UNIVERSITY OF WOLVERHAMPTON

Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Nursing and Midwifery		
Course Code(s):	NH084Z31UV	Part-time	1 Years
Course Title:	PG Credit Advanced Clinical Skills in Tongue Tie (Ankyloglossia) Management		
Hierarchy of Awards:	University Statement of Credit Advanced Clinical Skills in Tongue Tie (Ankyloglossia) Management		
Language of Study:	English		
Date of DAG approval:	27/Mar/2014		
Last Review:	2020/1		
Course Specification valid from:	2013/4		
Course Specification valid to:	2026/7		

Academic Staff

Course Leader:	Lee Wright
Head of Department:	Robert Corbett Fiona Beeken

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Standard Provision (Not delivered in partnership)
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

You must be a qualified midwife, nurse or health visitor on the Nursing and Midwifery Council register or a medical practitioner on the General Medical Council register with significant experience in breastfeeding support, lactation services and an interest in ankyloglossia and frenulotomy.

You must have had a least three years post-qualifying experience.

If seeking financial support from an employer you must have agreed this in advance of the application.You must be able to achieve the practice competencies associated with this course. The University can arrange this on your behalf via our partner organisation The Dudley Group NHS Foundation Trust or you can arrange your own clinical placements for supervision by an ankyloglossia/frenulotomy practitioner.

Within the personal statement section applicants should identify their professional registration number, their experience of breastfeeding support and lactation services and whether they would prefer to have their placement organised by the University at our partner organisation (The Dudley Group NHS Foundation Trust) or if they will be arranging their own placement

Distinctive Features of the Course:

This is a highly specialised course that will enable you to demonstrate to employers and potential employers your knowledge and skills relevant to working in lactation, breastfeeding support and frenulotomy services. It will provide the theoretical and evidence based theory which underpins contemporary practice and helps you to develop advanced techniques in tongue tie (ankyloglossia) management. The clinical competencies are based on an agreed framework for practice which identifies a high standard and quality of care in this area. It is suitable for professionals from a variety of settings including midwifery, health visiting, advanced neonatal nursing practice, dentistry and paediatrics.

Educational Aims of the Course:

This course aims to enable you to demonstrate delivery of safe and competent care related to the identification of tongue tie (ankyloglossia), carrying out frenulotomies and offering holistic infant feeding support for women and their babies. You will become an accountable, self-reflective and autonomous practitioner, working with a range of other professionals and within inter-professional and multiagency teams responding to the needs of women and their babies. This module is informed from policies and guidance of the Department of Health and Social Care (DH), Public Health England (PHE), and the World Health Organisation (WHO). This ensures the module meets the requirements related to quality, standards and clinical excellence required for the provision of healthcare in the 21st century. The module is underpinned by University and Faculty strategic plans and academic regulations.

Intakes:

February

Major Source of Funding:

OTHER FUNDING

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1			£
2021/2			£
2022/3			£

PSRB:

None

Course Structure:

February (Part-time)

Module	Title	Credits	Period	Type
7MI001	Advanced Clinical Skills in tongue tie (ankyloglossia) management	10	CRYRA	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Reference Points:

Academic Reference Points

- UK Quality Code for Higher Education
- Qualifications and Credit Frameworks
- University Policies and Regulations

Nursing & Midwifery Council (NMC) Reference Points

- NMC (2018) The Code: Professional Standards of Practice and Behaviour for Nurses and Midwives

General Medical Council (GMC) Reference Points

- GMC (2020) Good Medical Practice: Working with doctors, Working for patients

Wider Reference Points

- Closing the gap: priorities for essential changes in mental health (Department of Health, 2014)
- Equality Act (2010)

- NHS long-term plan (NHS England, 2019)
- NHS Interim People Plan (NHS England, 2019)
- Public Health England Strategic Plan 2020 (Public Health England, 2019)
- Public Health England Screening Committee
- https://hazelbakerinstitute.com/
- https://www.tongue-tie.org.uk/
- https://www.gov.uk/government/publications/final-report-of-the-ockenden-review/ockenden-review-summary-of-findings-conclusions-and-essential-actions
- https://www.gov.uk/government/publications/maternity-and-neonatal-services-in-east-kent-reading-the-signals-report
- https://www.cqc.org.uk/news/providers/briefing-providers-tongue-tie
- https://www.nice.org.uk/guidance/IPG149

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
UGCRED01 Meet the key competencies required for assessment of ankyloglossia and frenulotomy	
UGCRED02 Assume full responsibility and accountability for your own autonomous practice as a registered professional whilst undertaking assessment of ankyloglossia and frenulotomy	
UGCRED03 Provide care that is safe, effective and responsive to the needs of the individual, promoting and providing person-centred care	
UGCRED04 Respond constructively to changes within the political, professional and social climate in order to adapt service provision to the changing needs of women and their babies	

Teaching, Learning and Assessment:

During your course, participants will have two study days during which you will experience a range of different teaching, learning and assessment activities. Given the nature of the course, these will include formative and summative assessment tasks, online activities and case study analysis.

Teaching and Learning

The curriculum aligns with the University of Wolverhampton Learning and Teaching Strategy in enabling you to achieve your full learning potential through being empowered and inspired. The Advanced Clinical Skills in Tongue Tie (Ankyloglossia) Management curriculum is designed to be inclusive and flexible, to meet the needs of a diverse student community. You will develop and enhance ongoing skills in relation to employability, enterprise, entrepreneurship, professional practice, sustainability and global citizenship through learning that is informed by evidence based research, practice and innovation.

Your learning and teaching will be supported by our virtual learning environment (VLE) platform ‘Canvas’. Opportunities for studying with, and learning from, other health care disciplines are provided, both in university (virtually) and in the practice setting. These experiences will enable you to understand the contribution of other professionals to the care of women and their families and promote the development of team-working skills.

You will have access to specialist practitioners to enhance your experience during your study day and

bring the theory to life.

Assessment of Theory

The following information can also be found at this link https://www.wlv.ac.uk/current-students/assessment/.

This link also includes other information related to assessment, which you may find useful in your studies. We know how important assessment is to our students and we want to make sure that you have all of the information that you need so that you understand how we assess your work. Your course leader and personal tutor are useful sources of advice and guidance regarding the issues relating to assessment on your particular course. An explanation of the assessment process is provided in the student handbook, and further details are provided below.

In higher education, 'assessment' describes any process that appraises an individual's knowledge, understanding, abilities or skills. The ways in which you will be assessed at the University of Wolverhampton will:

- allow you to demonstrate that you have met the learning outcomes of your course and module;
- enable you to reflect on your performance, following timely, meaningful and useful feedback;
- encourage you to identify your strengths and weaknesses so that the level of achievement can be measured and recorded. Over the course of your studies you will be assessed in ways which will be relevant to your subject area.

You will be assessed (both formatively and summatively) using different assessment types including reflections and clinical practice.

There are two types of assessment you will encounter throughout the course:-

1. Formative (informal assessment ‘for’ learning)

Assessment activities that provide you with feedback. The marks and grades for these assessment activities do not contribute towards the module mark and grade. Formative assessment activities are useful to provide you with feedback to let you know how you are doing. Sometimes the format of a formative assessment activity will be the same as the summative assessment activity for the module, in order to prepare you and ensure that you are familiar with the summative assessment task

2. Summative (formal assessment ‘of’ learning)

Assessment activities where the mark you receive will contribute towards the final mark for your module.

Feedback / feed forward: You will receive feedback and feed forward throughout your course. At times this will relate to a particular piece of work and the mark you have been awarded for it, but it also may come in the form of more general advice and guidance from members of staff in improving the ways in which you respond to an assessment task. In both cases the feedback you are given will help you to develop your thinking and/or practice in relation to your subject area.

Feedback on assignments is given on content and analysis and also on written communication skills, referencing, structure and presentation. This is then applied as generic criteria throughout the course. Feedback is provided to you to help you develop your understanding and skills in midwifery. It is important that you read your written feedback and discuss this with your personal tutor as appropriate.

Assessment of Practice

All assessments and confirmation of proficiency are evidence based and capture student achievements across both theory and practice assessment.

The Advanced Clinical Skills in Tongue Tie (Ankyloglossia) Management Practice Assessment Document (PAD) makes up a significant part of the overall programme assessment. Continuous assessment is an integral aspect of assessment in practice and you are expected to show evidence of consistent achievement. You should engage positively in all learning opportunities, take responsibility for your own learning and know how to access support. You will work with and receive written feedback from practice

supervisors and they are required to reflect on your learning. The reflections should demonstrate your knowledge, skills and abilities in relation to the practice outcomes and include critical analysis of the evidence base for practice and an application of the current policies influencing care.

All assessments must be passed to pass the course and to demonstrate that the necessary learning outcomes have been achieved.

During the course you will be required to maintain the Advanced Clinical Skills in Tongue Tie (Ankyloglossia) Management Practice Assessment Document (PAD), which summarises your achievements in practice and provides a comprehensive record of your professional development. This will be reviewed by your personal tutor at the end of the course.

Supervisor responsibilities

The supervisor of your clinical practice has an important role in supporting and guiding you through your learning experience to ensure safe and effective learning. This includes facilitating learning opportunities including any reasonable adjustments you may need to get maximum benefit from the placement. It is the supervisor's responsibility to contribute to your assessment through the recording of regular feedback on your progress towards, and achievement of the practice outcomes.

The supervisor also plays a key role in assessing and confirming your proficiency providing assurance of your achievements and competence. They will observe you, conduct and record your achievement sin the PAD.

There are numerous elements to be assessed in practice. One or more supervisors can contribute to the assessment of some of the practice outcomes, but you should have one main supervisor who will sign off your final interview. When assessing your proficiency, supervisors will take into account the sources of evidence that underpin your knowledge and skills and the views of those receiving care. Comments should acknowledge those exceptional students who are exceeding expectations for their stage in practice or who have particularly commendable attitudes, behaviours, knowledge or skills.

Clinical Placements

You will be required to complete a clinical placement of where you are able to achieve all of you practice outcomes within the PAD (of which there are five) and undertake a minimum of 20-25 full ankyloglossia (tongue tie) assessments and frenulotomies. Clinical placements can be arranged by the University on your behalf at The Dudley Group NHS Foundation Trust (but numbers are limited) or, alternatively, you can arrange your own clinical practice placement. All placement areas must have a supervisor who undertakes Ankyloglossia assessments and frenulotomies.

You must discuss any mandatory training or other requirements with your placement prior to commencing.

The Advanced Clinical Skills in Tongue Tie (Ankyloglossia) Management course is completed at Master's Level 7 with 20 academic credits gained on completion. There is the opportunity for students who successfully complete the course to continue to gain additional level 7 credits towards a Master's degree.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General Support

Support for Students – University Library

University Library

Our Libraries combine traditional library services with IT facilities to focus on the ways students choose to study. There is a Library on each campus, and students can access library facilities on any campus regardless of the site they are based.

The University Library is a key source of academic information for students. The Library provides access to a wide range of online information sources, including eBooks, e-Journals and subject databases as well as printed material. A range of study spaces are available in each of our libraries, including social, quiet and silent areas. In addition to our day to day 'on campus' support, our online 'Ask the Library' chat service, ASSIST is staffed 24 hours a day.

The University Library also provides students with academic skills support via the Skills for Learning programme. Students can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Support is available both on campus and virtually via the VLE, and a range of online skills material is also available at: www.wlv.ac.uk/lib/skills.

The University has a centralised approach for information and support for students accessed through ASK@WLV at https://www.wlv.ac.uk/current-students/askwlv/ This service offers advice and information in relation to your study.

The Student Support and Wellbeing webpages, located below

https://www.wlv.ac.uk/current-students/student-support/student-support-and-wellbeing-ssw/ offers students advice on a variety of matters linked to their Health and Wellbeing. You can contact the SSW team to:

- discuss a disability or specific learning difficulty support
- access advice and support for a mental health condition
- access information about supporting your mental health and wellbeing
- connect with our Chaplaincy service
- seek advice on funding and financial support
- seek advice as a deaf or hearing-impaired student
- access advice and support if you are an apprentice
- access advice and support if you are a LGBT student
- find out about events and activities across our campuses

Working in Partnership with You

Completing the course is a partnership between the University, your placement provider and you. This student charter sets out what you are expected to give and what you gain by involving yourself in as much as possible. All of our support mechanisms are enshrined in the Student Charter.

https://www.wlv.ac.uk/about-us/student-charter/

Course Specific Support

Course Leader - The course leader has overall responsibility for your course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice.

Personal Tutors - You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you work towards achieving the course learning outcomes. Your personal tutor can meet with you in order to offer support, identify if you are making satisfactory

progress and to offer advice if you are at risk of withdrawal. Your personal tutor will assist you in your personal and academic development, planning and progression as well as helping you liaise with other staff and support facilities in their Faculty and the wider University. You can find out who your personal tutor is by visiting e:Vision.

Supervisor - The supervisor of your clinical practice has an important role in supporting and guiding you through your learning experience to ensure safe and effective learning. This includes facilitating learning opportunities including any reasonable adjustments you may need to get maximum benefit from the placement. It is the supervisor's responsibility to contribute to your assessment through the recording of regular feedback on your progress towards, and achievement of the practice outcomes.

The supervisor also plays a key role in assessing and confirming your proficiency providing assurance of your achievements and competence. They will observe you, conduct and record your achievement sin the PAD.

Faculty Student Enabling Tutors - The Faculty Student Enabling Tutor (FSET) liaises with the Student Support and Wellbeing (SSW) department regarding provision for specific disabilities and disseminates information from the SSW on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Employability in the Curriculum:

This course has been developed in conjunction with practice partners and service users in order to reflect the increasing and rapidly changing complex environment in which health care takes place. The educational philosophy of the Advanced Clinical Skills in Tongue Tie (Ankyloglossia) Management course aims to enhance skills such as communication skills, problem solving skills and decision-making skills alongside ensuring that students achieve the necessary practice outcomes.

The course will assist you to develop a strong professional identity and to be confident in demonstrating key employability skills such as being self-directed in your learning, having the ability to problem solve and to think critically. These are all qualities that are essential for providing expert, evidence-based care and will make you highly employable. On successful completion you will be eligible to undertake full Ankyloglossia assessments and perform frenulotomies.

Some students choose to continue with part-time studies at the University of Wolverhampton in order to enhance their careers further.