	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)
<b>seminar</b>	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
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	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)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	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
<b>workload</b>	see 'total study time'
<b>written examination</b>	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