

PROGRAMME SPECIFICATION

FD Advanced Birth and Beyond Practitioner

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	NCT
3.	Programme accredited by	N/A
4.	Final award	FdA
5.	Programme title	Foundation Degree Advanced Birth and Beyond Practitioner
6.	Pathways available	<p>Cert HE Birth and Beyond Practitioner 120 credits at Level 4 + 120 credits at Level 5 which can be made up in a variety of ways:</p> <p>NCT Specialist Practitioner Pathways:</p> <ol style="list-style-type: none"> 1. Antenatal Teacher (60 credits) 2. Breastfeeding Counsellor (60 credits) 3. Postnatal Practitioner (60 credits) 4. NCT Yoga for Pregnancy (30 credits) 5. NCT Doula (30 credits) 6. Relax and Stretch with Baby (15 credits) 7. NCT Baby Massage (15 credits) 8. Further individual 15 credit modules <p>For Foundation Degree, any combination of pathways allowed, so long as the mandatory Understanding and Using Research (15 credits) is included.</p>
7.	Mode and/or site of delivery	<p>Course delivered from September to July including:</p> <ul style="list-style-type: none"> ○ Tutorials – (held at one of many tutorial locations around the UK) (Link to map) ○ Module-Specific Study Days (held at one of 8 regional locations around the UK) (Link to map), and including a residential weekend at the University of Worcester ○ Assessment Days (held at one of 8 regional locations around the UK) ○ Distance learning (including use of some e-learning) at home/place of study of student
8.	Mode of attendance	<p>Full-time or Part-time – all daytime</p> <p>Majority of Tutorials and Study Days are held on weekdays, though weekends may be available at limited locations</p>
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	<p>Higher education qualification at Level 5 as specified in the QAA Framework for HE Qualifications, and as specified in the QAA Foundation Degree Benchmark.</p> <p>In line with National Occupational Standards for Work with Parents (National Occupational Standards 2011)</p>
11.	Date of Programme Specification preparation/ revision	<p>Regulations (August and November 2014)</p> <p>Updated September 2015</p>

12. Educational aims of the programme

This programme allows Birth and Beyond Practitioners to build on the skills and knowledge acquired through the Cert HE Birth and Beyond Practitioner; it allows them to specialise in areas of interest and to add both depth and breadth to their practice.

Practitioners can choose modules that lead to qualifications as NCT Antenatal Teachers, Breastfeeding Counsellors, Postnatal Practitioners, NCT Yoga for Pregnancy Teachers, Doulas, NCT Baby Massage Teachers.

The modules in this programme also allow current NCT practitioners and non-NCT practitioners to develop discrete skill sets, or to study a particular topic in more depth.

This course is for those wishing to develop their work to support parents as they prepare for the transition to parenthood. It also provides a pathway for those wishing to progress to the Level 6 Birth and Beyond Modules.

The aims of the programme are to:

1. Develop NCT Specialist Birth and Beyond Practitioners who are fit for practice, who are innovative, proactive and adaptable, and who accept responsibility for continuing development.
2. Develop the knowledge base, skills and self-awareness of students through reflective practice, analysis of issues and the use of research-based evidence.
3. Develop intellectual competence, ability and interpersonal skills to the appropriate level.
4. Empower students to work in a person-centred manner that respects individual's beliefs and needs, values experience and fulfills NCT's vision and purpose.
5. Encourages students to broaden their perspective in order to enable a sensitive and holistic approach to the varying and changing psychological and physical needs of those that they work with.
6. Ensure that students develop the knowledge and skills required to meet the essential educational needs of all parent groups, working effectively in diverse communities.
7. Provide a rewarding and transformational learning experience which ensures the development of a range of transferable academic and practical skills which meet the needs of students, parents, NCT and the NHS.
8. Promote an ethos of partnership with other NCT practitioners and health and social care professionals, enabling parents to benefit from a holistic approach.

13. Intended learning outcomes and learning, teaching and assessment methods

Learning Outcomes for the Foundation Degree Advanced Birth and Beyond Practitioner

On successful completion of the course students will be able to:

Knowledge and understanding:

1. Demonstrate a critical understanding and knowledge of the issues affecting the health and wellbeing of both parents and baby across the transition to parenthood.
 2. Identify a range of ways in which to effectively apply the concepts and principles of adult learning, self-realisation and support to promote the preparation and support of all parents across the transition to parenthood.
-

Cognitive and intellectual skills:

3. Learn independently using reflection, evaluation, feedback, self-directed study and time management skills to meet set objectives, whilst understanding the limits of their knowledge and how this may influence their interpretation and analysis of issues.
 4. Demonstrate an ability to access up-to-date knowledge, research and evidence, and to critically analyse and evaluate it before use in practice.
-

Practical skills relevant to employment:

5. Demonstrate a range of effective group and one-to-one facilitation and listening skills which clearly meet the practical, emotional and relationship needs of parents across the transition to parenthood.
 6. Demonstrate a range of effective person-centred skills when working with parents and professionals, showing respect for an individual's beliefs and needs and valuing their experience.
 7. Critically evaluate the effectiveness of both the courses and one-to-one interactions that they facilitate, and the support they provide, identifying strategies for improving their practice.
-

Transferable/key skills:

8. Consistently use a range of strategies for working effectively with groups or one-to-one and for promoting adult learning in a holistic and experiential manner.
9. Employ appropriate and effective communication and interpersonal skills which can be used in a range of circumstances.

10. Assume personal responsibility for practice, learning and continuing development, undertaking further training where necessary to develop existing skills and demonstrate new competencies.
11. Consistently demonstrate a non-judgmental attitude which values individuals, their needs and their experiences.

Examples of learning, teaching and assessment methods used:

This programme is delivered using a blended learning approach which includes an element of work-based learning, allowing theory and practice to be integrated. NCT tutors model the approach taken by NCT Practitioners when working with students.

Examples of learning and teaching methods:

- Induction Event providing an introduction to both the course and to the different NCT practitioner roles
- Interactive Study Days including information giving, discussion, small group work, and the practise and development of physical skills
- Tutorials including facilitated discussions, presentations, group facilitation and physical skill work
- Depending on pathway chosen, facilitation as an NCT Practitioner in the chosen role (work-based learning)
- One-to-one sessions with tutors
- NCT Practitioner observation
- Contact with tutor and other students in tutorial group via e-group, e-mail, Skype, telephone or an online learning platform (Blackboard)
- On-line and e-learning including use of Blackboard, pebblepad and specific on-line learning packages
- Attendance at NCT conferences and forum
- Involvement with local NCT branches
- Self-directed study

Examples of Assessments:

Skills based:

Assessment of Course Facilitation (work-based assessment)

Evaluation of Course Facilitation

Assessment Days to assess ability to lead a Facilitated Discussion and Interactive Session

Presentation

Content based:

Evaluation of Case Study; Essay; Report; Reflective Commentary; Resource File

14. Assessment Strategy

Assessment is aligned with the [University's Assessment Policy](#) and is seen as a means to:

- Assess whether students have met the specified learning outcomes to the required level
- Allow students to demonstrate practical and academic progress and achievement
- Provide a supportive structure to allow students to learn from feedback
- Increase and motivate learning towards learning outcomes

Both Summative and Formative Assessments are used. Formative Assessment is seen as playing important role in student learning and development, providing students with regular feedback on their progress. It is aligned to Summative Assessment and can increase student confidence in achieving the Modular Learning Outcomes.

A broad range of assessment strategies are used which are student-centred and help develop the skills needed for both Higher Education and future employment.

Assessments combine both traditional and innovative assignments and include those focussed on 'content' (essays, resource files, evaluations, reflective commentaries) and those focussed on 'practical skills' (facilitated discussions, interactive sessions and facilitation of a whole course).

Assessment had been considered across all modules to ensure a positive learning experience for students which allows for:

- A range (and in places a choice) of assessment strategies to suit different students' learning needs
- An ability to build on skills learnt from previous assessments.

In the Course Handbook each assessment, along with comprehensive guidelines, is outlined in the module specifications. The guidelines contain explicit assessment criteria, aligned to module learning outcomes, and indicate what students need to do to complete the assessment successfully.

The assessments are marked using criteria based on UW grade descriptors.

15. Programme structures and requirements

Award Map for the Foundation Degree Advanced Birth and Beyond Practitioner

To be awarded the Foundation Degree Advanced Birth and Beyond Practitioner, students must successfully complete 120 credits at Level 4 and 120 credits at Level 5.

Requirements at Level 4

Students must take all 5 mandatory modules and successfully complete 120 credits in total at level 4.

LEVEL 4			
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)
NCTC 1101	Facilitating Learning in Groups	30	M
NCTC 1102	New Family: Changes and Challenges Part 1	30	M
NCTC 1103	The Developing Baby	30	M
NCTC 1104	Introduction to Reflective Practice	15	M
NCTC 1105	Giving Birth	15	M

Requirements at Level 5

Students must complete the mandatory module, NCTC2115 Understanding and Using Research, and successfully complete 120 credits in total at Level 5.

LEVEL 5			
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)
NCTC 2115	Understanding and Using Research	15	M

Students choose the remainder of their Level 5 modules (105 credits) from the following optional modules. Students wishing to progress to Level 6 need to have either completed the antenatal or postnatal pathway modules or they need to complete NCT Educator NCTC 2109. Students are advised to seek advice from the Course Team on which options are appropriate for their specialism and choice of pathway.

NCT Postnatal Practitioner

Students successfully completing NCTC 21 and NCTC 2102 will gain 60 credits as optional modules for the Foundation Degree.

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)
NCTC 2102	New Family: Changes and Challenges Part 2	30	O
NCTC 2121	Facilitating Group Parent Education and Support	30	O

NCT Antenatal Teacher

Students successfully completing NCTC 2107 and NCTC 2108 will gain 60 credits as optional modules for the Foundation Degree.

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)
NCTC 2107	Challenges and Choices around Labour and Birth	30	O
NCTC 2108	Undisturbed Birth	30	O

NCT Breastfeeding Counsellor

Students successfully completing NCTC 2103, NCT 2104, NCT 2105 and NCT 2106 will gain 60 credits as optional modules for the Foundation Degree.

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)
NCTC 2103	Counselling Skills for NCT Practitioners	15	O
NCTC 2104	Applying Counselling Skills for NCT Breastfeeding Counsellors	15	O
NCTC 2105	Developing and Using Breastfeeding Knowledge and Skills	15	O
NCTC 2106	Understanding Women's Experience of Breastfeeding	15	O

NCT Doula

Students successfully completing NCTC 2110 and NCT 2111 will gain 30 credits as optional modules for the Foundation Degree.

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)
NCTC 2110	Dimensions of the Role of Doula	15	O
NCTC 2111	Realising the Role of Doula	15	O

NCT Yoga for Pregnancy Teacher

Students successfully completing NCTC 2112 and NCT 2113 will gain 30 credits as optional modules for the Foundation Degree.

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)
NCTC 2112	Relax, Stretch and Breathe	15	O
NCTC 2113	NCT Yoga for Pregnancy	15	O

NCT Relax and Stretch with Baby Practitioner

Students successfully completing NCTC 2116 will gain 15 credits as an optional module for the Foundation Degree.

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)
NCTC 2116	Relax and Stretch with Baby	15	O

NCT Baby Massage Practitioner

Students successfully completing NCTC 2 will gain 15 credits as an optional module for the Foundation Degree.

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)
NCTC 2120	NCT Baby Massage	15	O

Additional optional modules available at Level 5

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)
NCTC 2109	The NCT Educator	15	O
NCTC 2114	Understanding Loss	15	O
NCTC 2117	Understanding the Neonatal Unit Experience	30	O

NCTC 2118	Meeting Different Needs using Diverse Media	30	O
NCTC 2119	Working with Health and Social Care Professionals	15	O

The NCT modules listed can also be taken as separate CPD modules through the NCT College.

See <http://www.nct.org.uk/train-nct/continued-professional-development-cpd-practitioners> for details.

Students wishing to progress to Level 6 must have successfully completed either the NCT Antenatal Teacher pathway, the NCT Postnatal Practitioner pathway, or module NCTC 2109, NCT Educator.

Further Requirements at Level 5

Students will also be expected to:

- Be a member of NCT <http://www.nct.org.uk/get-involved/become-nct-member>
- Attend the residential Induction Event
- Become actively involved with their local NCT branch <http://www.nct.org.uk/train-nct/student-involvement-nct>
- Facilitate NCT courses for parents in accordance with the practitioner pathway chosen, at a time deemed appropriate for the area by the Parents Services Administrator (PSA), this may well be in the evening

The Foundation Degree Advanced Birth and Beyond Practitioner can be taken as either a full-time or as a part-time course.

Circumstances under which modules may not run or only run in limited areas

If, in a given academic year, there are too few applicants for any particular module or Specialist Practitioner Pathway, then that module will not run. However, NCT will make every effort to run modules wherever possible, and it may be the case that with reduced numbers of applicants the modules will be run, but with the study days only being offered at a few specified locations.

Work-Based Learning

A Foundation Degree integrates academic and work-based learning to provide graduates with particular skills (Quality Assurance Agency 2012). NCT courses are ideally suited to this approach, encouraging students to combine academic study with practice; each of the Specialist Practitioner pathways includes an element of practice of facilitation skills.

Students are supported to facilitate the courses for parents by:

- Core and Module Tutors through preparatory study days, tutorials and one-to-one sessions
- The NCT College Practice Manager through the induction and pre-qualifying days
- NCT marketing the parent courses and providing an on-line booking service
- Local Parent Services Administrators (PSAs) who co-ordinate all booking and administration associated with parent courses
- The NCT College Management Team through relevant documentation (see below)

Student Documentation relating to work-based learning which supports the student:

- A work-based learning handbook which includes clear guidelines on all aspects of preparing for, setting up, facilitating and evaluating an NCT parent course.
- A Course Logbook in which they can record and reflect on all parent courses they facilitate
- An NCT Student Contract and Licence-to-Practise

Assessment and Monitoring of work-based learning:

- Every course that a student facilitates is assessed by either an NCT Tutor or an NCT Assessor, and feedback is given either formatively or summatively as required
- Every practitioner pathway module has an assignment that is linked to the work-based learning
- Feedback is collected from parents on every course (mid-course and end-of-course) and is discussed with the student in constructive terms

NCT takes any complaints made by parents very seriously and follows the NCT Complaints Procedure in this eventuality.

Format of work-based learning:

- Depending on the specialist practitioner pathway chosen, students will be facilitating courses between 16 and 2 hours long.

Previous experience gained through Cert HE Birth and Beyond Practitioner and the Probationary Period that follows on from this:

Students will have gained experience of facilitation during the Cert HE and will have been assessed on their facilitation skills. During the probationary period they will facilitate a minimum of three 12-hour NCT Essentials Courses. They will be assessed on two of these courses and will continue to be supported by their Core Tutor and a Mentor. They must have either completed the probationary period, or be doing it concurrently, in order to take any modules or pathways that involve direct facilitation with parents.

NCT Licence-to-Practise

The NCT Licence-to-Practise is issued to students who, on completion of the relevant modules, can demonstrate that they meet the performance criteria of the NCT Competency Standards. This evidence is provided through their work and assessments, and is ratified by the Competencies Manager.

16. QAA and Professional Academic Standards and Quality

The intended Learning Outcomes of this programme are commensurate with a higher education qualification at Level 5 as specified in the [QAA Framework for HE Qualifications](#), and also with the requirements for a Foundation Degree as laid out in the [QAA Foundation Degree Qualification Benchmark](#)

This award is located at level 5 of the FHEQ.

17. Support for students

Student support is a key element of the programme and is provided through a range of sources at both NCT and the University of Worcester

1. Tutors

Personal Academic Tutors

The NCT personal academic tutor system is an important part of ensuring that every student receives the individual support that will allow them to progress academically and personally. Every student is allocated a Personal Academic Tutor who will provide one-to-one support through face-to-face contact, e-mail and telephone.

Guidance and Support:

Students will be given guidance and support from their Personal Academic Tutor on how to manage their time in relation to the differing module formats and submission dates.

Module Tutors

Students are also supported through specific modules by Module Tutors who deliver module study days to small groups of students (up to 16) enabling them to work with individual students where necessary. They will also provide one-to-one support where requested.

2. Course Handbook

The Course Handbook contains detailed information on not only the modules (with guidance on how to approach and complete the module), but also the management and requirements of the programme. Additional information supporting their practice as NCT Specialist Practitioners is also included.

3. Course Logbook

The Course Logbook relates to the Specialist Pathways and individual modules that students may choose to take at Level 5. It contains additional information about practitioner roles, the Student Charter and the Learning Agreement; it is a 'live document' designed to be used as a reflective logbook and diary.

4. Induction for students who have not studied for Cert HE Birth and Beyond Practitioner

An induction programme provides students with the opportunity to be introduced to:

- The principles of learning and teaching in higher education
- Study skills
- Information and Learning Systems at the University of Worcester and at NCT (including library services, Blackboard and Pebblepad)
- Student support services at the University of Worcester [Information and Learning Services](#)

5. Work-Based Learning – support for role as an NCT Practitioner

Students will be provided with clear guidance on all aspects of whichever NCT Practitioner role they choose to undertake. This will be in the form of written NCT guidelines, and as a one-to-one preparatory session with their Personal Tutor. They will be issued with an NCT Student Contract which will outline the responsibilities and expectations of both the student and NCT. Further details of 'working within NCT' will be given at the Induction event.

Students will be expected to reflect on and record the work they do as a student NCT Practitioner. Students will be practically assessed on the

different aspects of their role and will be given clear guidelines on what to submit to the assessor in advance.

6. Babble/MIDIRS/NCT Library

Students will have access to the learning and research support on NCT Group sites, these sites will also provide information and support for them in their role as a practitioner <http://babble.nct.org.uk/info-resources/libraryservices>
<http://www.nct.org.uk/professional/research>

7. Study Skill Support

Students are able to access the University's learning support both online and through Study Skills Advice Sheets <http://www.worcester.ac.uk/studyskills/>

8. Student Forum and e-groups

NCT students are supported by membership of a student forum and of student e-groups – many specific issues, queries and problems are addressed through these channels.

9. NCT Practitioners and Branches

NCT students are supported by their local NCT practitioners (in particular Excellent Practitioners) and spend time developing a relationship with them through course observation. Students also access support from local branches through relationships built up through branch involvement.

10. Disability and Dyslexia

NCT (Disability Discrimination Policy and Equal Opportunities Policy) and the University (Equal Opportunity Policy Statement) promote equality in relation to race, disability, gender, age and sexual orientation.

The Disability Service within the University provides specialist academic support, making recommendations for reasonable adjustments to teaching and assessment based on individual need. The NCT Disability Tutor provides additional support.

18. Admissions

Admissions Policy

NCT seeks to recruit students who

1. wish to work with parents in the transition to parenthood
2. are committed to the values and ethos of NCT
3. have the capacity to benefit from study at higher education level

Admissions tutors work to identify applicants who can demonstrate their potential to succeed at this level, and who will be able to practise and contribute as NCT Specialist Practitioners, or in other ways, to support parents in the transition to parenthood.

NCT is committed to widening participation in line with the 2020 Strategy and to recruiting a diverse student cohort which is representative of the areas and groups in which they will subsequently work.

Entry requirements

Students entering the programme need to have completed either the Cert HE Birth and Beyond Practitioner, or the Diploma of Higher Education (Antenatal Education, Breastfeeding Counselling or Postnatal Group Facilitation), or to have acceptable equivalent Level 4 modules.

Students must be a member of NCT to study on this course

<http://www.nct.org.uk/get-involved/become-nct-member>.

If a student wishes to qualify as an NCT Breastfeeding Counsellor she must have breastfed a baby for at least 6 months.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at

<http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

All applicants are considered on an individual basis and those without the Cert HE Birth and Beyond Practitioner or the Diploma of Higher Education (Antenatal Education, Breastfeeding Counselling or Postnatal Group Facilitation) are invited for interview. Interviews are held at one of 8 regional locations around the country.

Full-time applicants apply through UCAS
Part-time applicants apply directly to NCT

<http://www.nct.org.uk/train-nct/how-apply>

Information on assistance with fees can be found at

<http://www.nct.org.uk/train-nct/fees-funding/help-fees>

Admissions/selection criteria

Students are offered a place if they successfully complete the Cert HE Birth and Beyond Practitioner, the Diploma of Higher Education (Antenatal Education, Breastfeeding Counselling or Postnatal Group Facilitation), or if they can demonstrate through interview, certificate and submitted personal statements that they:

1. have the relevant academic qualifications
2. wish to work with parents in the transition to parenthood
3. are committed to the values and ethos of NCT
4. have the capacity to benefit from study at higher education level

19. Methods for evaluating and improving the quality and standards of teaching and learning

A range of strategies is used to monitor, evaluate and improve the quality and standards of teaching and learning.

1. Mid and end of module evaluations by students
2. Annual NCT student questionnaire
3. External Examiner Reports
4. Annual Evaluation Report
5. NCT Annual Education Report
6. Review by Course Management Committee in conjunction with NCT Academic Board
7. Evaluation and Feedback from parents attending NCT Courses
8. Evaluation from NHS Trusts and Children's Centres contracting NCT Courses

20. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see Taught Courses Regulatory Framework
<http://www.worcester.ac.uk/registryservices/documents/TaughtCoursesRegulatoryFramework.pdf>.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.

- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	120 credits at Level 4 or higher
Foundation Degree FdA	120 credits at Level 4 and 120 credits at Level 5 (including NCTC 2115)

These awards are not classified.

21. Indicators of quality and standards

External Examiners have consistently judged the previous NCT awards (Diplomas of Higher Education Antenatal Education, Breastfeeding Counselling and Postnatal Group Facilitation) to be robust programmes providing a positive and rewarding learning experience that met appropriate academic standards.

In the field of 'supporting parents in the transition to parenthood', the skills demonstrated by NCT practitioners are widely acknowledged and NCT is seeking to formalise these through NCT Competency Standards Framework.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22. Graduate destinations, employability and links with employers

Specific modules of this programme qualify students as NCT Specialist Practitioners and enable them to apply for an NCT Specialist Licence-to-Practice.

Specialist Practitioner Roles:
NCT Postnatal Practitioners are able to:

Facilitate NCT Postnatal courses through the NCT or through NHS Trusts and/or Children's Centres.

NCT Antenatal Teachers are able to:

Facilitate NCT Antenatal courses through the NCT or through NHS Trusts and/or Children's Centres.

NCT Breastfeeding Counsellors are able to:

Support mothers on a one-to-one basis and to facilitate the breastfeeding element of an NCT antenatal course.

NCT Yoga for Pregnancy Teachers are able to:

Teach NCT Yoga for Pregnancy classes through the NCT or through NHS Trusts and/or Children's Centres.

NCT Doulas are able to:

Support women and couples through the experience of pregnancy, labour and birth.

NCT Relax and Stretch with Baby Teachers are able to:

Teach NCT Relax and Stretch with Baby classes through the NCT or through NHS Trusts and/or Children's Centres.

NCT Baby Massage Teachers are able to:

Teach NCT Baby Massage classes through the NCT or through NHS Trusts and/or Children's Centres

On completion of the Foundation Degree, students are eligible to continue to the BA (Hons) Degree (Level 6). Modules at this level allow practitioners to apply for roles as NCT Assessors and NCT Tutors.

(See programme spec below)

<http://www.worc.ac.uk/aqu/documents/BABirthandBeyondEducator.pdf>

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and Section 3 of the course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#).

Appendix 1

Pathways within Level 5 for Specialist Practitioner Status – requiring 60 credits in total

NCT Postnatal Practitioner

New Family: Changes and Challenges Part 2 (30 credits)

Facilitating Group Parent Education and Support (30 credits)

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
New Family Part 2 (30 credits)	Start									End		
Facilitating Group Parent Education and Support (30 credits)	Start									End		

NCT Antenatal Teacher

Challenges and Choices around Labour and Birth (30 credits)

Undisturbed Birth (30 credits)

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
Challenges and Choices around Labour and Birth (30 credits)	Start									End		
Undisturbed Birth (30 credits)	Start									End		

NCT Breastfeeding Counsellor

Counselling Skills for NCT Practitioners (15 credits)

Applying Counselling Skills for NCT Breastfeeding Counsellors (15 credits)

Developing and Using Breastfeeding Knowledge and Skills (15 credits)

Understanding Women's Experience of Breastfeeding (15 credits)

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
Counselling skills for NCT practitioners (15 credits)	Start				End							
Understanding women's experience of BF (15 credits)	Start											
Applying counselling skills for NCT BFC (15 credits)						Start				End		
Developing and using BF knowledge and skills (15 credits)						Start				End		

NCT Yoga for Pregnancy Teacher

Relax, Stretch and Breathe (15 credits)

NCT Yoga for Pregnancy (15 credits)

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
Relax, Stretch and Breathe (15 credits)	Start				End							
NCT Yoga for Pregnancy (15 credits)						Start				End		

NCT Doula

Dimensions of the Role of Doula (15 credits)

Realising the Role of Doula (15 credits)

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
Dimensions of the Role of Doula (15 credits)	Start				End							
Realising the Role of Doula (15 credits)						Start				End		

NCT Relax and Stretch with Baby Teacher

Relax and Stretch with Baby (15 credits)

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
Relax and Stretch with baby (15 credits)						Start				End		

NCT Baby Massage Teacher

NCT Baby Massage (15 credits)

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
NCT Baby Massage (15 credits) 1 st semester	Start				End							
NCT Baby Massage (15 credits) 2 nd semester						Start				End		