



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Skills for Midwifery Practice 1				
Module Code	UZUSTM-30-1	Level	1	Version	2
Owning Faculty	Health and Applied Sciences	Field	Maternal and Child Health		
Contributes towards	BSc (Hons) Midwifery				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2014 January 2017 (v2)		Valid to	September 2020	

CAP Approval Date	08/05/2014 15/11/2016 (v2)
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Articulate awareness and understanding of the essential skills required for the provision of holistic and safe midwifery and neonatal care, as defined in the Essential Skills Clusters: progression point 1 (NMC 2009) (Component A). 2. Demonstrate the ability to formulate plans, which respond to women’s right to holistic, inclusive, respectful and individualised care and indicate where interagency and inter-professional referral and collaboration is appropriate (Component B) 3. Appreciate and apply key transferable skills to support autonomous, diverse and multi-disciplinary practice (Components A and B) 4. Reflect upon personal performance to identify own strengths, learning and development needs and undertake measures to address these (Component B). 5. Explain the importance of respectful, professional behaviour and attitude with regard to care, compassion and dignity, whilst safeguarding the interests of the woman and her baby, her family and the wider community (Components A and B).

	<p>6. Identify questions which seek to inform midwifery practice and develop the skills of systematically locating and retrieving a variety of appropriate evidence sources to address the question (Component B).</p> <p>7. Appreciate the contribution of different research designs to informing midwifery practice (Component A and B).</p>
Syllabus Outline	<p>Module Aims: To introduce students to a range of essential core and midwifery specific skills to enable them to provide holistic and evidence-based midwifery care within the context of normal pregnancy and childbirth.</p> <p>The module syllabus is organised under the four NMC (2009) Domains:</p> <p><u>Effective Midwifery Practice</u></p> <ul style="list-style-type: none"> • Clinical skills related to normal antenatal, labour, postnatal care. • Infant feeding. • Basic assessment and examination of the newborn. • Care provision which meets the individual needs, culture and choices of women. • Partnership and multidisciplinary team working. • Basic emergency procedures to meet the health needs of women and babies. • Basic numeracy and drug administration skills in relation to normal midwifery practice. • Record keeping skills. • Evidence informed and ethical midwifery care. <p><u>Professional and Ethical Practice</u></p> <ul style="list-style-type: none"> • Professional rules, standards and guidance. • Women's individual rights, interests, preferences, beliefs and cultures. • Contemporary legal framework of midwifery. • Confidentiality and information governance. • Interprofessional and interagency working. <p><u>Developing the Individual Midwife and Others</u></p> <ul style="list-style-type: none"> • Statutory supervision of midwives. • NMC's Post Registration Education and Practice (PREP) standards. • Interprofessional networking, collaboration and communication. <p><u>Achieving Quality Care through Evaluation and Research</u></p> <ul style="list-style-type: none"> • Basic appraisal of knowledge and research evidence. • Enquiry based learning and applying evidence to practice. • Technology enhanced learning, including virtual learning environments. • Basic audit of practice to benefit women, babies and their families. • Lifelong learning and reflective skills.
Contact Hours	<p>Contact hours: 72 hours in UWE</p> <p>Contact time includes simulation and clinical skills, master-classes and workshops, placement learning, tutorials, on-line activities</p>
Teaching and Learning Methods	<p>Scheduled learning This module utilises enquiry based learning (EBL) as the primary learning and teaching strategy. EBL offers a unique opportunity to place the woman, her baby and family at the centre of learning. By presenting the students with the task of working as part of a group to unravel and explore practice events and to present findings, EBL supports the student to begin to appreciate and develop the skills required for effective midwifery practice. The process of EBL encourages students to</p>

engage in the selection and retrieval of evidence and allows supported exploration of the evidence selected through small group tutorials. Enquiries will be supported by:

- Workshops and master classes
- Simulation
- Presentations
- Group work
- Small group tutorials
- Formative peer and self-assessment
- Inter-professional learning activities

Independent learning

- Directed reading
- Locating and researching information
- Technology Enhanced Learning activities
- Preparation for formative and summative assessment

Placement learning:

- Direct hands on care of women and their babies under the supervision of a mentor

Key Information Sets Information

Key Information Set - Module data				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	78	150	300



Assessment

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	50%
Practical exam assessment percentage	50%
	100%

Reading Strategy

All students are encouraged to make use of the extensive resources provided by the Library and to which they are introduced at the start of the programme.

Formal opportunities for students to enhance their library and information skills are provided through contact time during co-requisite Level 1 modules. Additional support is available through the study skills section of the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.

Blackboard

This module is supported by Blackboard where students will be able to find all necessary module information.

Core Reading

Set texts for this module are detailed below. All core texts are available electronically either online or as an e-book via UWE Library pages. Other required reading will be

	<p>indicated electronically via Blackboard.</p> <p>Aveyard, H. and Sharp, P. (2013) <i>A Beginner's Guide to Evidence-Based Practice in Health and Social Care</i> [online]. 2nd ed. Maidenhead: Open University Press. [Accessed 10 March 2014].</p> <p>Baston, H. and Durward, H. (2010) <i>Examination of the Newborn: A Practical Guide</i> [online]. 2nd ed. London: Routledge. [Accessed 10 March 2014].</p> <p>Edwins, J. (2008) <i>Community Midwifery Practice</i> [online]. Oxford: Blackwell Publishing. [Accessed 10 March 2014].</p> <p>Johnston, R. and Taylor, W. (2010) <i>Skills for Midwifery Practice</i> [online]. 3rd ed. Edinburgh: Churchill Livingstone. [Accessed 10 March 2014].</p>
Indicative Reading List	<p>Indicative Reading List</p> <p>Books</p> <p>Chapman, Vicky and Charles, C. (2013) <i>The Midwife's Labour and Birth Handbook</i> [online]. Oxford: Wiley-Blackwell. [Accessed 10 March 2014].</p> <p>Downie, G., Mackenzie, J. and Williams, A. (2010) <i>Calculating Drug Doses Safely: A Handbook for Nurses and Midwives</i> [online]. London: Churchill Livingstone. [Accessed 10 March 2014].</p> <p>England, C. and Morgan, R. (2012) <i>Communication Skills for Midwives: Challenges in Everyday Practice</i> [online]. Maidenhead: Open University Press. [Accessed 10 March 2014].</p> <p>Fraser, D.M. and Cooper, M. A. eds. (2009) <i>Myles Textbook for Midwives</i> [online]. 15th ed. Edinburgh: Churchill Livingstone. [Accessed 10 March 2014].</p> <p>Jacob, S. and Lavender, T. (2008) <i>An Essential Guide for Student Midwives: Preparing for Professional Practice</i>. London: Quay Books.</p> <p>Johns, C. (2013) <i>Becoming a Reflective Practitioner</i> [online]. 4th ed. Chichester: Wiley-Blackwell. [Accessed 10 March 2014].</p> <p>MacDonald, S. and Magill-Cuerden, J. eds. (2011) <i>Mayes Midwifery: A Textbook for Midwives</i> [online]. 14th ed. London: Bailliere Tindall. [Accessed 10 March 2014].</p> <p>Nursing and Midwifery Council. (2012) <i>Midwives Rules and Standards</i> [online]. London: NMC. [Accessed 12 January 2014].</p> <p>Nursing and Midwifery Council. (2008) <i>The Code: Standards of Conduct, Performance and Ethics for Nurses and Midwives</i>. London: NMC. [online] [Accessed 12 January 2014].</p> <p>Pollard, M. (2012) <i>Evidence-Based Care for Breastfeeding Mothers: A resource for Midwives and Allied Healthcare Professionals</i> [online]. London: Routledge</p> <p>Stables, D. & Rankin, J. (2010) <i>Physiology in Childbearing: with Anatomy and related Biosciences</i> [online]. 3rd ed. Edinburgh: Baillière Tindall. [Accessed 10 March 2014].</p> <p>Journals (these can be accessed via the library catalogue)</p> <p>Birth British Journal of Midwifery British Journal of Obstetrics and Gynaecology British Medical Journal Journal of Neonatal Nursing</p>

	Journal of Perinatal and Neonatal Nursing Journal of Advanced Nursing Midwifery Midwifery Today Paediatric Nursing The Practising Midwife
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Part 3: Assessment	
Assessment Strategy	<p>Formative assessment: Opportunities will be provided throughout the module for students to demonstrate their emerging skills (with the aid of simulators, mannequins and relevant equipment) in relation to a range of essential core and midwifery specific skills.</p> <p>Students will undertake a workbook, using a technology enhanced format to develop an understanding of the significance and value of evidence based practice for midwifery and of different research designs.</p> <p>Self and peer assessments will be essential in assisting students to identify their learning needs.</p> <p>Summative Assessment: This assessment will test the student's ability to demonstrate core midwifery and transferable skills. This will include dignity and respect, communication, decision making, care planning and reflective practice (particular reference will be made to supporting the student to achieve the NMC (2009) essential skills clusters to the first progression point).</p> <p>Component A</p> <p><u>Objective Structured Clinical Examination (OSCEs)</u></p> <p>Objective Structured Clinical Examination undertaken with the aid of equipment required for the simulation. Students will be given a trigger scenario which will enable them to be observed demonstrating the application of essential core, midwifery and transferrable skills at Level 1.</p> <p>Component B</p> <p><u>Timed supporting report and subsequent care plan (45 minutes)</u></p> <p>Following the OSCE students will write a report documenting their actions and providing supporting evidence for the actions taken and decisions made. Students will also provide a written holistic, evidence based care plan for the woman and / or the baby concerned. Within this consideration should be given to any future follow up care that will support and promote the long term health and wellbeing of those involved.</p> <p>Module attendance</p> <p>It is anticipated that students are present for 100% of the module. Attendance will be monitored in order to meet the requirement for pre-registration midwifery education and non-attendance will be managed through the professional suitability policy. If any sessions are missed students will need to provide evidence that the learning outcomes have been achieved. Non-attendance of any mandatory sessions will result in a delay in the next practice placement.</p>

Identify final assessment component and element	Component A
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		A:	B:
% weighting between components A and B (Standard modules only)		50%	50%
First Sit			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
1. OSCE (30 minutes)		100%	
Component B Description of each element		Element weighting (as % of component)	
1. Timed supporting report and subsequent care plan (45 minutes)		100%	

Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
1. OSCE (30 minutes)		100%	
Component B Description of each element		Element weighting (as % of component)	
1. Timed supporting report and subsequent care plan (45 minutes)		100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.			

FOR OFFICE USE ONLY

First CAP Approval Date	08/05/2014		
Revision CAP Approval Date	15/11/2016	Version	2
Link to RIA 11819			