



LEARNING, TEACHING AND QUALITY OFFICE

PROPOSAL FOR COURSE(S) LEADING TO AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

This document is in three parts:

- PART 1:** Summary of the Proposal
 This section may be used for publicity purposes, once approval has been granted.
- PART 2:** Business Case
 For consideration by the relevant Faculty Executive

For certain specified types of proposal such as change of degree title, change in School of registration, use a separate PART 4 template.

Please Note part 4 Not used as this is more than merely an award change.

Extracts from this template will be published to form the programme specification.

Course Title(s)
BSc (Hons) Midwifery (short) Pre-registration Programme) MSc Midwifery (short) Pre-registration Programme)

ROUTE FOR APPROVAL (Please refer to the accompanying guidance notes and use the questions below to help you determine the most appropriate route)

PRC Approval Required (Subject area new to UEA)		LTC Approval in Principle Required (Subject area new to UEA or new to School)	Awards for revalidated programme new, but programme already offered.
Full		Fast-Track	YES

PART ONE - SUMMARY OF THE PROPOSAL

(This section may be used for publicity purposes. Please attach to the Business Case and to the Academic Case.)

S1	SUBJECT AREA(S) (please state)	Midwifery Pre registration programme for Registered Adult Nurses	
	Is the subject area new to the University? If yes, needs LTC and PRC approval	NO	
	Is the subject area new to the School? If yes, needs LTC approval in principle	NO	
(If yes to either question, the fast-track route is not applicable).			
S2	PROFESSIONAL AWARD (if any)	Registered Midwife	
S3	ACCREDITING/VALIDATING BODY (if relevant)	Nursing and Midwifery Council	
S4	LEVEL	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	BSc (Hons)
		Integrated Masters	
		Masters	MSc
		Postgraduate Research	
S5	AVAILABLE FROM (academic session) <i>Insert (mm/yyyy)</i>	Academic Year 2013/14. Anticipated start date Jan / Feb 2014	
S6	SCHOOL OF STUDIES	School of Nursing Sciences	

Please complete the following section for each new course being proposed

Course One

S7	COURSE TITLE	Pre Registration Midwifery (short)	
S8	AWARD (e.g. BSc, MA)	BSc (Hons) Eligible for NMC title Registered Midwife	
S9	DURATION (years or months)	2 years.	
S10	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full Time	
S11	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED	YES	YES
		NO	
S12	COURSE HIGHLIGHTS (for publication)		
		This programme is for Adult Nurses registered with the Nursing and Midwifery Council (NMC). Upon completion of the two year full time programme you will be eligible for registration as a Midwife with the NMC.	

You will be based in the maternity unit of one of the three local Trusts in Norfolk under the terms of a training contract. You will be asked to select your preferred host Trust at the point of application (see end of this section). All of your hospital and community placements will be with the host Trust. However, the programme includes an opportunity for a short elective which can be at a relevant venue negotiated with the Course Director pending all required clearances are in place. This can be locally or wider afield with an international or national experience.

As a student on this programme you will receive a fixed training salary which is paid to you through the Trust's payroll while you are attending the programme. The Trusts receive these funds for your salary costs as part of the funding of the programme. Your salary is paid to you via a training contract with the host trust for the 84 weeks of your programme. (Periods of intercalation would be unpaid).

A series of six modules spanning three discreet Phases of the programme provide carefully synchronised learning designed to adapt your existing knowledge, skills and experience in health care to a maternity context. At the same time you will encounter a range of subject matter to equip you to lead on normal midwifery care. Working closely with you mentor with women and their partners you will be prepared to provide care, support and information to enable them make the necessary decisions surrounding their care.

Initially in Phase One parallel theory and practice modules will take account of health promotion reflecting public health priorities relevant to maternity services giving you a foundation for midwifery practice during pregnancy, labour and the early weeks of parenthood.

Building on this Phase Two uses hospital placements to provide the cases to enable you to develop your role and skills for women who have more complex health and social needs, managing the issues which bring compromise to the wellbeing of the woman, fetus or newborn. Again parallel theory and practice modules support this learning.

Both these Phases involve multidisciplinary and agency working but in different environments. Working at the heart of the multidisciplinary team with your mentor, Your confidence and skill in managing complex health needs will develop through being at the heart of the multidisciplinary team with the direction and support of your mentor.

In the final Phase of the programme you will consolidate care planning and decision-making to reflect the competence necessary for the autonomy the Nursing and Midwifery Council require for UK midwifery practice. Managing the combined nature of the normal and more complex health and social events across childbearing through sound referral and team working to bring meaningful support and contributions from other agencies, health professionals and the voluntary sector for optimum family health. You will manage challenges from a range of vulnerable groups of society and those women with compromising health, providing care which reflects the individual circumstances of women in your care. An educationally led case-load along with personally managed birth cases in earlier Phases enable you to gain your decision-making ability reflecting the level of competence required for this stage of the programme while supported by your mentor.

Placements are provided to offer the full range of acute and community services where midwives are integral to the care of childbearing women and their families. The combination of 60% placement time supported through carefully planned learning enables you address the psychological, social and physical needs of a woman's care alongside that of her family through well integrated multiagency /

	<p>multidisciplinary approaches.</p> <p>Placements will be provided in the maternity unit of one of the three acute NHS Trusts in Norfolk. This will be either in Kings Lynn, Norwich or Great Yarmouth. All placements would be centred with this Trust for hospital and community placements. The programme is full time and requires your full attendance of 37.5 hours per week for university or placement learning. Some examples of the approaches used to develop your knowledge are workshops, skill development with scenario-based learning, lectures and seminars; while other approaches will support directed learning for example: electronic approaches, group activities or individual enquiry focused study. During university and placement hours there is also dedicated time for personal and reflective study. All of these examples, along with others not listed, comprise the learning activities of your programme when you are not on vacation. All vacation is fixed and changes to the programme are not normally possible.</p> <p>The programme will be validated in July 2013 therefore this BSc Programme is offered pending successful validation. The programme will commence October 2013.</p>
S13	<p>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</p> <p>QAA Midwifery Subject Benchmarks 2001. NMC Competency (Standards 17) NMC 2009.</p>
S14	<p>ENTRY REQUIREMENTS</p> <p>Registered Adult Nurse. Current registration with NMC Successful academic study within previous five years.</p>
S15	<p>CAREER POSSIBILITIES</p> <p>Eligible for the employment in the UK Europe, or overseas as a Registered Midwife with the NMC..</p>
S16	<p>JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case</p>
S17	<p>UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case</p>
S18	<p>FURTHER INFORMATION <i>Insert contact address/email/tel no. (e.g. Faculty Admissions Office)</i></p> <p>j.lindsay@uea.ac.uk anna.harris@uea.ac.uk</p>
S19	<p>Course Director</p> <p>Anna Harris</p>
S20	<p>Course Proposer(s)</p> <p>Julie Lindsay</p>

Course Two

(To be completed if there is a related but separate award for which students may register from the outset.)

S7	COURSE TITLE		
S8	AWARD (e.g. BSc, MA)		
S9	DURATION (years or months)		
S10	MODE OF ATTENDANCE (full-time, part-time, distance, other)		
S11	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED	YES	
		NO	
S12	COURSE HIGHLIGHTS (for publication)		
S13	RELEVANT SUBJECT BENCHMARK STATEMENT(S)		
S14	ENTRY REQUIREMENTS		
S15	CAREER POSSIBILITIES		
S16	JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case		
S17	UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case		
S18	FURTHER INFORMATION <i>Insert contact address/email/tel no. (e.g. Faculty Admissions Office)</i>		
S19	Course Director		
S20	Course Proposer(s)		

PART 2 – THE BUSINESS CASE

Note: One Business Case (BC0 to BC9) is applicable to all proposed courses

BC 0	THE RATIONALE (Overview - brief summary)
BC 0.1	Brief summary of the rationale for the proposal
	<p>The proposal for revalidation is sought one year earlier, ie 2013 rather than 2014. The rationale for taking this decision is covers a variety of factors. These are linked to the high level of attrition experienced since moving to Postgraduate Diploma in 2009. Factors are both intrinsic and extrinsic in nature compounding the complexity of the impact upon the student experience.</p> <p>Areas of challenge with the current programme:</p> <ul style="list-style-type: none"> • Stresses arising from assessment load for PG Dip and NMC requirements in the timeframe heightened through frequent short placements • The economic climate along with employment uncertainty with the fixed term training contract. • Small recruitment pool due to limited local demand for postgraduate study yet good candidates seeking BSc level not able to access a programme. <p>Resolutions following discussions with local stakeholders:</p> <ul style="list-style-type: none"> • Validation to approve a programme with BSc Award. • Improved placement plan providing longer placements with explicit Hub/Spoke model. • Assess the demand for MSc Award and proceed with major modification if requested by commissioners. <p>A number of activities have been completed over time to address the attrition however external factors along with the recognised pressures of the short course requirements continue to make for a fast paced and demanding academic programme. This at a time in the students' lives which frequently clashes with significant life events. Adjusting to a BSc Award changes the academic credit requirements which ease the programme pressures. The greater volume of demand for this programme brings a larger recruitment pool enabling a stronger cohort to be selected.</p> <p>Changes made to date are:</p> <ul style="list-style-type: none"> • Active local recruitment with an amended selection process. • Revision of placement plans as far as possible within current structure • Assessment submission changes • Prompt responses to student need and creation of bespoke placement lines to accommodate life events. • Revisions to module content to reflect service changes, respond to evaluation, and better match sequence of learning opportunities. • Longer postnatal placement by moving neonatal learning outcomes and making a two week neonatal visit instead of a placement. • Additional support sessions in Module 1 to support transition to student role. • Short elective opportunity for students completing final summative placement work in sufficient time

BSc better supports the continuing demand from those nurses wishing to access a midwifery career. Pre-registration nursing in the UK moved to graduate level in 2012 (some pilot programmes, including NSC commenced in 2011). Our local intelligence suggests there are a sufficient number of nurses wishing to become midwives who are not eligible for Masters level entry but are seeking BSc (Hons).

Economic factors which currently prevail make local applications the dominant source of recruitment for this programme. This also reflects local workforce needs. Recent Market Research activity was inconclusive. With their recommendation being a more bespoke and detailed data collection activity to understand the demand for the different academic awards. A full review in 2013/14 will guide the decisions for this area of the School's provision also taking account of the factors below.

Demand for MSc level study is anticipated to increase for this programme now pre registration nursing has moved to graduate level. An increasing number of nurses seek this route into midwifery valuing a Registered Nurse qualification prior to commencing a midwifery career while the ratio of applicants to places brings more certainty for applicants within the selection process.

The importance of securing applicants from the locality along with the need to maximise the demand for a BSc (Hons) Award has been the centre of activities and discussions in the School and with Trust midwifery management and Practice Education Facilitators, Faculty and County Workforce meetings last year. The BSc ((Hons)) programme which predated the Postgraduate Diploma benefitted from healthy local recruitment and minimal or zero attrition.. However, of those who do complete and qualify through the current Postgraduate Diploma programme the standard is high with good quality entrants to the workforce.

The following changes would be featured within the revalidated programme:

- The use of the Hub and Spoke approach lengthens placements and reduces the frequency of placement changes.
- A reduction in placement assessment.
- Longer placements improve mentor continuity while supporting a range of practice diversity in students' learning activities which is helpful for both student and mentor.
- Learning and assessment will be underpinned by principles established within the new academic model which also support the more realistic academic workload of the student.

An early validation enables us to make structural changes to the programme which can overcome many of the pressures students face on this fast-track route. Such changes would need a major modification but would not increase the life of the past validation making such an event necessary next year.

Activities which have contributed to the development:

1. Focus group with Nov 11 in Summer
2. Review of marketing and recruitment data
3. Review of exit forms of those who withdrew supports existing intelligence surrounding the stresses.
4. Addition of support sessions to ease transition to student role
5. Review of programme assessment submissions, longer placements as far as is possible with course structure.
6. Active promotion of all student support systems and services
7. Meetings with midwifery management to discuss mentorship
8. Adding a short elective where all practice summative is complete.

BC 0.2	<p>Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSBs; independent academic (required for new course proposal); external examiner (required for fast-track proposals)).</p> <p>Please summarise here and attach copies of any responses to this document or insert their comments in this section.</p>		
	<p>External:</p> <ul style="list-style-type: none"> • Discussions with County Work Force Group Dec 2012, and more recently East of England Education and Training Board March 2013. • Heads of Midwifery at QEH, NNUH and JPH • Paula Balls, Dawn Cumby HR manager NNUH and Lorraine Wellard (Education Leads at NNUH and QEH respectively) regarding secondment / career break approaches to give students more employment certainty during the programme of study. Meeting arranged for next week.. 23rd Nov for NNUH and 11th Dec for QEH. • Discussions with JPH management 20th Nov. • Stakeholder Development workshop Jan 2013 to shape core components <p>Within the School -</p> <ul style="list-style-type: none"> • Discussion with Head of School - Professor Valerie Lattimer • Discussion between Professor Valerie Latimer and Kathy Branson. • Paper considered at October NSC Inner Hub with associated Members. • Considered at October Pre registration Midwifery Course Management Team • Considered in Policy, Implementation and Management for Midwifery Group • Rob Gray re Faculty processes, timeframes, and impact upon LTS, • Meeting with Julia Hubbard - Director of Quality <p>Within the university –</p> <p>The persons indicated on this business case form plus: .</p> <p>Meeting with LTS Hub managers of NSC / Zicer arranged -L Ward, B Fitt with R Meehan</p> <p>Discussion with William Jones</p> <p>Discussion and meeting Nov 26th with MAC - research / data analysis underway for analysis and reporting in January</p> <p>Professor Annie Grant</p> <p>Lynn Shepherd</p> <p>David Giles regarding admission matters.</p>		
BC 0.3	Is this a Fast-track proposal?	YES	YES
		NO	
BC 0.4	<p>If Yes, what features of the proposal make it a fast-track? <i>Please refer to the New Course Approval Procedure</i></p>		
	<p>The short pre-registration midwifery programme is already provided by NSC. The re-validation is of the same NMC programme but offering an academic award which differ from the current programme, The validation offers scope to embed new features more systematically into the design of the programme to improve student experience. The rationale for proceeding:</p> <p>The desired mix of midwifery registrants within the local workforce means this programme remains an important feature creating a balance of experience within the</p>		

	<p>early stages of band 5 and 6 skill mix in practice. Hence it remains a feature of the commissions for pre-registration midwifery. It also of course brings registrants to the workforce more quickly. The outcome of the March 2013 meeting with UEA, Trusts and East of England Education and Training Board confirmed the desire for the continued mix of three year and short course midwives within the local workforce.</p> <p>This revalidation is to enable us to offer a programme which better reflects the recruitment pool, national requirements and local workforce needs while also eliminating the areas which feature significantly in bringing unnecessary pressures to students during their learning.</p>
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BC 1	ACADEMIC AND RECRUITMENT STRATEGY	
BC 1.1	How does the proposal fit with School academic plans?	
	<p>A quality experience for students which allows adequate time for students to engage with innovation in maternity services. A better structure of learning, study clusters and placement in the programme creates more time for the positive role-modelling of research and clinical aspirations. Encouragement in helping these to collide positively with changes in service in which students can see themselves playing a role as contributors and innovators. As such this encourages progressive careers in which students would see the university as part of their future.</p> <p>A stronger cohort recruited from a larger pool of the strongest candidates brings greater certainty for meeting workforce plans, reduced attrition and greater quality learning leading to high proportion of good honours.</p> <p>Improving the assessment volume and easing the known pressure points of the current short programme students are more likely to complete within the timeframe which will maximise potential for relevant up-lift money as well as improved performance against the elements of the PQAF on these matters.</p>	
	The Faculty's academic plans?	
	<p>Key benefits from a review of this programme to bring about an improved student experience reflect some of the key ambitions of the Faculty Strategic Plan.</p> <p>Student would have the space and opportunity to take greater advantage of Faculty, it's climate and philosophical principles. The proposed changes would give space and time to feel part of the academic community, and enable the learning opportunities to better reflect those we wish our students to aspire towards. Students with space and scope to think within their programme are more likely to progress with clinical /academic ambition as they engage with service improvement through a desire to research, evaluate and improve practice. Hence, creating potential to support the Faculty ambition of growing greater postgraduate activity. At present midwifery postgraduate activity is small. This programme could be a significant catalyst if its recruits are developed and supported effectively and helped to see beyond the 'registration horizon'.</p>	

	<p>Bringing about a more positive student experience would also generate more positive student feedback having an overall impact on the student community as not all student surveys take account of this group of students.</p> <p>The enterprise possibilities emerging though the proposed changes to the programme enable Guernsey to consider a commissioning model for its plans to train midwives on the Island. Having a BSc route would better suit the needs of Guernsey for the few years while they adjust to supporting these students and establish student support since at present there is no midwifery pre registration education on the island.</p> <p>Further enterprise possibilities link to when the new commissioning / funding activity commences the commercial possibilities of this programme for a commercial 'hub and spoke' model where other Trusts or Local Education Training Boards may wish to purchase when a local provider does not offer the programme. Due to the distance learning potential through e learning resources and well timed clustered periods of contact study, students could access from wider afield but have placements in their locality.</p>	
	The University's Corporate Plan?	
	<p>The desire for provision to be of the highest quality makes it clear that we needed to address student stresses within the current programme. The message of quality and sound student experience reflect the principles enshrined within the corporate plan. If we are to encourage students to return for further studies with us their initial experience needs to be a positive.</p> <p>Employability potential strengthened through greater certainty for programme completion.</p> <p>Following recent interest from India regarding support from the School in developing a similar model to this short programme to expanding their midwifery workforce funding support has been submitted to enable further engagement. Benefits would exist for students as well as the Faculty and School.</p>	
BC 1.2	Proposed Recruitment Strategy	
	<p>Local recruitment strategy via advert, local trust platforms for intranet, news publications and promotion events. Information sessions held at ECB publicised. Website upgraded.</p> <p>Information sessions at ECB publicised widely. Local delivery where relevant.</p> <p>Details displayed on Trust intranets in the locality.</p>	
BC 1.3 a	Is the proposal commercially sensitive?	YES
		NO
BC 1.3 b	If yes, what are the reasons?	

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Please either complete section BC2 in consultation with the Faculty Admissions Office and send (email) the summary and sections BC1 and BC2 to MAS and request that they complete section BC2.7; or, send (email) the summary and section BC1 to MAS and request that they complete section BC2.

Rebecca.Price@uea.ac.uk

Please either complete section BC3 and send (email) the Summary and sections BC1 and BC3 to CCEN and request that they complete section BC3.3; or send (email) the Summary and section BC1 to CCEN and request that they complete section BC3

A.Benson@uea.ac.uk

Section BC2 and BC3 may be completed in parallel

To be sent to MAS and completed by the Market Research Team

Please return within 10 working days of receipt.

The Business Case cannot be considered by the Faculty Executive until this section is completed

BC 2	MARKET RESEARCH (to be completed by course proposer or MAS)	
BC 2.1	What other and type of institution offers identical and/or similar courses in the UK?	
	Schools offering pre-registration Midwifery programmes would be likely to offer this programme. However many Local education and Training Boards have ceased commissioning this programme due to the student salary costs for the duration.	
BC 2.2	Are there any likely international competitors? (Please give brief details)	
	No, only local via UCS and ARU and University of Hertfordshire.	
BC 2.3	What is the annual number of applicants currently applying nationally for similar courses?	Tbc
BC 2.4	What is the evidence for current and future demands for the course from <ul style="list-style-type: none"> • potential students? • Employers (public services, private sector, the professions etc) 	
	<p>Analysis awaited from a request already placed..</p> <p>Discussion with David Giles regarding recruitment to the new programme. During autumn when this was a possible dual outcome and course length. More recently the BSc over 84 weeks programme and marketing discussed in March 2013. The following features were brought to his attention:</p> <ul style="list-style-type: none"> • Planned for next academic year pending validation • BSc level only • Marketing and recruitment approaches • Applications for this programme direct to UEA • Autumn intake <p>David agreed the logic of all steps with the course from admission perspective. His comment in terms of on going risk revolves around the matter of recruits moving from substantive employment into what is a fixed term training salary with no salary guarantee beyond the course length. He also raised the point that an autumn start is more positive than spring term. Links with Workforce Hub in NSC also used to support recruitment.</p>	

BC 2.5	Can current and projected demand be met from existing provision?	
	Nationally:	<p>No - The trend over the last 4 years indicates a move to a more localised recruitment influenced by the reluctance of people to relocate and give up substantive posts for a temporary fixed term training contract. Hence a BSc (Hons) level is needed to meet local demand to successful recruitment..</p> <p>Since 2012/13 academic year JPH chose to take only students from UEA not UCS due to the better calibre of student. There remains a national shortage of midwives.</p> <p>The changes possible through revalidation will impact positively upon recruitment and attrition.</p>
	Regionally:	<p>No - due to University College Suffolk providing this programme to Suffolk we predominantly recruit from Norfolk. However, we need recruits at BSc (Hons) level to attract a strong recruitment pool to be confident of securing a high quality cohort.</p>
BC 2.6	Where is/what are the competitive advantage(s) for UEA?	
	<p>It is important to retain this programme with UEA to maintain a regional presence with all pre registration routes into midwifery.</p> <p>Commissioning potential with Guernsey - commissioning student places who can have placements on the island may be a more economical solution than endorsement.</p> <p>International work with India for the shortened programme model of practice preparation..</p>	
BC 2.7	ADDITIONAL COMMENTS BY MAS:	
	<p>The research and data analysis brought no conclusive results due to insufficient data collected routinely, specific project needed for next academic year is needed to better understand logistics, trends and factors linked to recruitment and programme demands.</p>	

To be sent to the Careers Centre for completion

Please return within 10 working days of receipt.

The Business Case cannot be considered by the Faculty Executive until this section has been completed.

BC 3	MARKET DEMAND AND RECRUITMENT (to be completed by the course proposer or the Careers Centre)	
BC 3.1	What graduate career opportunities may be available?	
	<p>Employment in local Trusts as a midwife alternatively qualifying students have a global welcome with UK midwifery training.</p> <p>The university reputation for midwifery remains well respected.</p> <p>Employment upon completion for those who seek this locally has been 100% so far.</p>	
BC 3.2	Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSBs)?	
	<p>Local Heads of Midwifery at JPH, NNUH and QEH Claire Budgen Kathy Branson Jenny McGuinness</p>	
BC 3.3	ADDITIONAL COMMENTS BY CAREERS:	

To be completed by the course proposer. BC4 may be completed prior to return of BC2 and BC3, but the Business Case cannot be considered until all sections are complete.

BC 4	RESOURCES	
BC 4.1	STUDENT NUMBERS AND TUITION FEES - no tuition fees for this programme	
BC 4.1.1	Student Numbers:	cohort size 10-20 commission dependant
	Proposed student target intake	
	FT (Home/EU)	20 Home / EU students
	FT (International)	None
	PT	None
	DL	None
	Minimum viable intake	10
	Maximum viable intake	20 - this is influenced by placements and would need to be considered in conjunction with 3 yr numbers.
	Are the student numbers:	
	a) available via redistribution within the School? <i>Consult the Head of School</i>	YES Some Potential
		NO Mostly no
	b) available via redistribution with the Faculty? <i>Consult the Dean of Faculty</i>	YES
		NO NO
	c) additional numbers required? <i>Consult the Planning Office (ACAD)</i>	YES
		NO NO
BC 4.1.2	Tuition Fees:	
	Please select the relevant fee schedule:	
	a) Standard Home/EU/International	Funding is via the East of England Training contract and fees received per student is the Benchmark Price for Midwifery students pro rata for the 84 weeks.
	b) Full-cost <i>Please specify requested fee levels and consult the University's Fees Officer (P.Courridge@uea.ac.uk)</i>	

	c) External Teaching Contract <i>Please provide brief details</i>		
BC 4.2	EQUALITY AND DIVERSITY		
BC 4.2.1	Does the course fall into a subject area which traditionally attracts a very specific or narrow student profile?	YES	yes
		NO	
BC 4.2.2	If yes, what steps will be taken to attract non-traditional students to the course / School? (Areas to consider include: age, disability, ethnicity (home and international), gender and socio-economic group.)		
	<p>This is a professionally specific profile to nurses rather than being an ethnic or demographic one. Gender is predominantly female. Marketing has been reviewed to ensure we speak to both male and female applicants in our materials</p> <p>Recruitment is local rather than national due to the funding arrangements for the programme linked to a training contract and salary.</p>		

Now complete BC5 AND BC6 if the proposal is following the 'full' new course proposal route.

OR

Complete BC5F AND BC6F if the proposal is following the 'fast-track' route.

FOR FULL NEW COURSE PROPOSALS

N/A move to fast Track

BC 5	What is the impact of the proposal on ACADEMIC STAFF?		
BC 5.1	Are new appointment(s) required?	YES	
		NO	
	If yes, how many of what type (e.g. Teaching and Scholarship, Teaching and Research) and at what level?		
	What is the source of funding for new academic staff?		
BC 5.2	If no new teaching appointments are required, are any teaching adjustments required if new modules are to be introduced and if other modules are to be withdrawn? (Please include code, credit value and level/year of any new modules and/or modules to be withdrawn).		

BC 5.3	Is any course(s) to be withdrawn?	YES	
		NO	
	If Yes, please specify UCAS Code(s) / Course codes and session from which course(s) withdrawn?		
BC 5.4	Are there any implications outside the sponsoring School (e.g. service teaching, by other Schools of Studies)?		

FOR FAST TRACK NEW COURSE PROPOSALS

BC 5F	What is the impact of the proposal on ACADEMIC STAFF?		
	No additional impact from the current short programme in terms of staff resource		
BC 5F. 1	Are new appointment(s) required?	YES	No
	If yes, please refer to Full New Course Proposal	NO	
BC 5F. 2	Are any new modules to be introduced?	YES	YES all modules are new due to either credit awarded or academic level.
		NO	
	If yes, please include code, credit value and level/year.		
	These are yet to be determined with the Programme Development Team		
BC 5F. 3	Is any course(s) to be withdrawn?	YES	YES Postgraduate Diploma after current cohorts complete
		NO	
	If Yes, please specify course and UCAS Code(s) and session from which course(s) withdrawn?		
BC 5F. 4	Are there any implications outside the sponsoring School (e.g. service teaching, by other Schools of Studies)		
	Some short term consultancy work to secure staff resource to develop electronic learning resource is being considered as part of a package being secured for other school activity in this area of learning. NSC Deputy Deans fund used to support this development by the Module leaders involved.		

FOR FULL NEW COURSE PROPOSAL

BC 6	What is the impact of the proposal on PHYSICAL RESOURCES & OTHER FACILITIES?		
BC 6.1	What are the recurrent or non-recurrent expenditure to be incurred in respect of:		
	i) Classroom and study facilities?		
	ii) Other equipment?		
	iii) Consumables?		
BC 6.2	Computer equipment?		
BC 6.3	What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached?		
BC 6.4	Are there any other special arrangements on which this new course proposal will depend? (E.g. placements, year abroad).	YES	
		NO	
	If Yes, please give details of likely costs/whether appropriate agreements are in place/have to be drawn up?		
BC 6.5	Are there any start-up costs (e.g. any initial publicity and promotion?)	YES	
		NO	
	If yes, please give details:		

FOR FAST TRACK NEW COURSE PROPOSALS

BC 6.1 F	What will be the impact of the proposal on existing physical resources & other facilities?		
BC 6.2	Will additional books/journals/electronic resources other than those already available be required?		

F	

BC7 seeks comments from other Divisions which have an interest in new course proposals, for example, because it has an impact on central provision of ICT or requires new library books or there are issues regarding regulatory frameworks. This section is for their comments.

Please send (email) the Summary and Sections BC1, BC4, BC5 (or BC5F) and BC6 (or BC6F) to each of the following (who should be consulted in parallel), with a request that they complete the relevant part of Section BC7

- Dean of Students
- Director of Information Services
- Director of Library Services
- Deputy Registrar & Secretary
- Director(s) of Faculty Administration
- Deputy Dean of Students (for Accommodation)

Also send to the Partnerships Office of the Learning, Teaching and Quality Office

Partner Colleges may be informed of the proposal unless it is deemed to be commercially sensitive (see Section BC1.3)

Sections BC7A – BC7F should be completed in parallel

Please complete the relevant section on behalf of the departments for which you are responsible, and return (email) to the Course Proposer within 10 working days of receipt.

*Please note that the process cannot proceed to approval until comments have been received from those listed below. **Please enter “no comment” if appropriate.***

This proforma has also been sent to the other central offices for consultation in parallel.

BC 7A	Comments by Dean of Students
	What is the impact of the proposal on support staff and resources in the office for which you are responsible?
	<p>Discussed with DoS staff, following a summary of the situation, the programme and the revalidation at this academic level they suggest there will be no negative impact on their resources.</p> <p>Positive outcomes may be derived from the ease of current programme stresses.</p> <p>..</p>

BC7B	Comments by Director of Information Services
	What is the impact of the proposal on support staff and resources in the office for which you are responsible?
	<p>I have been unable to have this conversation before sending this however as this programme already exists there is already an element of activity linked to communication for the programme. While there is clearly new information to be managed regarding the programme we would be updating amending the existing programme information regardless, so this should not be significantly impacting on the workload or resources.</p> <p>This updating has been completed via the Schools Website working group</p>

BC7C	Comments by Deputy Registrar & Secretary
	What is the impact of the proposal on support staff and resources in the office for which you are responsible?
	<p>Discussion with managers of the NSC LTS Hubs on 16th Nov. - As this is now operating at BSc level the NSC Hub will manage the LTS aspects of the programme, Placement matters are already vested within the school for the short programme.</p> <p>Discussion with Antonia Shorten-Marsh over recent weeks regarding the programme being captured within NSC LTS and SITS. This is underway.</p>

BC7D	Comments by Director(s) of Faculty Administration
	What is the impact of the proposal on support staff and resources in the office for which you are responsible?
	See above

BC7E	Comments by Deputy Dean of Students (Accommodation)
	What is the impact of the proposal on support staff and resources in the office for which you are responsible?
	<p>Discussion with Matt Marshall in Accommodation as Lynn Shepherd not available, discussion surrounding the short course student accommodation needs reveals there will be no notable change to the demand.</p> <p>Given the cohort numbers are so small and at this point in their lives most students on this programme have their own homes established Matt was of the opinion that the impact would be very small.</p> <p>Autumn term start is preferred for accommodation matters.</p> <p>Later conversation with Lynda shepherd on Nov 16, she suggested no significant impact would arise from this revalidation.</p>

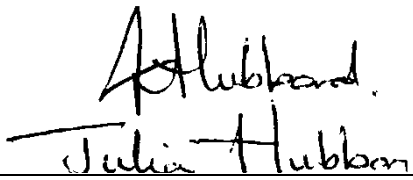
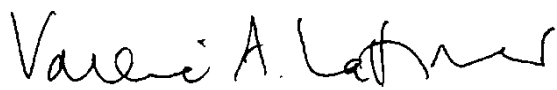
BC7F	Comments by the Director of Library Services:
	What is the impact of the proposal on support staff and resources in the office for which you are responsible?
	<p>E mail and discussion with William Jones. On hearing the nature of changes and the numbers involved William is of the view there is no notable difference between what is proposed here and the current provision in terms of library resource.</p> <p>William will bring this to Nicholas Lewis's attention suggesting any queries he would contact me. No matters emerged.</p>

This section enables the course proposer to respond to any comments received prior to consideration of the business case for approval.

BC 8A	INITIATOR'S RESPONSE TO SUPPORT STAFF/PHYSICAL RESOURCES COMMENTS and Market Research/Demand comments
	<p>The programme proposed brings no significant resource implications it is replacing the current Postgraduate Diploma programme.</p>

Once all sections have been completed, the Business Case may be sent for approval

Approval of the Business Case

BC8	APPROVAL/SIGNATURES	Approved Yes/No?	Date
BC8.L 1	School Director of Learning, Teaching and Quality:	Yes - 16.11.12	
BC8.L 2	Head of School (on behalf of School Board):	Yes – 20.11.12	
BC8.L 3	Dean of Faculty (on behalf of Faculty Executive):		
BC8.L 4	PRC (if relevant)		
BC8.L 5	LTC (if relevant)		

BC9 tells you who must now be informed once the business case has been approved.

BC9	Send approved Summary and approver list (BC8) to:
	Admissions Manager, MAS (Laura.Thompson@uea.ac.uk) for reporting purposes
	CAMS Manager/Planning Office (ACAD) (A.M.Watson@uea.ac.uk) for allocation of: <ul style="list-style-type: none"> • ROU code for each proposed ROU course • JACS code • UCAS admissions code

PART 3 – THE ACADEMIC CASE

Please complete sections AC1 to AC5 for each new course being proposed

	Faculty	Faculty of Medicine and Health Sciences
	School(s)	School of Nursing Sciences

AC1a	Course Title	BSc (Hons) Midwifery (Shortened)
	Course Director	Anna Harris
AC1b	Exit Award(s) and Title	None

AC2	COURSE MANAGEMENT INFORMATION				
AC2.1	REGULATORY FRAMEWORK (please tick all that apply)				
	CCS for Undergraduate Courses			<input checked="" type="checkbox"/>	
	Graduate Diplomas			<input type="checkbox"/>	
	Integrated Masters			<input type="checkbox"/>	
	PGCE			<input type="checkbox"/>	
	Common Masters Framework			<input type="checkbox"/>	
	Postgraduate Research			<input type="checkbox"/>	
	Certificate/Diploma in Continuing Education			<input type="checkbox"/>	
	Is the course as a whole assessed on a pass/fail basis?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
	Are any modules assessed on a pass/fail basis?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
	If so, how many modules and what is the credit volume for each module?				

AC3	(For undergraduate or integrated masters programmes only:)		
	Please select only from the permitted options		
	Weighting for degree classification:		Exit Award (please indicate: e.g. CertHE, DipHE)
	Stage 0	Normality and Public Health	NO
	Stage 0	Professional Practice I	NO
	Stage 1	Complex Care	NO
	Stage 1	Professional Practice II	NO
	Stage 2	Holistic Practice	N/A
	Stage 2	Professional Practice III	N/A

AC4	BOARD OF EXAMINERS				
AC4.1	Is there an existing Board of Examiners?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
AC4.2	If YES, which existing board will be responsible for the course?	NSC Undergraduate Pre-registration Exam			

		Board			
AC4.3	If NO, please enter details for new board of examiners				
AC4.4	Are any new external examiner(s) required?	Yes	<input checked="" type="checkbox"/>	No	
AC4.5	If yes, how many?	1			

AC5	ACCREDITATION/VALIDATION				
AC5.1	Is accreditation/validation by a Professional and/or Statutory Body required?	Yes	<input checked="" type="checkbox"/>	No	
AC5.2	Please specify which PSB and when accreditation/validation may take place.				
	Nursing and Midwifery Council				

AC6	NEW MODULES					
AC6a	Are there any new modules to be introduced?	YES	<input checked="" type="checkbox"/>			
		NO				
	If Yes, then proceed to AC6b					
If No, then proceed to AC6c						
AC6b1	Please complete a separate AC6b for each New Core, Compulsory, Option A, Option B, Option C module:					
	Module Title:					
	Normality and Public Health					
	Level:	6	Credit Value:	20 credits		
	Semester:		Autumn spans 26 weeks			
	Module Type: (e.g. EX, CW, WW, PR)		EX			
	Module marking Scheme (e.g. M40PA)					
	Module Organiser		Anna Harris			
	Distance Learning?		YES		NO	<input checked="" type="checkbox"/>
	Brief Outline					
<u>Rationale</u>						
<p>The module provides a range of theoretical opportunities which will enable students to redefine their understanding and pre-existing knowledge base and gain new insights into midwifery. This will provide a sound 'foundation' for midwifery practice in ante, post and intrapartum care during placement in the module Professional Practice I. Students will and advance their knowledge of more complex theoretical issues arising in public health.</p> <p>The themes within this module are therefore designed to equip the student to identify the role and responsibilities of the midwife in the provision of care to the mother, father and neonate and the means by which the midwife seeks to ensure optimum emotional and social wellbeing for pregnant women and their families. Students will engage with the social model of midwifery practice, building upon their existing professional and communication skills to form skills that are women centred to enable parents to make meaningful choices for pregnancy, labour and early weeks of parenthood. Students will have the opportunity to consider the midwifery role in health promotion in an integrated manner through a public health perspective in order that health for individuals, families and communities can be</p>						

	<p>maximised in keeping with the key principles of Maternity Matters (2007). The students will build upon their foundation knowledge of research to enable them to consider current research.</p> <p>These module outcomes will support the learning for students to attain practice learning outcomes in Professional Practice I which are also associated with NMC Skills Clusters.</p> <p><u>Module Description</u></p> <p>This module will focus on building upon the student’s prior knowledge and experience while facilitating them to assimilate these existing skills into a midwifery context. It is designed to expand the student’s existing knowledge of biosciences, psychological, social, professional and political influences of care delivery and relate these into a maternity setting.</p> <p>The content of this module focuses on the anatomical and physiological changes of direct relevance to childbearing and how progress of fetal, maternal and neonatal health is assessed and monitored through effective programmes of care. The deeply rooted principles of public health within midwifery practice will be made explicit. These will reflect both midwifery led approaches and multi-professional working strategies to provide meaningful family centred care. The role of research in providing an evidence base upon which practice can be developed will be introduced.</p> <p>It will consider the issues of working with disadvantaged families to improve the health, well-being and confidence in parenting. This will include domestic violence, child protection issues and developing ways of delivering care across professional and organisational boundaries. Students will be encouraged to explore both locally established public health programmes and national initiatives and drivers.</p> <p><u>Relationship to Other Modules</u></p> <p>This is the first of three theoretical modules within the programme, which runs in parallel with the first of three Professional Practice modules. ‘Normality and Public Health’ provides core knowledge and skills for midwifery care while also developing the students’ knowledge and experience from their nursing role to that of a midwife. It is the foundation upon which the other modules are built. This module provides appropriate theoretical content to ensure the students are prepared for placement which adopts a hub and spoke approach. The hub being community and the spokes involving intrapartum care and a range of visits to organisations and professionals involved in maternity services.</p>			
AC7b2	Please complete a separate AC6b for each New Core, Compulsory, Option A, Option B, Option C module			
	Module Title:			
	Complex Care			
Level:	6	Credit Value:	20 credits	
Semester:	Spring spans 31 weeks			
Module Type: (e.g. EX, CW, WW, PR)	CW			
Module marking Scheme (e.g. M40PA)				
Module Organiser	Dr Nicki Young			
Distance Learning?	YES		NO	✓

	Brief Outline		
	<u>Module Description</u>		
	<p>The module provides theory which supports the placements of the Professional Practice III module which runs parallel. The content will include review of the most common medical conditions and develop this knowledge and how they impact upon pregnancy, childbirth and neonate. Content will also include the complications which may arise during pregnancy, the intrapartum and postnatal period and the knowledge and skills necessary to recognise ill health and the deterioration across the childbearing period. Similarly, complications arising in the fetus will be followed through to care of the neonate in the Neonatal Unit, transitional care or postnatal ward and home. Emphasis will be placed on how to diminish the effects of separation when it is not possible to care for mother and baby in the same home, unit or NHS Trust. Students will continue to develop the ability to critically evaluate and develop critiques of research studies.</p>		
	<u>Rationale</u>		
	<p>The module builds on knowledge and skills acquired across the previous modules and brings these together in a manner which prepares the student for competent practice acknowledging the NMC requirement to be autonomous at the point of registration and able to lead on normal midwifery practice while safely recognising and managing complex matters within the multidisciplinary team with the support of an expert. Theory and practice will enable the student to apply the knowledge of the parameters of normal childbirth in order to recognise the impact of complications, medical conditions and ill health during maternity and neonatal care. Students will also gain experience of the necessity for specific management with multi-speciality input and how the midwife works with the multi professional team. This will enable the student to consider how the midwife may facilitate the development of woman centred, evidence based midwifery practice within the context of complex clinical situations.</p>		
	<u>Relationship to Other Modules</u>		
	<p>The processes of normal childbearing, public health and the importance of optimising health were studied during Normality and Public Health. At the end of this second theory module students will have a sound knowledge base of complex clinical situations and the necessary care and management, this will enable them to understand the organisational, leadership and professional content studied in the next module Holistic Practice.</p>		
AC7b3	Please complete a separate AC6b for each New Core, Compulsory, Option A, Option B, Option C module		
	Module Title:		
	Holistic Practice		
	Level:	6	Credit Value: 20 credits
	Semester:	Autumn spans 27 weeks	
	Module Type: (e.g. EX, CW, WW, PR)	EX CW	
	Module marking Scheme (e.g. M40PA)		
	Module Organiser	Dianne Steele	
	Distance Learning?	YES	NO
	Brief Outline		

Rationale

By the end of this module students are moving towards professional autonomy and integrating and synthesising all elements of academic work and practice in order to achieve the NMC Competencies as well as the academic standard required at a Bachelor's degree with honours level. The module practice outcomes will enable students to attain the final progression point for NMC Skills Clusters while also ensuring all requirements are met within the two and half year period from the start of the course. This is three years and six months in the case of maternity leave. This module will ensure students continue to gain current knowledge and refer to theoretical concepts to achieve these outcomes.

Module Description

The module provides learning which supports the final stage of the programme including the placements of the module Professional Practice III which runs parallel. Students are prepared to take the lead role in normal midwifery while also having the opportunity to review their role and responsibilities in childbearing emergencies in the context of holistic practice and being a competent practitioner. A balance is struck between scenario based learning and simulation with computer sensitive equipment to analyse performance for such emergencies while also engaging with workshops to support their ability to lead competently on the management of normal birth. Both aspects are brought together through the consideration of supporting evidence and the statutory and legal frameworks for practice.

This module will draw upon knowledge acquired from the preceding modules, and will focus on organisational aspects of maternity services and the impact these have upon the provision of care and the experience of the woman and her partner. Learning activities and formative assessment will target midwifery working practices and explore how midwifery-led care and inter-professional working will impact on the physical and social needs of childbearing women.

Research and theories relating to change, leadership and management of self and others will be developed and analysed. Students will develop their analytical skills via formative assessment throughout the module. All programme requirements must be completed within two and a half years from the start of the programme in keeping with NMC Standards for Midwifery Education, (three years in the case of maternity leave).

Students have directed personal study time in each week of school attendance in recognition of the need to allow them to acquire and critically review knowledge required at Bachelor's degree with honours level.

Relationship to Other Modules

This module continues to explore further complexities of midwifery care and the challenges in practice that a midwife may encounter recognising that professional competence is complex and multifaceted. As this is the final phase of the programme, students will use their developed cognitive processes to apply knowledge and skills acquired in previous modules in order to assume the responsibility and accountability of the midwife upon registration. Students will also reach the academic standard required at Bachelor's degree with honours level. At the end of the programme, students will be equipped and prepared for life-long learning and continual professional development.

AC7b3	Please complete a separate AC6b for each New Core, Compulsory, Option A, Option B, Option C module			
	Module Title:			
	Professional Practice I			
	Level:	6	Credit Value:	20 credits
	Semester:	Autumn TBC		
	Module Type: (e.g. EX, CW, WW, PR)	AP		
	Module marking Scheme (e.g. M40PA)			
	Module Organiser	Anna Harris		
	Distance Learning?	YES	<input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	Brief Outline			
<u>Module Description</u>				
<p>The practice experience uses a Hub and Spoke approach to placement. Community provides the Hub with experience on the Midwifery Led Birth Unit (MLBU) or Labour Ward as a significant spoke. Students will be expected to seek out additional learning opportunities via the identified spokes to other clinical areas, services, organisations and agencies as well as specialist practitioners. This will enable students to appreciate and participate in care outside the role of the midwife which enhances the care women receive in the maternity services and expand their ability to apply theory to practice within the placement areas. The hub and spoke approach creates a longer placement time enabling students to draw greater meaning from their experiences as well as affording improved continuity of women in their care and developing a valuable learning relationship with their mentor. The assessment of practice process incorporates the required NMC Skills Clusters, the Ongoing Record of Achievement. Whilst on placement students will take 7.5 hours each week towards portfolio development and reflective time which is included in their practice hours.</p>				
<u>Rationale</u>				
<p>As Registered Nurses the students will already have many transferable clinical skills and these will be built upon during these placements. The module provides practice opportunities which will enable students to redefine their understanding and pre-existing knowledge base into a midwifery context. Students will be encouraged to explore both locally established public health programmes and national initiatives and drivers.</p>				
<u>Relationship to Other Modules</u>				
<p>This module draws on the knowledge and skills provided within Normality and Public Health. The student is encouraged to apply this knowledge to the practice within community and intrapartum placements. Through their Portfolio work they are engaged with reflective activity which also supports the integration of theory and practice and through formative approaches enables the student to develop their practice. This completes the foundation for those modules in Phase 2.</p>				

AC7b3	Please complete a separate AC6b for each New Core, Compulsory, Option A, Option B, Option C module			
	Module Title:			
	Professional Practice II			
	Level:	6	Credit Value:	20 credits
	Semester:	Spring TBC		
	Module Type: (e.g. EX, CW, WW, PR)	AP		
	Module marking Scheme (e.g. M40PA)			
	Module Organiser	Dr Nicky Young		
	Distance Learning?	YES		NO
	Brief Outline			
<u>Module Description</u>				
<p>There are two placement Hubs in this module which cover the hospital-based spectrum of care namely: the antenatal and postnatal services (13 weeks) and delivery suite (7 weeks) with a (1 week) Spoke on the neonatal unit. In one Trust the antenatal and postnatal services are in two distinct areas of learning. These are managed by dividing the learning outcomes between the two areas and not duplicating any to reduce repetition. Students will be expected to seek out additional learning opportunities via the Spokes indicated within other clinical areas and with specialist practitioners. This will enable them to appreciate and participate in care outside the role of the midwife which enhances the care women receive in the maternity services and expand their ability to apply theory to practice within the placement areas. The assessment of practice process incorporates the required NMC Skills Clusters and Ongoing Record of Achievement. The Practice Assessment for PPI and PPII must be completed by the first progression point which is set as 12 weeks of the end of the this module. Whilst on placement students will take 7.5 hours each week towards portfolio development and reflective time as part of their clinical hours.</p> <p>During the antenatal ward placement there will be opportunities for spoke visits to other areas of the antenatal services, some examples are: antenatal clinic, day assessment unit and fetal medicine unit. During the postnatal ward placement there will be opportunities for spoke visits to other areas of the postnatal services, some examples include: the Neonatal Outreach Team, neonatal audiology clinic, tongue tie clinic, neonatal ophthalmic clinic, obstetric physiotherapy, anti-coagulation and deep vein thrombosis clinic.</p>				
<u>Rationale</u>				
<p>Prior to undertaking the module placement, a preparation session will be held to familiarise students with the placement area(s) and Assessment documents and process. Practice will focus on the complications, and conditions which may affect the mother and/or baby and the impact upon maternal and fetal outcomes. It will also focus on the necessity for specific management with multi-speciality input and how the midwife works within the multi professional team. This will enable the student to consider how the midwife may facilitate the development of woman centred, evidence based midwifery practice within the context of complex clinical situations.</p>				
<u>Relationship to Other Modules</u>				
<p>This module builds on knowledge and skills acquired in the Professional Practice I, facilitating progression of the cognitive processes underpinning practice. The</p>				

student is encouraged to maintain the growing knowledge of the parameters of normal childbearing and recognise the impact of medical conditions and ill-health during maternity care. The student's previous knowledge of ill health will be facilitated into a maternity setting.

AC7b3	Please complete a separate AC6b for each New Core , Compulsory, Option A, Option B, Option C module			
	Module Title:			
	Professional Practice III			
	Level:	6	Credit Value:	20 credits
	Semester:	Autumn		
	Module Type: (e.g. EX, CW, WW, PR)	AP		
	Module marking Scheme (e.g. M40PA)			
	Module Organiser	Dianne Steele		
	Distance Learning?	YES	NO	<input checked="" type="checkbox"/>
	Brief Outline			
	<u>Module Description</u>			
	<p>There are two placement Hubs, Labour Ward and Community. Students will be expected to seek out additional learning opportunities within a range of identified Spokes to other clinical areas, organisations, agencies and specialist practitioners. This will enable them to appreciate and participate in care outside the role of the midwife which enhances the care women receive in the maternity services and expand their ability to apply theory to practice within the placement areas. The assessment of practice process incorporates the required NMC Skills Clusters and Ongoing Record of Achievement. The module practice outcomes for sign-off of all programme requirements in practice must be completed within 12 weeks of the end of the module. Whilst on placement students will take 7.5 hours each week towards portfolio development and reflective time.</p>			
	<u>Rationale</u>			
	<p>The practice element of this module comprises two practice placements. The recognition and midwifery management of obstetric emergencies will be a strong focus of this module. The module will enable the student to explore midwifery working practices, how to manage a caseload and a shift. By the end of Professional Practice III students are moving towards professional autonomy and integrating and synthesising all elements of academic work and practice in order to achieve the NMC Competencies.</p>			
<u>Relationship to Other Modules</u>				
<p>The Holistic Practice module continues to explore further complexities of midwifery care and the challenges in practice that a midwife may encounter recognising that professional competence is complex and multifaceted. It also brings the elements enabling students to lead on normal childbearing. Hence it provides the necessary skills and theoretical input to enable students to the point of competent practice in their placements. Professional Practice III will allow the student to apply all the theory they have learnt into meaningful midwifery practice. As Professional Practice III is one of the final modules of the program, students will use their developed cognitive processes to apply knowledge and skills acquired in Modules I and II in order to assume the responsibility and accountability of midwife upon qualification.</p>				

AC8	If the course is a joint course, how will the student experience be managed?
	NO

AC9	COURSE PROFILE AND AWARD REQUIREMENTS	
	Year 0	
	Core Modules	
	Compulsory Modules	Normality and Public Health Professional Practice I
	Option A	N/A
	Option B	N/A
	Option C	N/A
	Free Choice Modules – Enter number of credits	N/A
	Year 1	
	Core Modules	N/A
	Compulsory Modules	Complex Care Professional Practice II
	Option A	N/A
	Option B	N/A
	Option C	N/A
	Free Choice Modules – Enter number of credits	N/A
	Year 2	
	Core Modules	N/A
	Compulsory Modules	Holistic Practice Professional Practice III
	Option A	N/A
	Option B	N/A
	Option C	N/A
	Free Choice Modules – Enter number of credits	N/A

NOTE: Whilst the University will make every effort to offer the module listed, changes may sometimes have to be made for reason outside the University's control (e.g.

illness of a member of staff) or because of low enrolment or sabbatical leave. Where this is the case, the University will endeavour to inform students.

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

(The summary section may be used for publicity purposes. The full specification may also be publicly available).

Note: One Programme Specification may be used for all courses (ROUs) in the proposal. Please indicate where there are any differences (including any course (ROU) specific learning outcomes) between courses (ROUs) in the free text and explain how learning outcomes at the programme level (i.e. covering all courses) may be demonstrated.

PS1	EDUCATIONAL AIMS AND LEARNING OUTCOMES
PS1.1	<p>Overview of aims and learning outcomes:</p> <p><u>Aims</u> The course will prepare students to critically analyse and synthesise evidence from the wide range of health and social policy, research, audit and clinical expertise to provide women and their families with relevant care pathways, initiating and helping them to navigate these as appropriate.</p> <p>The qualifying student will be able to manage the cycle of midwifery care bringing to the fore principles of normality, while being able to manage the midwifery requirements of complex cases within a multidisciplinary forum with equal competence.</p> <p>The qualifying student will have the ability to manage data and evidence retrieval effectively whilst also able to seek evidence which is not readily available.</p> <p>The qualifying student will have the skills to manage critical debate in the context of care and within the professional arena, while continuing with a self-motivating ability to drive personal learning needs within the changing health agenda.</p> <p><u>Programme Learning Outcomes</u></p> <ul style="list-style-type: none"> • Achieve the NMC (2009) Midwifery competencies, skills clusters and requirements for entry as a midwife on the NMC register to practise autonomously in accordance with the Midwives Rules and Standards (NMC 2012). • Meet the required standards for award of Bachelor of Science Honours - Midwifery (Higher Education Qualifications Framework (QAA 2008). • Successfully integrate existing nursing knowledge and experience with newly acquired knowledge and practice skills to support an effective and safe contribution to midwifery practice. • Work in partnership with women and their partners in the provision of compassionate and sensitive midwifery care that meets their needs and that of their families. • Apply knowledge of research methods, audit and clinical governance in order to assure their contribution to the provision of high quality midwifery care within the maternity services.

	<ul style="list-style-type: none"> • Use and adapt communication skills with women, families, multi-disciplinary/multiagency services and healthcare professionals to contribute the midwifery dimension of care. • Use effective strategies to retrieve, interpret and apply evidence and experience to support critical decision making, reflecting NMC requirements for autonomous practice as the lead for normal midwifery (NMC 2009:17). • Practise in creative and effective ways to engage women and their families in behaviour which will impact positively upon the health of the fetus and the neonate, as well as the mother's longer term health and that of her family. • Be a competent, reflexive practitioner promoting a positive midwifery role model within the maternity services to the benefit of those with whom the midwife works, and those who receive midwifery care and support. • Constantly adapt transferable skills to achieve successful lifelong learning to support an autonomous role. • Develop individual qualities to become a future leader within the midwifery profession.
PS1.2	<p>Knowledge and Understanding:</p> <ol style="list-style-type: none"> 1. Apply in depth knowledge to care for women, their newborn babies and the family recognising deviations from the normal and referring appropriately at competent practitioner level. (Competencies 3, 5, 6, 10, 14, 19, 25) 2. Articulate and demonstrate how a midwife practices in accordance with the NMC Midwives Rules and Standards (2012) and the NMC Code (2008) and current legislation. (Competencies 16, 18, 19) 3. Articulate and demonstrate the relationship between public health, health education, health promotion in day to day midwifery practice understanding the implications. (Competencies 3, 4, 9, 10, 11, 15, 20, 22) 4. Critically analyse strategies for maintaining quality of care through systems of clinical governance, risk management, and audit within maternity care and apply this competently in practice. (Competencies 4, 23, 23, 26, 29) 5. Demonstrate a comprehensive understanding and undertake the clinical skills required to take necessary emergency measures within the scope of midwifery practice. Acknowledging the necessity for referrals to appropriate professionals. (Competencies 5, 6, 7, 13, 16) 6. Considers, critically and strategically, the changing demographics and nature of the population locally and nationally which includes the social and ethnic diversity for the planning and provision of local care. (Competencies 3, 4, 23, 29) 7. Assert, implement and maintain an autonomous role in maintaining the concept of normality in midwifery practice with the ability to provide

midwifery-led care in such circumstances when medical support is not required.

(Competencies 2, 3, 4, 5, 6, 8, 9, 11, 12, 13, 16)

8. Determines, provides and evaluates care for individuals and groups of women, incorporating choice and continuity of care effectively within a collaborative framework of service provision across antenatal and postnatal care.
(Competencies 2, 3, 4, 5, 9, 10, 11, 12, 13, 14, 16)
9. Communicate in a clear, detailed and evaluative manner through a range of Information technology, verbal and written approaches to enable the successful sharing of client based information within an interdisciplinary agency context.
(Competencies 13, 14, 19, 20, 23, 25, 26, 27, 28)
10. Demonstrate critical understanding of and competence in the conduct of tests and examinations necessary to monitor and promote the health and wellbeing of childbearing women, the fetus and the newborn.
(Competencies 2, 4, 6, 8, 9, 10, 11)
11. Evaluative assessment, planning and management of care of the mother during complexities of labour and birth and the subsequent care of the neonate including any resuscitative measures necessary.
(Competencies 2, 3, 5, 6, 7, 8, 10, 12, 13, 21)
12. Critical evaluation, impact and ongoing review of health and social policy pertaining to midwifery and maternity services.
(Competencies 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 17, 20, 22, 25)
13. Use critical reflective skills in developing professional responsibility and self direction for professional development needs for skills and knowledge.
(Competencies 18, 19, 23, 24, 25, 26, 27)
14. Systematic understanding of the professional role of the midwife within legislative, organisational, policy, moral and ethical frameworks including statutory supervision of midwives and demonstrate this through competent practice.
(Competencies 13, 14, 15, 16, 17, 18, 19, 20, 24, 26, 27)
15. Conceptual understanding of the patterns and models of midwifery practice both nationally and internationally in order to work autonomously within professional boundaries and with the wider professional network.
(Competencies 3, 5, 13, 14, 16, 18, 20, 22, 25)
16. Critically appraise and demonstrate by competent practice concepts of self management, management of others and multi professional working.
(Competencies 22, 24, 25, 26, 27)
17. Can critically discuss and manage the administration of drugs, and considers and their side effects, complementary therapies that may be given to a woman during pregnancy, childbirth and motherhood according to relevant legislation.
(Competencies 12, 13, 16)
18. Demonstrate through group activities the verbal and written skills in communicating critical appraisal of research designs and publications.

	(Competencies 26, 27, 28, 29)
PS1.3	<p>Cognitive Skills:</p> <ol style="list-style-type: none"> 1. Demonstrates understanding of and explains the physiology of the three stages of labour and relates this to the practical management of labour. (Competencies 2, 3, 6, 14) 2. Demonstrates critical knowledge and understanding of the development of the embryo and fetus, critically evaluate the factors which can adversely affect this process and the importance of health promotion in relation to neonatal outcomes. (Competencies 2, 5, 7, 8, 9, 10, 11) 3. Undertake and critically analyse the public health role of the midwife with particular reference to sexual health, pre-conception, lifestyles, family planning and neonatal care. (Competencies 1, 2, 4, 5, 9, 10, 11, 14, 15) 4. Demonstrates an in depth understanding of the theoretical and practical awareness of the role of the midwife as part of the wider social institution of medicine and health. (Competencies 14, 15, 21, 23, 25, 27) 5. Ability in synthesising clinical assessment data and evidence when establishing care priorities for normal and complex situations reflecting autonomous practitioner status. (Competencies 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13) 6. Synthesise and evaluate the evidence (including research, policies, guidelines, and audit) underpinning the management of care during the childbearing continuum. (Competencies 3, 4, 5, 6, 7, 9, 11, 15, 16, 23, 26, 27) 7. Critically reflect upon the effectiveness of personal and professional judgement to achieve the best possible birth outcome. (Competencies 23, 24, 26, 27, 28, 29) 8. Ability to synthesise a range of knowledge with critical evaluation of research in order develop theory and practice for maternity provision. (Competencies 3, 4, 5, 6, 7, 9, 11, 15, 16, 26, 27) 9. Critically reflect on and in practice in a systematic manner in order to develop practice and enhance individual knowledge, skills and fitness to practice within a complex and changing service. (Competencies 23, 24, 25, 26, 27, 28) 10. Using woman centred approaches to care, is able to demonstrate an in depth knowledge and understanding of the needs of different client groups, which respects and promotes individual rights, interests, beliefs and cultural diversity. (Competencies 1, 2, 3, 4, 5, 6, 9, 10, 11, 14, 15, 17, 20) 11. Demonstrate skills which critically analyse and evaluate care during the normal childbearing process. (Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14) 12. Critically evaluate current research in relation to physiological responses to childbearing and apply this appropriately.

	<p>(Competencies 26, 27, 28, 29)</p> <p>13. Develop a conceptual understanding of ethical research processes and advanced scholarship within a midwifery context. (Competencies 24, 27)</p> <p>14. Analyse the possible causes of a variety of congenital abnormalities and neonatal illness and be able to confidently undertake a birth examination to screen for these deviations from normal and refer to the appropriate professional. (Competencies 2, 8, 10)</p> <p>15. Demonstrate the ability to critically evaluate research designs including surveys and randomised control trials in published research relevant to midwifery care. (Competencies 26, 27, 28, 29)</p> <p>16. Demonstrate an understanding of the diverse approaches used in qualitative studies and be able to consider their use within midwifery and women's health research. (Competencies 26, 27, 28, 29)</p> <p>17. Demonstrate the ability to analyse and synthesise current research, evaluate methodologies, understand the potential sources of error that may compromise the internal or external trustworthiness and if appropriate propose new hypotheses. (Competencies 26, 27, 28)</p> <p>18. Demonstrate appreciation of the principles of descriptive and inferential statistics (including tests of significance and confidence intervals) and be able to interpret these in the context of research reports. (Competencies 26, 27, 28)</p> <p>19. Ability to write robust reports drawing coherent and well argued conclusions (Competencies 24,25, 26,27,28,29)</p>
PS1.4	<p>Subject specific skills (including practical skills):</p> <ol style="list-style-type: none"> 1. Critically examine the physiological changes of pregnancy, labour and the puerperium and their effects upon the childbearing woman, demonstrating the practical application of this knowledge in advice and care that the midwife can offer the woman. (Competencies 1, 2, 3, 4, 5, 6, 9, 11) 2. Analyse the physiological changes which take place at birth in the neonate and apply this knowledge during the immediate assessment of the newborn. (Competencies 2, 8, 10, 11, 13) 3. Recognise the opportunities for health promotion by the midwife whilst caring for childbearing women and their families; incorporate these opportunities meaningfully when preparing for parenthood education. (Competencies 1, 2, 3, 4, 15, 17) 4. Competently assess and implement the appropriate care to meet the woman's needs and monitor progress during the childbearing period drawing upon a range of critically evaluated evidence to inform decisions made. (Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14)

5. Synthesis and integrate in a relevant manner of a range of public health, health education and promotion strategies applied effectively to improve maternal and child health.
(Competencies 1, 2, 3, 4, 5, 9, 10, 11, 15, 17)
6. Critically evaluate the use and misuse of drugs in providing safe and ethical maternity services. This evaluation should include the action of the drug, any contraindications, route, dose and administration.
(Competencies 12, 13, 14, 15)
7. Application and subsequent management of care arising from risk assessment during pregnancy, labour and puerperium which takes account of the inter-professional/agency dimension of care pathways.
(Competencies 3, 4, 5, 6, 9, 10, 11, 20, 22, 25, 26)
8. Retrieve appropriate evidence to support the assessment, planning, implementation and evaluation of care for women with normal or complex needs during pregnancy, labour and puerperium.
(Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)
9. Confidently identify the needs of the neonate and discuss ways in which the midwife can ensure these needs are met.
(Competencies 1, 2, 8, 9, 10, 11, 12, 13, 15, 17, 19)
10. Develop and implement suitable strategies for managing parenthood education needs for individual or caseload situations taking account of local and national health priorities.
(Competencies 1, 2, 3, 4, 5, 17, 18, 21, 22, 25)
11. Initiate and support women in the effective navigation of care pathways where there is a range of health and social care professionals and /or agencies involved.
(Competencies 1, 3, 4, 5, 6, 9, 10, 11, 13, 14, 15, 17, 19, 20, 21, 22)
12. Manage infant feeding practices enabling women to provide suitable nutrition for their babies in line with UNICEF Baby Friendly Initiatives, assess their wellbeing and provide safe care for the neonate's ongoing health and development.
(Competencies 1, 9, 10, 11)
13. Manage the health and social needs which may emerge in relation to ethnicity, race, gender, disability, cultural diversity and sexual orientation within the provision of care.
(Competencies 1, 3, 4, 5, 6, 9, 11, 13, 14, 15, 16, 17, 18)
14. Effective cross boundary working when involved with multi-agency / professional working practices and clear ability to initiate this when necessary.
(Competencies 2, 3, 4, 5, 6, 7, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 25)
15. Management of the midwifery dimension of ill health within a variety of maternity contexts in collaboration with other professionals and agencies.
(Competencies 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 14, 15, 16, 17, 21, 22, 25)
16. Application of original individualised approaches to support disability, cultural diversity, gender, sexual orientation and ethnicity in the context of childbearing.

	<p>(Competencies 1, 3, 5, 15, 17, 25)</p> <p>17. Confidently identify and monitor ill health or deterioration in the childbearing woman with the ability to take the necessary actions regarding referral and immediate management. (Competencies 4, 5, 6, 7, 9, 12, 24)</p> <p>18. Demonstrate an in depth knowledge and understanding of the means of assessing maternal and fetal wellbeing and progress in labour and be able to analyse the significance of the observations made and refer to an appropriate member of the multidisciplinary team. (Competencies 5, 6, 7, 8, 13, 14, 16, 17, 18, 20, 21, 22, 25)</p> <p>19. Provide care which demonstrates the knowledge and understanding of the necessary maternal and fetal assessments and investigations required to make or confirm a diagnosis when childbearing becomes deviates from normal. (Competencies 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13)</p> <p>20. Demonstrates an in depth knowledge and understanding of medical conditions and their management that may affect women and the fetus during pregnancy and childbirth. (Competencies 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13)</p> <p>21. Critically examines the reasons why a baby may need admission to transitional, Special, or Intensive care and is able to confidently undertake a birth examination to screen for these deviations from normal and refer to the appropriate professional. (Competencies 2, 8, 10, 11, 13, 20, 21, 25)</p>
PS1.5	<p>General/transferable key skills and attributes:</p> <ol style="list-style-type: none"> 1. Critically examine the roles of voluntary agencies and other support groups within a maternity context, effectively drawing upon such resources as required. (Competencies 1, 3, 4, 5, 9, 10, 11, 15, 17, 20, 25) 2. Demonstrate effective use of communication strategies and models with women, their families and other professionals. (Competencies 1, 15, 17, 19, 20, 25, 28, 29) 3. Demonstrate highly skilled communication with women and their families which reflect the principles of dignity, respect and sensitivity in the planning and provision of their care. (Competencies 1, 17, 19, 20, 22) 4. Applies the skills of reflection to practice and within written work and articulate the difference between Midwifery statutory requirements and the NMC Code. (Competencies 16, 18, 19, 24, 26, 27, 28) 5. Capability to support the midwifery dimension of care within the multi-professional team when care is untoward, complex and uncertain. (Competencies 4, 16, 18, 20, 21, 22, 23, 25) 6. Critical reflective ability at personal and professional level to enhance individual practice and where relevant initiate more widespread review of practice within the maternity services. (Competencies 16, 18, 19, 23, 24, 26, 27)

7. Demonstrate an in depth understanding of the roles of the multidisciplinary team to use their expertise appropriately and work collaboratively in a variety of complex settings.
(Competencies 6, 17, 18, 19, 20, 21, 23, 25)
8. Effective strategies for communication in client and professional situations and when involved in complex and sensitive situations.
(Competencies 1, 16, 17, 18, 19, 20, 21, 25)
9. Shows insight into professional practice at organisational and individual level when working within a team to maximise effectiveness and safety.
(Competencies 6, 17, 18, 19, 20, 21, 22, 25, 28, 29)
10. Recognise the role of adequate peer support and identify personal strategies for optimum mental health and wellbeing during pregnancy and the puerperium by participating in the planning of care which includes identifying support networks and relevant statutory and voluntary support groups.
(Competencies 1, 2, 3, 4, 5, 6, 9, 10, 11, 15, 17, 20, 21)

PS2 TEACHING AND ASSESSMENT STRATEGIES AND METHODS

PS2.1 (please describe including how these enable students to demonstrate achievement of the learning outcomes):

Phase	Module	Assessment
1	Normality and Public Health PPI	3 hour Examination Practice Learning Outcomes and Portfolio
2	Complex Care PPII	3000 wd Assignment - Complex Case Practice learning Outcomes and Portfolio
3	Holistic Practice PPIII	Verbal Examination and 3000 wd Case study- normal Practice Learning Outcomes and Portfolio

The theoretical assessment takes account of the New Academic Model and provides a range of assessment approaches which build upon a range of formative learning and assessment approaches across the modules. The spiral approach to learning experiences through each phase of the programme from foundation through to complexity to holistic midwifery is reflected in the approach to assessment. The students status as a Registered Nurse is also reflected in the strategy.

Students are assessed across the range of normal midwifery knowledge and practice during Phase 1. Reflecting its foundation status, an examination is used for the breadth it lends to content cover. However, the decision to use a seen approach and have a long answer section eases the stresses associated with examination and enables depth of discussion sought for the assessment of the application of knowledge and practice for professional judgement and decision-making. Complex health needs in Phase 2, (being an easier transition for this group of students to manage when compared to 3 year midwifery students), given their Registered Nurse status, adopts an assignment so skills in critical analysis and synthesis can be applied around the range of multifactorial aspects of role and practice around multidisciplinary care-management in midwifery. Phase 3 moves the student to competence in readiness for registration as a midwife. As such

	<p>Holistic practice carries two theoretical assessments. These each carry 50% weighting. We acknowledge the volume within this module however, equally acknowledge these students are registered practitioners already and are familiar with managing emergencies and the concepts of competent practice and holistic approaches to care. The assessments are ensuring these principles are applied to a midwifery context. Both normality and the immediate midwifery management of childbearing emergencies are critical areas to capture within the strategy to bring balance as the students reach the end of the programme.</p> <p>The assessment of practice acknowledges the students' needs to adjust to role for normal and complex practice needs. Modules Professional Practice I, II use the same level for the assessment of practice, Supervised Practitioner level. For the assessment of PPIII students are required to demonstrate competence in the practice learning outcomes. In each PP module students must also pass their portfolio. Formative assessment is a strong feature of placement experience through formal planning and review meetings, portfolio activity to support learning and identify learning needs for practice. This also includes formative feedback from women to help develop the students practice in each placement area. The learning outcomes for PPI, and II focus on normality and complexity respectively while PPIII focuses on the skills necessary for meeting the NMC requirements as a lead professional for normal midwifery practice and effective working within multidisciplinary/agency teams.</p>
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PS3	EQUALITY
PS3.1	How do the admissions criteria ensure equality of opportunity for all applicants?
	<p>NSC operates an admission policy which adheres strictly to the UEA's equal opportunities policy on admissions and access to the University's courses. NSC strives to ensure that no student receives less favourable consideration on the grounds of gender, age, race, marital status, colour disability or sexual orientation, nationality ethnic origin political or religious beliefs. We welcome applications from people with disabilities and work within the guidelines offered by the NMC, Health Professions Council, with Trust and University Occupational Health Depts. This is managed via the UEA Disability Co-ordinator and staff within the Dean of Students Office in conjunction with The School's Disability Liaison Officer and the learning Enhancement Service. This is achieved through the active marketing of our courses and UEA's admissions policy reflecting equal opportunities nationally and locally with Faculty admission processes. All curricula development involves the School's Disability Liaison Officer.</p> <p>In the context of legislation related to disability, NSC's Disability Liaison Officer works with a set of standards for the admission and ongoing support of students with disability when enrolled on courses within the School. This will capitalise on the partnership-working between Trusts and the School regarding placement learning to enable students to get the best quality learning opportunity and enable Trusts to ensure their staff are fully prepared to provide the best support. The School works closely with the UEA Disability Co-ordinator as we continually revise current information available to students so we can make them fully aware of the support available for their course.</p> <p>The most encountered disability faced by our students is dyslexia for which dedicated lecturers with expertise in this area exist to support to staff in implementing the best practice and support strategies in the context of an academic and professional course. The Dean of Students Office also provides learning support on an individual basis for students in conjunction with traditional academic support. There are a number of dyslexia support tutors who will provide</p>

	<p>additional support over and above that provided by the student's personal advisor.</p> <p>Where a disability is declared at the point of application the student's personal Adviser is alerted. A range of meetings and activities are arranged involving all relevant parties to explore the most appropriate approaches to manage learning in School or placement areas. They are likely to involve mentors, Practice Education Facilitators, managers, the course director and the student's adviser and the student is actively involved in this process. The Dean of Students Office bring further support to this process via a range of expertise in specific area eg mental health.</p> <p>Specific NSC standards developed by the School's Disability Officer are used to frame exploratory, planning and subsequent review activities and processes. This provides equity of support to all students and is applied if their disability is declared at admission stage or if it becomes apparent once the course is in progress. All curricula development involves the School's Disability Liaison Officer to ensure opportunities and activities for learning, teaching, assessment and support are considered, incorporated and applied. Equally the role enables guidance for academic staff in the ongoing support of students with disability or when new events present.</p>
PS3.2	<p>What steps have been taken to ensure an inclusive curriculum?</p> <p>The lecturers involved with the programme have received positive feedback via a range of quality reviews for their support of students within a climate of equity and parity which ranges from comments from External Examiners relating the conduct of the Schools examination board and process for reaching decisions to the more formal situations of NMC annual monitoring and QAA reviews where student support has been positively praised in a range of areas.</p> <p>All lecturers involved with pre-registration students have 3 yearly safeguarding training, 2 yearly interview training and equality diversity training. All lecturers have access to a full range of role updating sessions across the academic year. this included sessions dedicated to the academic adviser model specific to the school and as such provides a framework which enhances the support system and provides greater confidence in staff providing effective and relevant support to meet the needs of the students where they hold responsibilities, for example Module Leader, Personal Adviser and Link Lecturer roles.</p> <p>The NSC model for academic advice works with the University model and provides parity and equity of opportunity for all students and takes account of the necessity for individual needs to be met in the case of any additional support for a student identified by the Dean of Students Office.</p> <p>A programme of staff development exists in NSC to support academic staff in a range of teaching and learning to help manage the diverse needs of learners.</p> <p>All students are supported in placement through a named mentor and the tripartite assessment strategy. This means all students have contact with the link lecturer in each placement to discuss their progress and learning experiences.</p>
PS3.3	<p>In what ways do learning and teaching and assessment methods ensure inclusivity and equality of opportunity?</p> <p>The principles of the above points also hold true for assessment planning, implementation and management. This ranges from the individual across to the cohort through the design process of a new programme, module review and evaluation while also managing the specific identified needs of a student with an</p>

identified plan following a review of their needs.

The Annual Mentor-Update sessions provide a forum where by all mentors in Placement areas receive update on matters pertaining to students' learning, support, assessment needs, new courses and course implementation. Briefing is provided to all placement areas and staff involved in the support of students.

The programme has been designed to take account of a wide range of learning approaches. They offer scope for maximising individual students' strengths in their contribution to the learning process with peers as well as students' individual needs. Assessment approaches have been deliberately kept along the lines of those methods which we know are 'tried and tested' and are well supported within existing strategies where students who may require additional support. A set of formative learning and assessment approaches are built into the programme to aid students take a proactive approach regarding their needs with the role of personal advisor being a key figure in the response and initiation of any difficulties.

Support via the Link lecturer role is proactive alongside that of the Course Director for managing placement needs in assessment for example recently a student has a recording device to help her overcome difficulties in the clinical environment regarding her record keeping. This was successful and the student is now practising after qualifying.

With the support of the LTS Hub all students requiring additional time or equipment are supported with their written assessments, with clearly labelled stickers provided to marking takes account of a specific issue identified and reflects the plan of support recommended by the Dean of Students Office.

Please send (email) the whole Academic Case and the Summary to the Learning, Teaching and Quality Office (Assistant Registrars UG / PGT as appropriate) and to the Equality and Diversity Manager (in parallel) for comment.

For undergraduate proposals Claudia.Gray@uea.ac.uk

For integrated masters proposals Joanne.Ashman@uea.ac.uk

For Master's level proposals Joanne.Ashman@uea.ac.uk

Equality & Diversity Manager H.Murdoch@uea.ac.uk

Comments will be returned within 10 working days of receipt.

Please complete the relevant section and return (email) to the Course Proposer within 10 working days of receipt.

Sections AC10.1 and AC10.2 should be completed in parallel.

AC10	COMMENTS
AC10.1	Learning, Teaching and Quality Office:
AC10.2	Equality and Diversity Manager:

This section enables the course proposer to respond to any comments received prior to consideration of the academic case for approval.

AC11	COURSE PROPOSER'S RESPONSE TO COMMENTS ON THE ACADEMIC CASE (WHERE RELEVANT)

AC12	APPROVALS	SIGNATURE AND DATE
AC12.1	Head of School	
	Approved:	
	Approved with amendments:	
	Rejected:	
AC12.2	Faculty Associate Dean (following Faculty LTQC)	
	Approved:	
	Approved with amendments:	
	Rejected:	

CIRCULATION (for office use only)		
	Course Proposer	<ul style="list-style-type: none"> ○ Summary ○ Approvals
	LTQO (for report to LTC) W.Forsdick@uea.ac.uk	<ul style="list-style-type: none"> ● Summary ● Approvals
	Planning Office A.M.Watson@uea.ac.uk	<ul style="list-style-type: none"> ● Summary ● Approvals
	Faculty Teaching Office	<ul style="list-style-type: none"> ● Summary ● Programme Specification ● Course profile ● Approvals
	Marketing & Admissions Service Laura.Thompson@uea.ac.uk	<ul style="list-style-type: none"> ● Summary ● Approvals
	Academic Officer of the UUEAS / President of GSA (for taught postgraduate only)	<ul style="list-style-type: none"> ● Summary ● Approvals