

## Apprenticeship Specification

Apprenticeship Summary Information		
1	<b>Apprenticeship Title</b>	Senior Healthcare Support Worker (Maternity Support) (ST0217) Apprenticeship
2	<b>BCU Apprenticeship Course Code</b>	US1268
3	<b>Awarding Institution</b>	<p>Apprenticeship Qualification is awarded by the End Point Assessment Organisation chosen by Employers: NCFE.</p> <p>The mandatory qualification as defined by the standard is Level 3 Diploma in Healthcare Support (Maternity) awarded by ABBE</p> <p>Birmingham City University, as the training provider, additionally awards an academic qualification (CertHE).</p>
4	<b>Teaching Institution(s)</b>	Birmingham City University
5	<b>Professional Statutory or Regulatory Body (PSRB) accreditation</b> (if applicable within the Apprenticeship Standard)	<p>Institute for Apprenticeships and Technical Education (IfATE) (ST0217)</p> <p>The Apprenticeship Standard is not accredited/regulated by a PSRB.</p>

6	Apprenticeship Course Description
	<p>The Senior Healthcare Support Worker (Maternity Support) Apprenticeship is a full-time apprenticeship delivered at the City South campus. The course has been carefully designed to provide you with the skills you require in order for you to undertake your role safely within the maternity workforce. The course equips successful candidates for a range of roles in maternity settings. Expert teaching staff in our School of Nursing and Midwifery and School of Health Sciences provide the guidance needed to facilitate your development of the necessary knowledge, skills and behaviours that will support and advance your career.</p> <p>During your time on the course, you will receive integrated theory and practical content. This will allow you to engage in teaching and learning activities in both the academic and clinical practice setting. You will explore various maternity focused modules that will enable you to undertake a more in-depth study relevant to your role within maternity services, practice and service user group.</p> <p>You will be supported in developing the skills, knowledge and behaviours required to care for women and newborn infants in line with your scope of practice. You will have the opportunity to develop clinical skills relating to your role as well as exploring a range of essential transferable skills and knowledge such as delivering compassionate care, effective communication, responsibility and accountability within your role, infection prevention and confidentiality to name</p>

but a few. The course also offers an introduction to anatomy and physiology, and examines social, psychological, and cultural influences relevant to your area of work.

We work closely with our employer partners to ensure you will have practice learning experiences in a range of maternity settings. You will be exposed to diverse populations and you will learn to work as part of the interdisciplinary and multiagency teams. Within the course, you will engage within a yearlong practice module alongside your work-based learning, which will support you to develop your clinical competence in practice. Within your work base, you will be supported, supervised and assessed by suitably prepared practice and academic staff to develop your knowledge and skills aligned to the practice assessment document.

The course team is committed to providing you with excellent, innovative, learning, teaching and assessment experiences. We use technology to enhance your learning, through lectures, seminars, skills, simulation and virtual learning. Collaborative working with employer partners and service users in all areas of learning, teaching and assessment is integral to our approach. Our evidence-based curriculum will empower you to contribute to the provision of high-quality holistic care both during your studies and in your future career.

### **Why study with BCU?**

- We offer a supportive environment here, especially for anyone returning to education after a gap or progressing to a university setting for the first time.
- Highly experienced tutors who are professionally qualified to support you at university.
- We provide a wide range of resources to support your introduction to University level study, including maths, English and wider study skills.
- Work based learning – the opportunity to build on existing knowledge and skills.
- Work based clinical educators and clinical learning facilitators to support you in practice.
- This full-time work-based learning programme is aimed at individuals who are currently working in a health and social care setting.
- The course is based in the Faculty of Health, Education and Life Sciences in the City South Campus, which features mock hospital wards, a mock operating theatre, a home environment room, a radiography skills suite with working x-ray machines, and laboratory for you to practice in.

Following successful completion of the training programme, a Gateway Review and Assessment is undertaken in conjunction with the employer. The end point assessment is triggered by the employer when the gateway requirements have been met, and after determining the readiness of the apprentice.

### **The End point assessment:**

- Provides apprentices with a showcase opportunity to provide oral and documentary evidence of their knowledge, skills and behaviours developed throughout the apprenticeship
- Enables the independent assessor to assess the skills and behaviours of the apprentice by observing the apprentice in the course of their normal work
- Tests the knowledge acquired by the apprentice throughout the apprenticeship.

The end point assessment includes the following components:

1. An observation of practice undertaken in the workplace with questions
2. A Professional discussion underpinned by a portfolio of evidence

<b>7</b>	<b>Apprentice Awards</b>		
<b>7a</b>	<b>Apprenticeship Final Award (awarded by End Point Assessment Organisation)</b>	<b>Level</b>	<b>Credits Awarded</b>
	Senior Healthcare Support Worker (Maternity Support)	3	n/a
<b>7b</b>	<b>Mandatory Awards and Credits Awarded (where applicable)</b>		
	ABBE Level 3 Diploma in Healthcare Support (Maternity): 603/7774/4	3	65 credits RQF3
<b>7c</b>	<b>University Awards and Credits Awarded (where applicable)</b>		
	Certificate in Higher Education in Health and Social Care (Maternity)	4	120
<b>7d</b>	<b>University Exit Awards and Credits Awarded (where applicable)</b>		
	Not applicable.		

<b>8</b>	<b>Variation from the University Regulations</b>		
	<p>This course has approved variations to the University's Academic Regulations. These can be accessed via the student contract page: <a href="https://www.bcu.ac.uk/student-info/student-contract">https://www.bcu.ac.uk/student-info/student-contract</a></p> <p>Apprenticeships adhere to University academic regulations for University awards offered within apprenticeship training. Where Department for Education (DfE) regulations specify an alternative requirement for apprenticeship training management, this takes precedence. This is a requirement of the University registration with the DfE as an apprenticeship training provider and receipt by the University of individual apprenticeship funding.</p>		

<b>9</b>	<b>Delivery Patterns</b>		
<b>Mode(s) of Study</b>	<b>Location(s) of Study</b>	<b>Duration of Study</b>	<b>Code(s)</b>
Apprenticeship	City South	1 year plus 3 months End Point Assessment	US1268

<b>10</b>	<b>Entry Requirements</b>
	The admission requirements for this course are stated on the course page of the BCU website at <a href="https://www.bcu.ac.uk">https://www.bcu.ac.uk</a> or may be found by searching for the course entry profile located on the UCAS website.

<b>11</b>	<b>Apprenticeship Aims</b>
	To prepare learners to become competent, skilled, knowledgeable and critical thinking Maternity Support Workers who embed reflection, compassion and evidence-based practice into care delivery for all women/birthing people, newborn infants and their families. The apprenticeship aims to support learners to provide care and support as part of the maternity team and have the knowledge, skills and behaviours required to support service-users in the antenatal, intrapartum, and postnatal period. They will be able to support new parents to care for their baby and develop confidence and bonding.

<b>12</b>	<b>Apprenticeship Course Learning Outcomes</b>
	<b><i>Upon successful completion of the course, learners will be able to:</i></b>
<b>1</b>	Demonstrate the theoretical basis and safe, competent, and skilled application of theory to practice.
<b>2</b>	Interpret information required to care for a range of service users.
<b>3</b>	Implement problem-solving skills in practical situations.

<b>13</b>	<b>Level Learning Outcomes</b>
	<b><i>Upon completion of Level 4 / the Certificate of Higher Education, students will be able to:</i></b>
<b>1.</b>	Provide evidence-based, high-quality care to women/birthing people, newborns and their families in the antenatal, intrapartum and postnatal period.
<b>2.</b>	Be competent in a range of maternity based skills to support the wider maternity team
<b>3.</b>	Provide support to new parents to care for their baby and to develop confidence and bonding

<b>14</b>	<b>Apprenticeship Learning, Teaching and Assessment Strategy (<i>including off the job training</i>)</b>
	<p><i>This section explains the learning and teaching approaches, activities and experiences that your course will offer; the range of assessments and types of feedback and feed forward you will encounter, explain how these will support your continuous learning throughout the course, and explain the expectations we have of you in this learning partnership.</i></p> <p>The off the job learning activities are planned carefully to meet the needs of the maternity workplace and team and align to the knowledge, skills, and behaviours in the apprenticeship standard. All the off the job activities provided by Birmingham City University are mapped to the Health Education England Maternity Support Worker Competency, Education and Career Development Framework which is a National framework for MSW development. The Practice</p>

Assessment Document requires placement opportunities, so that learners can achieve a wide skills set and are prepared and competent to work in all areas of maternity services. The Practice Assessment Document is mapped to the apprenticeship standard so successful completion of this assessment demonstrates achievement of several knowledge, skills and behaviours. Partnership working with Trusts enables learners to have additional learning opportunities, such as Trust study days, which can enhance the learner's knowledge, skills and behaviours.

Personal development is a key focus on the apprenticeship Programme. Learners are supported to develop academically, professionally, and personally on the Programme. Learners have access to bespoke academic tutorials from the academic development department or the Centre for Academic Success. They can have support from the library, personal tutors, module tutors, course leaders and peers. Learners are encouraged and supported to speak at conferences and publish their work, to enhance awareness of the MSW role and improve care in maternity settings. Learners are supported to develop their resilience with a bespoke session embedded into the curriculum. Learners are also supported to develop their confidence with networking with others in their cohort and on other Programmes. Learners are routinely asked about their safety, health and wellbeing in tripartite meetings and are signposted to the health and wellbeing team at Birmingham City University which can be accessed confidentially by apprentices. Learners are supported to consider their future success beyond the Programme and support is offered after the apprenticeship has ended by the pathway lead and the learners have access to the careers team at the University for 3 years after course completion, enabling them to seek support and guidance on interview techniques, Curriculum Vitae writing and personal statements. Within the HSC4071 module, the British values, safeguarding and prevent are covered with learners and questions are embedded into tripartite meetings to reflect these. British Values and safeguarding are also embedded into maternity specific modules, so learners can apply their knowledge to maternity specific situations.

English and maths skills are developed throughout the apprenticeship. Learners are taught new skills such as Harvard referencing, and literature searching to enhance their English skills and support them with academic assessments. Learners are also encouraged to enhance their maths skills by accessing specific maths support from the academic development department. An example of how maths is embedded into the curriculum is a session on neonatal weight, where learners must undertake the practical skill of weighing babies and demonstrate understanding the underpinning anatomy and physiology of neonatal weight loss/gain, escalation and safeguarding, but also can work out the percentage weight loss or weight gain using accurate mathematical calculations. Learners receive individualised feedback and feedforward for all academic assessments, as well as signposting information, so they can enhance their academic skills. Maths and English skills are discussed at each tripartite meeting to monitor progress and areas for development. Learners engage in a bespoke maths and English workshops in their curriculum to enhance their skills prior to completion. The library team and academic development team also provide support sessions within modules on specific English skills, to prepare learners for their assessments and enhance their skill set and confidence.

Learners must document all off the job learning on a spreadsheet. Time is built into their study day to complete this activity. All of the entries must be mapped to knowledge, skills and behaviours from the apprenticeship standard. Drop in support sessions are organised by the course team on a regular basis, to support learners with this requirement and personal tutors offer 1:1 support with this requirement. These sessions are all arranged whilst learners are on a paid study day.

Assessments on the Programme are varied and designed to link to the knowledge, skills and behaviours in the apprenticeship standard, the MSW Competency, Education and Career Development Framework and to real work activity. Learners undertake 5 assessments prior to gateway.

The first assessment is an exam on anatomy and physiology which enables apprentices to have a deeper understanding of how the human body works and how their interventions as a support worker may affect this. It supports learners to identify the signs and symptoms that an individual's health and wellbeing is changing and the role of medication (K7), the signs of pain and distress (K8) and the principles of hydration and nutrition (K9). This in turn, enables the apprentices to apply this to clinical situations and recognise to changes in health and wellbeing, pain and discomfort levels and adapt their care plans accordingly (S7, S8, S9).

The second assessment is a PowerPoint presentation which enables learners to enhance their confidence with disseminating information to others, a vital skill for MSWs who often need to teach/support others. The assessment is on the 3 care pathways in maternity, and they utilise a case study to link the theory to practice. They also focus on 2 clinical skills and utilise their previously acquired anatomy and physiology knowledge to apply to maternity service-users.

Learners have another maternity assessment which aligns to their HSC4099 module. They are required to write an assignment that discusses the impact of antenatal education which is a skill MSWs can do in to the clinical environment. They must also discuss the key concepts and principles of labour and birth. All of the above must then link to the maternity support worker role in the clinical environment, which ensures the assessment links to real work activities. Learners must also identify when escalation is appropriate and accountability and delegation, so they develop their understanding of their scope of practice and safeguarding in the clinical setting.

Learners undertake another PowerPoint presentation for their HSC4071 module. This focuses on their personal development and encourages learners to develop SMART goals which are both academic and professional. They must also discuss their values and beliefs and how this impacts care in the clinical setting. Additionally, they must consider the 6 Cs of care and look at reports where there have been failings in healthcare settings.

Finally, through out the year, learners must complete a Practice Assessment Document (PAD) in the clinical environment. They are assessed through the Steinaker and Bell framework, which demonstrates the learner's progression throughout the year. They are assessed by clinical learning facilitators (CLFs) who need to be registered midwives. The PAD encourages learners to apply their taught theory to the clinical setting and real-life situations.

The Assessment strategy used on the Programme supports the learners to prepare for EPA. The range of assessment methods enhances the learners' academic skills. The PowerPoint presentations support learners to develop their communication skills which will support them in their professional discussion during EPA. Their Practice Assessment Document will prepare them for their observation in practice from an independent assessor. The HSC4071 presentation is followed by questions, which will prepare learners for the questions they will be asked after their observation. Finally, their written assignment for HSC4099 will support them to write their evidence for their portfolio for EPA.

Learners are fully supported to prepare for their End Point Assessment. The portfolio requirements are embedded into the curriculum. A bespoke summer workshop forms part of the timetable, to ensure learners have the opportunity for 1:1/small group tutorials, to help prepare



them for EPA. The academic team work closely with the external assessors and Trust partners to arrange the assessments and offer continual support to the learners.

The team uses a practice-led, knowledge-applied educational framework aligned to the University Teaching, Learning and Enhancement Strategy (2020-25) to meet the needs of an evolving Health and Social Care environment. The course reflects the diverse nature of both learners and the service users you support.

- **Course Team:** Your course lead will provide leadership and ongoing support throughout your apprenticeship journey. The course team are responsive to developments in healthcare delivery, clinical practice, and the professional landscape so that the course reflects current and future workforce needs. The course team engage in continuing professional development within their area of learning and teaching, and engage with activities such as courses, peer observations, conferences, engagement with subject specific networks and professional networks relevant to the course. You will be allocated a personal tutor who will provide pastoral support as well as undertake regular one to one personal tutorials and tripartite meetings with you and your Clinical Learning Facilitator (CLF).
- **Partnership Working:** Collaboration between the University, learners and work-based partners is a fundamental element of the course. Work-based learning remains the very essence of the course. This provides you with the opportunity to combine your previous experience with your newly acquired knowledge and apply this immediately in your practice. Your employer will align you to a registered practitioner who will undertake the CLF role, which includes supporting and assessing your clinical competencies within clinical practice.
- **Inclusive Curriculum and Interdisciplinary Learning:** The course is learner-centred and designed to coherently integrate theoretical and clinical practice concepts within sound pedagogic principles, using a variety of methods and assessments to maximise your potential. The course recognises the value of prior knowledge and experience and we encourage you to share and learn from one another. Formative assessments are integrated throughout the curriculum to allow you to identify knowledge gaps as well as reflect on your learning and to prepare you for summative assessments. Feedback is provided throughout the course in a variety of ways including verbal, written, peer feedback and service user feedback. Feedback provided will give you guidance on how to improve your learning both during the course and for future studies. You will be able to study alongside other learners from a variety of disciplines. This will enable you to develop an understanding of diversity and global influences on health care delivery and provide care to service users that is inclusive and non-discriminatory.
- **Digitally Enabled Curriculum:** A blended approach is utilised when delivering course content including face-to-face and online lectures, workshops, clinical skills, and simulation. You will have access to extensive digital systems including shared storage, email, and a Virtual Learning Environment (Moodle). The course team take a mixed method approach to assessment preparation, combining face-to-face and online fixed group academic tutorials and optional one-to-one academic tutorials. You will have virtual and in-person access to the Personal Development Department, the Centre for Academic Success, the Library, and the ICT support team to support your progression throughout the course and beyond.

- **Learner Community:** One of the key values of the course is to support the academic and personal development of the individual. The course team are dedicated to providing high quality learning resources, clear opportunities for you to stretch and challenge yourself, as well as ongoing encouragement and support. You will have many opportunities to contribute and participate within your learner community, including undertaking the Course Representative role, course social events and Student Union membership.
- **Celebrating Achievement:** The course team take the time to identify and celebrate a number of key events and milestones with you and your employers, cumulating with celebrating your success at graduation. Highly driven, engaged and achieving learners will qualify for the BCU High Achievers Recognition Scheme (HARS).
- **Beyond the Curriculum:** To embed an impactful strategic approach across the curriculum, we empower you throughout the course to recognise your potential and to recognise your graduate capital. You will have access to a wealth of exciting opportunities and activities which support your development at University, including Graduate+, and the Careers Plus service. As the course has been designed with employer partners and is employability focussed. It will enable you to develop strong foundations for continued career and academic progression.

15	Apprenticeship Course Requirements															
15a	<p>Training/Academic Requirements</p> <p><b>Level 4:</b></p> <p>In order to complete this apprenticeship a learner must successfully complete all the following CORE modules (totalling 120 credits):</p> <table><tr><th>Module Code</th><th>Module Name</th><th>Credit Value</th></tr><tr><td>HSC4070</td><td>Principles of Anatomy and Physiology</td><td>20</td></tr><tr><td>HSC4071</td><td>Principles of Personal and Professional Development</td><td>40</td></tr><tr><td>HSC4100</td><td>Knowledge and Skills to Practice in Maternity</td><td>40</td></tr><tr><td>HSC4099</td><td>Supporting Birth and the role of the Maternity Support Worker</td><td>20</td></tr></table> <p><b>Progression to Gateway:</b></p> <p>To progress to EPA gateway, learners must have achieved 120 credits from the above modules. They must also hold a Care Certificate and provide evidence of level 2 maths and English and their Level 3 Diploma in Healthcare support (awarded by ABBE prior to gateway).</p>	Module Code	Module Name	Credit Value	HSC4070	Principles of Anatomy and Physiology	20	HSC4071	Principles of Personal and Professional Development	40	HSC4100	Knowledge and Skills to Practice in Maternity	40	HSC4099	Supporting Birth and the role of the Maternity Support Worker	20
Module Code	Module Name	Credit Value														
HSC4070	Principles of Anatomy and Physiology	20														
HSC4071	Principles of Personal and Professional Development	40														
HSC4100	Knowledge and Skills to Practice in Maternity	40														
HSC4099	Supporting Birth and the role of the Maternity Support Worker	20														



For the professional discussion underpinned by a portfolio of evidence, the apprentice must submit a portfolio of evidence. The apprentice must submit the gateway evidence to their EPAO, including any organisation specific policies and procedures requested by the EPAO.

**End Point Assessment Requirements:**

The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules. The EPA should be completed within an EPA period lasting typically 3 months. The apprentice must complete their training and meet the gateway requirement before starting their EPA.

The EPA has 2 assessment methods (Observation of Practice with questions and a Professional discussion underpinned by a portfolio of evidence).

**15b Structure Diagram**

**Training/Academic Requirements**

**Level 4**

SEMESTER ONE	SEMESTER TWO
HSC4070 Principles of Anatomy and Physiology	HSC4071 Principles of Personal and Professional Development HSC4099 Supporting Birth and the role of the Maternity Support Worker
HSC4100 Knowledge and Skills to Practice in Maternity	

**Progression to Gateway and End Point Assessment Requirement:**

*The gateway review and assessment are undertaken in conjunction with the employer.*

**End Point Assessment consists of the following:**

- Observation of practice with questions
- Professional discussion underpinned by a portfolio of evidence

<b>16</b>	<b>Overall Learner Workload and Balance of Assessment <i>(including off the job training)</i></b>
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**Level 4**
**Workload**

Activity	Number of Hours
Scheduled Learning	210 (17.5%)
Directed Learning	942 (78.5%) (including work based clinical practice)
Private Study	48 (4%)
<b>Total Hours</b>	1200 (including work based clinical practice)

**Balance of Assessment**

Assessment Mode	Percentage
Coursework	20%
Exam	20%
In-Person	60%