

Template C4



Programme Specification

Title of Course: *Degree Apprenticeship Assistant Practitioner (Maternity Support Worker)*

Date first produced	19/12/2023
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Faculty	Faculty of Health, Science, Social Care & Education
School	School of Education, Midwifery and Social Work
Department	Department of Midwifery
Delivery Institution	

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each module can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	Degree Apprenticeship Assistant Practitioner (Maternity Support Worker)
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Certificate of Higher Education in Healthcare
Course Code <i>For each pathway and mode of delivery</i>	UFMSW1MSW78
UCAS code <i>For each pathway</i>	N/A

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	
Location:	Kingston Hill
Language of Delivery:	English
Modes of Delivery:	Full-time
Available as:	Full field
Minimum period of registration:	Full-time - 2
Maximum period of registration:	Full-time - 4
Entry Requirements:	<p>At the point of entry onto the course, applicants for the apprenticeship route must be employed within a health or care setting where they can be appropriately supervised by a registered midwife or other appropriate healthcare worker . Typically, applicants will be employed at NHS Agenda for Change Band 2 or 3 as healthcare support workers (or equivalent).</p> <p>Applicants must have on application a Level 2 in Maths and English (GCSE 4 or equivalent). Applicants must also have a Level 3 qualification or 2 years of verifiable and relevant work experience. . Applicants must have completed the Care Certificate and have a minimum of 6 months experience as a support worker within maternity services.</p> <p>Please check transferable skills document from Apprenticeship Certificates England to see if your</p>

	<p>qualifications meet the requirements for a Higher Apprenticeship. Link to transferable skills document (Federation for Industry Sector Skills and Standards (2021)</p> <p>Admission to the programme is subject to the following:</p> <ul style="list-style-type: none"> • Satisfactory occupational health clearance; • Disclosure and Barring Services (DBS) clearance (Enhanced); • Satisfactory interview; • In appropriate employment for a minimum of 30 hours per week; • Where applicable, a 'Right to Work' covering the full length of the course and end point assessment (30 months).
Programme Accredited by:	n/a
QAA Subject Benchmark Statements:	None available
Approved Variants:	None required
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	Assistant Practitioner (Health) ST0215
Recruitment, Selection and Admission process:	<p>APTEM and interviews (to be arranged)</p> <p>All applicants who meet the minimum requirements are required to attend a selection day which includes a values-based interview (multiple mini-interviews) and will be in partnership with employers.</p> <p>As part of the admissions process applicants will be asked to complete an Initial Needs Assessment to confirm whether they have undertaken previous learning that repeats learning offered by the Assistant Practitioner Foundation Degree. This declaration is requirement for all apprenticeship applicants, as duplication of learning or assessment previously undertaken is not eligible for apprenticeship funding under the Education and Skills Funding Agency rules (ESFA, 2023).</p>
End Point Assessment Organisation(s):	Kingston University

SECTION 2: THE COURSE

A. Aims of the Course

To provide learners with the opportunity to develop knowledge, understanding and skills relevant to effective working as a maternity support worker. Maternity support workers (MSWs) are an integral part of the maternity workforce and play an important role in supporting midwives and the wider maternity teams, mothers and their babies through pregnancy, labour and during the postnatal period. This course will prepare learners to work alongside registered health care professionals in providing high quality and person centred compassionate health care and support to individuals.

In order to achieve this overall objective, the programme will facilitate the learner to develop personally and professionally to become a competent, sensitive practitioner who is able to perform effectively in a variety of settings; working in collaboration with other professionals to ensure the best possible outcomes for women and their families.

B. Intended Learning Outcomes

The course outcomes are referenced to the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014). They have been mapped to the Assistant Practitioner (Health) Higher Apprenticeship Standard ST0215 (Institute of Apprenticeships, 2023) and the Maternity Support Worker Competency, Education and Career Development Standard Level 3 and 4 (Health Education England, 2018). The course provides opportunities for the learner to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

1. Provide contemporary, evidence-based maternity education which meets the needs of learners, service users and local health and social care employers within own role and scope of practice.
2. Develop accountable, safe, compassionate and resilient practitioners who demonstrate professional attitudes and behaviours consistent with the Assistant Practitioner Apprenticeship standards.
3. Develop learners' knowledge and understanding of core, generic, evidence-based maternity theory and practice, enabling application of learning through a range of supervised practice-based placements.
4. Foster in learners the value and benefits of collaborative working with service-users, carers and health and social care professionals, to achieve optimum individualised person-centred care.
5. Nurture learners' personal and professional development in readiness for employment as maternity support workers, equipping them with problem solving, analytical, practical and key graduate (transferable) skills, including the ability to be independent, reflective, lifelong learners.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the ['Sector Recognised Standards in England'](#) (OFS 2022).

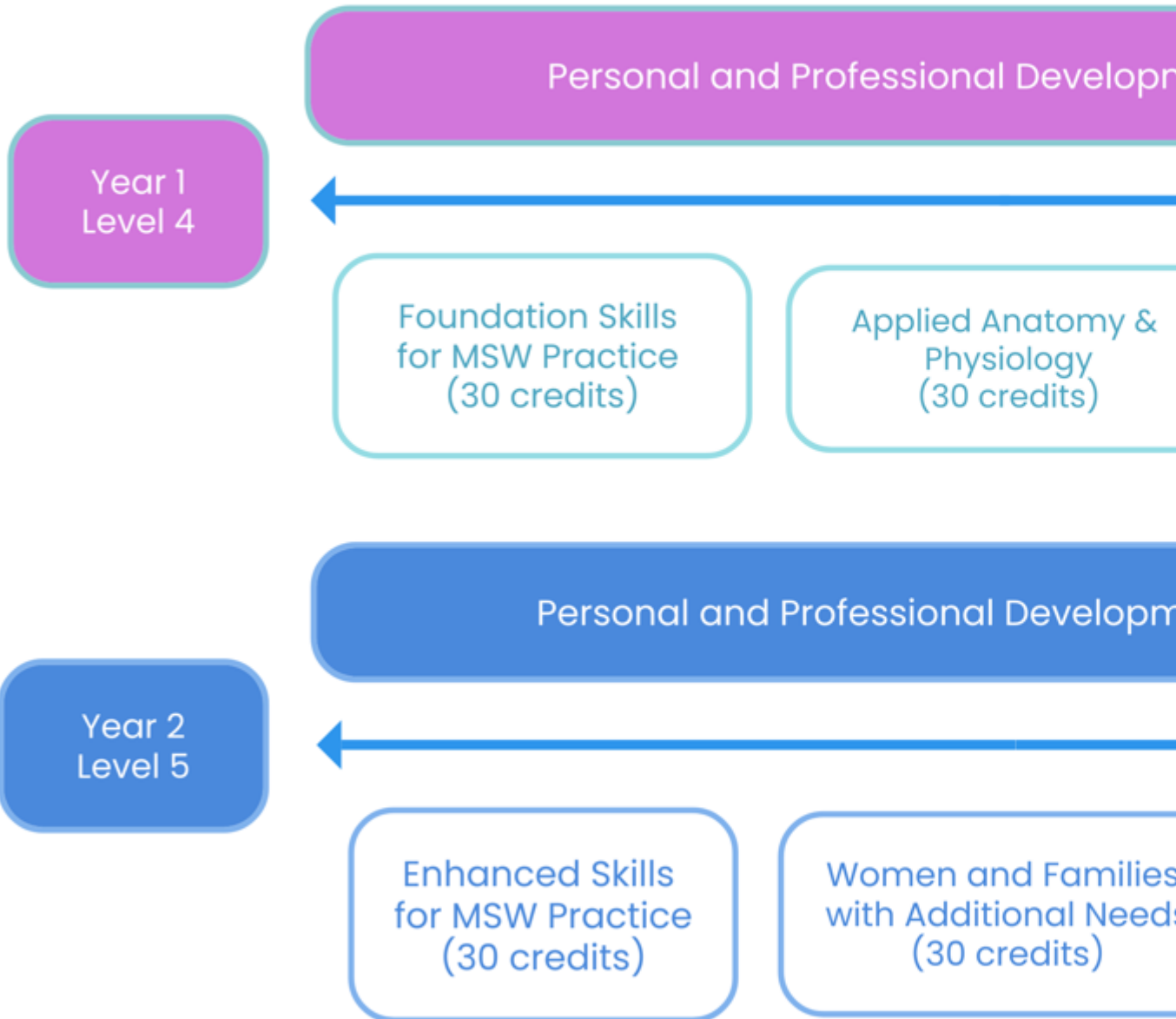
Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	Apply knowledge and understanding of healthcare related ethical, legal and professional principles in order to promote equality, diversity, dignity and compassionate care within own scope and area of practice.	B1	Demonstrate skills and attributes of a reflective practitioner and autonomous learner, with commitment to personal and professional development, including resilience.	C1	Demonstrate professional behaviour and effective non-judgemental interpersonal communication skills.
A2	Apply detailed knowledge and understanding of anatomy, physiology and pathophysiology and relate this to reproductive health and care of the woman and newborn.	B2	Access, input and analyse information using a range of verbal, non-verbal, written and digital skills	C2	Safely and accurately perform a range of skills relating to the assessment and care of women and neonates in a range of settings within the role and scope of the MSW.
A3	Apply detailed knowledge of fetal development, adaptation to extra-uterine life and neonatal physiology and care to the role of the MSW.	B3	Apply an understanding of the theory of leadership and teamwork to the scope of the MSW.	C3	Use a variety of approaches to assess, identify and manage risk safely and effectively within the workplace and in line with published frameworks and risk tools, escalating concerns as appropriate.
A4	Evaluate practice and explore strategies for monitoring own performance and that of others, in order to promote high quality, safe care.	B4	Apply problem-solving and enquiry skills in order to appraise and interpret healthcare information, and its quality and relevance to care in own role and area of practice.	C4	Apply problem-solving and enquiry skills in order to appraise and interpret healthcare information, and its quality and relevance to care in own role and area of practice.
A5	Apply detailed knowledge of the social, cultural, political and	B5	Demonstrate logical, systematic thinking and draw reasoned	C5	Work collaboratively and in partnership with service users, and

	spiritual issues that influence women's experience of childbearing and family life; recognising the implications of these factors in relation to the development of maternity and other healthcare systems.		conclusions and sustainable judgements.		other members of the multi-disciplinary team to provide integrated person-centred care, whilst recognising own limitations and para-professional boundaries.
A6	Apply detailed knowledge of health promotion principles in maintaining and improving the physical and mental health and wellbeing of service users in different settings and across the lifespan including those with additional needs.			C6	Recognise and respond appropriately to situations in day-to-day clinical practice, demonstrating technical competence and expertise within scope of practice.

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure



Full details of each module will be provided in module descriptors and learner module guides.

Degree Apprenticeship Assistant Practitioner (Maternity Support Worker)

Level 4							
Degree Apprenticeship Assistant Practitioner (Maternity Support Worker)							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Applied anatomy and physiology	MW4010/MW4016	30	4	1 and 2		1	
Foundation skills for Maternity Support Worker practice	MW4012/MW4015	30	4	1 and 2		1	
Personal and professional development (1)	MW4013/MW4014	30	4	1 and 2		1	
Public Health	MW4011/MW4017	30	4	1 and 2		1	
Optional Modules							

Progression to Level 5

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. The outstanding 30 credits from level 4 can be trailed into level 5

Learners exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Healthcare

Level 5							
Degree Apprenticeship Assistant Practitioner (Maternity Support Worker)							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Enhanced skills for Maternity Support Worker practice	MW5017/MW5021	30	5	1 and 2		1	
Personal and professional development (2)	MW5020	30	5	1 and 2		1	
The Maternity support worker and birth	MW5018/MW5023	30	5	1 and 2		1	

Women and families with additional needs	MW50 16/MW 5022	30	5	1 and 2		1	
Optional Modules							

Progression to Level 6

Learners who have

- completed and passed all 120 credits at level 4;
- completed and passed 90 credits at level 5;

Learners who have achieved 210 credits of the Foundation Degree can proceed to the gateway and commence the end point assessment. 40 credits are associated the end point assessment.

Students can undertake option modules at level 6 (120 credits) to gain a BSc (Hons) Maternity and Newborn Health.

Level 6 option modules – 30 credits may include;

- Perinatal Mental Health
- Professional Advocacy
- High Dependency
- Teaching Module
- Theatre
- Recovery

60 credit module

- Quality Improvement Project

D. Principles of Teaching, Learning and Assessment

Programme design

The programme is designed as a continuous process where theory and practice are interlinked and inform each other. Learners develop several key relationships – service users and families; teachers and practice supervisors; the learning environment (university and practice); knowledge and evidence. A wide range of teaching and learning methods are utilised to enable all learners to actively engage throughout the course. Using the principles of inclusive curriculum design, they are carefully planned to suit the content and learning outcomes of modules and include lectures, workshops, skills teaching in laboratories, learner-led seminars, on-line activities, creative activities, work-based and problem-based learning. Learners will undertake workshops and tutorials within their apprenticeship cohort group. The teaching and learning strategies used within this programme have proven effective and been positively evaluated within other Kingston University UG programmes such as Midwifery and the Nursing Associate Apprenticeship. This variety of learning methodologies enables learners to engage fully with the curriculum and to develop their understanding and skills in addition to the development of key graduate attributes such as digital competency, creative problem solving and collaboration with fellow learners and the wider team.

The principles of critical thinking and evidence-based practice are embedded within the maternity support worker programme enabling learners to develop their questioning mindset. Resources within the critical thinking toolkit, which is currently embedded within the Midwifery programme, will be used to support learners' development of the key characteristics necessary for contemporary practice. The principles of the KU Navigate and Explore modules have been embedded within both years of study and will enable learners to demonstrate achievement of the learning outcomes.

Modules are organised in a staged and spiralling approach throughout the academic year to maximise opportunities for the integration of theory and practice. Year 1 develops a broad understanding of the maternity support worker knowledge base and enables the learner to provide reasoned explanations of relevant issues. Year 2 promotes a more detailed understanding of the subject matter covered in Year 1, related theories and concepts, enabling the learner to provide substantiated arguments applied to relevant issues. The integration of theory and practice is achieved through learning, teaching and assessment strategies which require learners to reflect on their experiences in practice. Knowledge and evidence is then applied to these experiences, with an increasing depth of discussion and analysis as learners progress through the academic levels. Supporting learners to develop their reflective practice skills and self-awareness will allow them to individualise care and support for woman and families within maternity services.

The University's Inclusive Curriculum Framework principles and resources have been used to embed inclusivity within curriculum design, delivery and assessment, to ensure that learners are not unduly advantaged or disadvantaged due to their level of prior clinical experience, learning differences or background.

Employer and learner input to programme design and delivery

Practice partners and learners have participated in programme design through feedback and engagement mechanisms. These contributions have informed programme design and module development. Module descriptors will continue to be reviewed based on the developing needs of the support worker within maternity services to ensure they remain fit for purpose and reflect stakeholder views.

Practice Partners

The curriculum has been designed in partnership with practice partners who have provided suggested enhanced job roles for maternity support workers. In addition to specified extended roles such as within homebirth, infant feeding and bereavement teams, the programme will provide learners with a broad range of knowledge and skills enabling them to be lifelong reflective learners who can adapt to the dynamic maternity environment. The KU Midwifery department has previous experience offering a health care support worker foundation degree with a maternity route.

Previous Learners

The midwifery department has previously delivered a successful bespoke short course for maternity support workers based on practice needs at a local Trust. Feedback was

sought from three cohorts of MSW's who attended, and this has been used to inform the design and teaching methods of the Assistant Practitioner (MSW). MSW's valued the experience of face-to-face classroom interaction and skills teaching and practice within the midwifery laboratory.

Practice partners, previous MSW's and service users will participate in the delivery of the programme within the classroom. This approach introduces a range of perspectives and assists with theory/practice integration. Modules include scheduled time for service users to share their lived experience within taught sessions and simulated learning. Learners will be asked to collect service user feedback within their Practice Assessment Document and will also receive feedback from service users as part of the objective structured clinical assessments in Year 1 in the foundation skills module..

Teaching and learning

Learners will spend a minimum of 20% 'off the job' learning in accordance with the apprenticeship funding rules (Department of Education 2023). This will include attending timetabled learning within the university, supernumerary clinical placements, guided study activities and preparation for assessments. In addition, learners will undertake additional supernumerary placement hours to achieve the knowledge, skills and behaviours set out within the Practice Assessment Document. All 'off the job' hours will be recorded in the Practice Assessment Document and in APTM. Learners will rotate within the maternity unit during 'on the job' hours to provide opportunities to complete all competencies. Working within a variety of areas within maternity care will strengthen learners adaptability and resilience which are key graduate attributes. Each module (4 per year) has 300 associated learning and teaching hours. There is an expectation that the learner will be able to undertake learning activities such as guided study in both 'off the job' and 'on the job' clinical practice through the integration of theoretical learning into practice

Teaching and learning are delivered through the integration of a variety of face-to-face activities and technology enhanced learning (TEL). Face-to-face teaching occurs in small and large groups and includes lectures, seminars, groupwork and problem-based learning. Technology Enhanced Learning includes online activities, supported by the University's Virtual Learning Environment (Canvas) and classroom-based technologies such as Padlet and Menti-meter.

An inclusive, technology-enhanced approach to learning is a key component of the Programme enhancing digital competency skills. The use of flexible learning opportunities supports learners to learn at their own pace, revisiting topics as necessary and engaging with academic staff in a convenient and time-efficient way. The virtual learning environment (VLE) Canvas will be utilised extensively to support the learning experience. Information regarding the programme, modules and learning materials are available via the desktop site or mobile app. Learning resources are embedded within the VLE to enhance learning opportunities. These include films to illustrate and develop concepts raised in lectures, electronic workbooks to support anatomy and physiology sessions, digital reading lists offering e-book access to recommended reading materials.

This extensive use of the VLE helps to meet the needs of the significant number of commuter learners and encourages continuous engagement with the learning material; particularly whilst learners are on clinical placements and away from the University.

Critical thinking skills are recognised as being essential both for academic achievement and practice. These are developed through the 'Critical Thinking Skills Toolkit' which is embedded throughout the programme. This toolkit contains activities that develop the skills learners need to become thoughtful, objective and reasoned thinkers. It helps learners to tackle assignments confidently, understand marking criteria, use evidence, take a reasoned approach, make structured arguments and engage with other points of view.

Guided independent study activities are designated for each module and are identified on Canvas. This guide provides information for learners in terms of the expectations for the activity, how the learner will be guided and the time that should be spent on the activity. Learners will have some protected time allocated on their e-roster to undertake these activities along with self-directed learning. Information about the activity (e.g., time spent, type of learning activity) will be recorded. This will form part of the 20% 'off the job requirement'

Learners will complete learning logs in APTEM regularly to evidence their learning on the course. This must be completed every 4 weeks as a minimum to meet the requirements of the apprenticeship. All learning must be evidenced to the knowledge, skills and behaviours within the Assistant Practitioner apprenticeship standard.

Interprofessional learning

The concept of interprofessional learning is introduced at the outset of the programme and is spiralled throughout. During the programme learners benefit from a wide range of Interprofessional Learning (IPL), the primary opportunity for IPL being clinical placements where learners work with, a variety of health professionals within maternity services.

The 'Women and families with additional needs' module in Year 2 will allow learners to gain a deeper understanding of the role of the interprofessional workforce within maternity services to allow them to develop working relationships with members of the multi- disciplinary team. Collaboration and the ability to work flexibly within maternity teams and services is a key feature of this module.

Learning activities with different specialist midwives are also undertaken within the classroom.

Placement learning

Practice learning is an integral part of the programme and learners undertake practice learning placements in a range of settings. These are planned collaboratively by the Course Lead and the practice site to ensure breadth of experience within different maternity settings and departments. This will allow learners to demonstrate a wide range of competencies to meet the occupational standards of the Assistant

Practitioner (Institute of Apprenticeships, 2023) and the Maternity Support Worker Competency Framework (HEE, 2019) level 2, 3 and 4.

Learners will attend timetabled preparation sessions for clinical placements to introduce the learning opportunities which may be available in different areas of maternity services. The session also covers the assessment of practice learning which is assessed using the Maternity Support Worker Practice Assessment Document. The two-part document provides a framework to guide, direct and assess placement learning at each stage of the programme and is used to assess professional values, competencies and skills relating to the Assistant Practitioner Standards (Institute of Apprenticeships, 2023) and the Maternity Support Worker Competency Framework (HEE, 2018). It also includes sections for the learner to record and reflect on their practice placement and any outreach activities they may have undertaken during the placement.

During their practice placements learners will provide direct care to women and birthing people, their families and neonates under the guidance and supervision of appropriately prepared practice supervisors and, where appropriate, registered health and social care professionals from other disciplines. The Practice Assessment Documents are reviewed by the course team at regular intervals to identify learners' achievements and the range of workplace activities undertaken. The course team use this information to inform module teaching and programme development and to ensure theory and practice remain well aligned.

Placement learning is supported by simulated learning within the Faculty's Clinical Skills and Simulation Suite, where clinical skill acquisition is developed in a safe and supportive environment. Simulated learning uses role players to enhance breadth and depth of learning. Further planned developments include the introduction of technology enhanced learning, for example the use of immersive simulation experiences and Electronic Patient Records (EPR).

Learners will be required to undertake 200 hours 'off the job' supernumerary placement time to achieve the competencies set out in the Practice Assessment Document. This will be protected learning time where the learner is supernumerary and supported to learn by their practice supervisor. The learner will undertake placements within the following areas; antenatal clinic, antenatal inpatient areas, day assessment unit, birthing areas, postnatal ward, community including homebirth team and theatre. In addition, the learner may be allocated placements within specialist services such as the infant feeding team, bereavement, perinatal mental health, screening and any other service where the MSW may undertake a role within each hospital trust site. Learners will rotate within the maternity unit during 'on the job' hours to provide opportunities to complete all competencies.

The time spent on protected practice learning will be recorded by the learner within Practice Assessment Document (PAD) and confirmed by their practice supervisor. Learners will spend the remainder of their time rotating around the maternity service to gain experiences of care within different areas enabling them to achieve proficiencies relevant to that setting. The duration of each rotation will be determined by the individual Trust in consultation with the Course Lead in order to meet the needs of services and the learner.

Assessment strategy

The assessment strategy is designed to be authentic, synoptic and relevant, to enable learners to develop a set of skills that demonstrate their knowledge and understanding. Authentic assessment enables learners to develop transferable skills that are applicable to their practice as Maternity Support Workers. Synoptic assessments acknowledge the coherence of the programme and the learning which is gained across modules and practice learning environments.

A range of assessment methods have been designed to suit learners' differing aptitudes, whilst ensuring rigour and credibility are maintained. Examinations, coursework, creative tasks and practical assessments in both the Clinical Skills and Simulation Suite and the workplace all feature in the programme. Wherever possible, theoretical assessment tasks aim to be authentic, building upon experiences in practice and are used to demonstrate clear linkage between theory and practice. Learners build a portfolio of evidence throughout the programme and this is used within the End Point Assessment to underpin the professional discussion.

The assessment of learning is staged throughout the academic year to ensure coherence and an even, manageable workload. Assessment tasks have been planned to ensure parity of effort between modules.

Each assessment has a formative element which allows learners to develop their ideas, seek feedback and maximise success at the summative submission. Learners are also provided with feed-forward at the summative points, which clarifies what they need to do to develop their future assignments and academic skills and achieve their full potential. The first assessment attracts a low weighting and is scheduled early in the first semester of Year 1, with the aim of providing early feedback and guidance. Assignments are assessed using an online marking rubric to ensure transparency and facilitate feedback and feed-forward.

Assessment of practice is achieved through successful completion of the practice assessment document and objective structured clinical assessments (OSCA's). Learners are required to pass in both theory and practice to achieve their final award. On completion of 210 credits of the Foundation Degree the learner will then undertake the End Point Assessment which is completed in two parts;

1. Observation of Practice
2. Professional discussion underpinned by a portfolio of evidence

The learner must achieve a pass or distinction grade in both elements to be awarded the Assistant Practitioner (MSW) Foundation Degree.

E. Support for Students and their Learning

Learners are supported by:

The Assistant Practitioner (MSW) Foundation Degree is a demanding course, both personally and academically. Learners are recruited from diverse academic backgrounds, some with relatively few academic qualifications. Strong emphasis is

placed on supporting learners to achieve and, in order to promote successful outcomes, the course team has evolved structures to support learners' wide-ranging needs. Academic skills development is introduced during the induction weeks and, thereafter, spiraled throughout the curriculum via the two 'Personal and professional development' modules. An early low stakes assessment (ELSA) has been incorporated into the level 4 personal and professional development module. These modules run longitudinally in each year, embedding academic and key skills development and supporting learners' academic and professional growth. This approach tailors support to the academic level of study to ensure learners develop their skills appropriately. Diagnostic work is set for all learners at the start of the programme in the 'Personal and professional development' module and enables the course team to identify those learners who may benefit from additional input with academic or functional skills. One example of this may be mature entrants who may not have studied for some time and who may benefit from some early, focused support to refresh their study skills, mathematics or written English. In addition to these two modules the programme team and University provide a comprehensive matrix of roles and centralised services which are freely available to learners throughout their studies. These include:

Cohort Lead

A member of the academic team takes overall responsibility for a cohort, ensuring the smooth running of their programme, both in University and on placement. They have an overview of learners' progress and attainment and can act as a first point of contact in relation to the management and organisation of the programme.

Module Lead and Teaching Team

The module team are the primary source for academic support and assignment supervision. They coordinate tutorial support for the formative and summative submissions and ensure appropriate feedback and feed forward is provided. The module team will refer learners in need of additional support.

Personal Tutor Scheme

The personal tutor scheme is embedded in the programme as per KU regulations. Pastoral care is a strong feature of the Assistant Practitioner (MSW) Foundation Degree. Most learners on the programme are entering higher education for the first time and the combination of work, study and personal family commitments can be challenging. Every learner is allocated a named personal tutor as per KU guidance which provides a constant presence and continuity of support throughout the programme, encouraging and motivating their tutees. Regular personal tutor group tutorials are timetabled to facilitate group support at key points. Learners have regular one-to-one meetings with their personal tutor to monitor their progression and development. Learners are also able to contact their personal tutor for further academic and pastoral support, as required. Where appropriate, the personal tutor will refer to the School's dedicated specialist lecturer for academic support who can provide one-to-one assistance with academic skill development. Additionally the personal tutor will undertake tripartite assessments in accordance with the apprenticeship framework (Insitute for Apprenticeships, 2023)

Library Resources and Academic Success Centre

Resources are available to support learners through the library and My Kingston website. Learners are able to access academic support via the Academic Success Centre (ASC) at both Kingston Hill and Penrhyn Road campuses. The ASC provides a comprehensive service offering guidance on all aspects of academic writing and study.

‘Buddy’ system

First-year learners are buddied with a second-year learner who is able to provide informal guidance and peer support from their own experience as a learner. This informal sharing of learning facilitates the growth of confidence in new learners and provides a network of support. It also assists second-year learners develop the supervision and supporting skills they require for practice.

Disability Advisor

Guidance on reasonable adjustments and support for the learner and advises academic staff.

Counselling

Confidential counselling and pastoral support, including mental health support services.

Practice learning support

Each learner is allocated a named practice assessor who has an overall responsibility for assessing the learner following practice placements, supporting the learner and facilitating learning during practice placements. Learners will work with practice supervisors who will feedback on performance. Trust sites will identify those staff members who will be supervisors and assessors and communicate this to the course lead. Additional support may also be available locally, such as practice educators and learner placement coordinators. Each placement area is supported by a link lecturer: a member of faculty staff who visits the area and provides support to learners placed there and their practice supervisor, as required.

Apprenticeship tripartite review meetings

These are completed every 12 weeks (4 per year) year between the learner, employer and university (normally personal tutor) to review the learner’s progress and support needs. The frequency of the meetings is confirmed in the apprenticeship Commitment Statement which is issued at the start of the course and signed by the employer, the learner and university. It summarises the schedule, roles, responsibilities and funding to support the successful completion of the apprenticeship.

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)

- Learner evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers
- Consultation with employers, practice partners and service users
- Apprenticeship Monitoring Committee
- Compliance with Education and Skills Funding Agency

G. Employability and work-based learning

This programme has been designed to fulfil the Standards for the Assistant Practitioner with a specialism of maternity support worker (MSW) and aligned to the MSW Competency, Education and Career Development Framework at level 3 and 4 (HEE, 2018). Most support workers within maternity are employed at Band 2 and 3 and therefore this course allows for career progression within this field. The collaborative working with practice partners, in developing, delivering and assessing the curriculum ensure its relevance for the modern practice setting.

Employability is embedded in all skills sessions and a significant number of skills and competencies are assessed in the workplace. In addition, aspects of the second (final) year taught content provide direct preparation for employability.

Careers advice is made available to learners throughout the programme by KU Careers & Employability Service.

Assistant Practitioners (Maternity Support Worker) can also use their qualification to step onto a three-year undergraduate Midwifery programme as mapped in the Maternity Support Worker Competency, Education and Career Development Framework (HEE 2019). Upon completion of the foundation degree students will have the option to enrol on level 6 of the BSc (Hons) Maternal and Newborn Health to gain a bachelors award.

Work-based learning, including sandwich courses and higher or degree apprenticeships

The programme is part of an apprenticeship which prepares learners for maternity support worker practice. Learners will be allocated 7.5 hours per week for 46.4 weeks of the year to undertake 'off the job' learning including face to face teaching, preparation for assessment and guided study. The learners will also be required to have 200 additional hours per year to undertake placements across maternity service settings to meet the proficiencies within the practice assessment document (see placements learning section)

H. Other sources of information that you may wish to consult

- Assistant Practitioner (Health) Higher Apprenticeship Standard ST0215. Available online at: Assistant practitioner (health) / Institute for Apprenticeships and Technical Education

- Maternity Support Worker Competency, Education and Career Development Framework. Available online at: Maternity Support Workers | Health Education England (hee.nhs.uk)

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code	Level 4				Level 5			
	NW/4013/M W4014	NW/4012/M W4015	NW/4010/M W4016	NW/4011/M W4017	NW/5017/M W5021	NW/5020	NW/5016/M W5022	NW/5018/M W5023
Knowledge & Understanding	A1	S	S		S	S	S	S
	A2		S	S		S	S	S
	A3		S	S		S	S	
	A4	S	S			S	S	
	A5					S	S	
	A6				S	S		S
Intellectual Skills	B1	S	S		S	S		
	B2	S	S			S	S	S
	B3					S	S	
	B4	S	S		S		S	S
	B5	S	S	S	S	S	S	S
Practical Skills	C1	S	S		S	S	S	S
	C2		S			S		S
	C3		S			S	S	S
	C4	S	S			S	S	S

	C 5	S		S		S	S	S	S
	C 6		S			S	S	S	S

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.