

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Skills for Midwifery Practice 2				
Module Code	UZUSTP-30-2	Level	2	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	01/09/2014 01/01/2017 (v2)		Valid to	01/09/2020	

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. Critically appraise research methodology and methods and service evaluation approaches. (Component A and B). 2. Interpret and apply the findings of research and identify how the best available evidence can inform changes in practice and services. (Component A and B). 3. Apply the key transferable skills necessary for autonomous and inter-professional midwifery practice, including advocacy, in response to the needs of high risk women and their babies, incorporating personal agency and respectful, professional behaviour and decision making (Component A and B). 4. Demonstrate a critical understanding of care planning, to include partnership approaches and collaborative working, which responds to womens' rights to information and to holistic, inclusive, respectful and individualised care (Component A and B). 5. Articulate awareness and understanding of the essential skills required for the provision of safe and holistic midwifery and neonatal care, working towards achievement of the Essential Skills Clusters: progression point 2 (entry to the register) (NMC 2009) (Component A and B).

	<p>6. Confidently articulate the skills, attitudes, values and beliefs required when acquiring, explaining or sharing sensitive information, ensuring that respect, compassion, dignity and professionalism is evident (Component A and B).</p> <p>7. Identify personal strengths and development needs in relation to providing woman centred, holistic care in complex situations and, utilising personal reflection; formulate an action plan to meet these needs (Component A and B).</p>
Syllabus Outline	<p>The module syllabus is organised under the four Nursing & Midwifery Council (2009) Domains:</p> <ul style="list-style-type: none"> • Clinical midwifery skills to include: suturing, cannulation, skills drills, theatre skills, infant feeding • Simulation to develop core midwifery skills, team work, communication, assessment, decision making and multidisciplinary team working • Numeracy skills, in relation to medicines required for complex midwifery care • Applying key pharmacological principles and legislation to the supply and administration of medicines, including controlled drugs, potentially hazardous medicines and blood products • Managing medicine administration and demonstrate an awareness of risk management in this area • Information governance • Scope of practice in complex clinical scenarios <ul style="list-style-type: none"> • Lifelong learning • Action planning for self and others • Peer assessment • Reflexive practice • Portfolio development • Inter-professional working • Emotional intelligence • Assertiveness and advocacy <ul style="list-style-type: none"> • Building clinical questions • Advanced searching strategies • Critical appraisal • Evidence base midwifery • Research methods • Research methodology
Contact Hours	<p>Contact hours: 72 hours</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>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. This module offers students the opportunity to develop further the skills of collaboration, communication and leadership through EBL tasks undertaken. EBL continues to support the student to adopt a more discerning approach to evidence selection, evaluation and application through supported small group tutorials.</p> <p>Scheduled learning</p> <ul style="list-style-type: none"> • Workshops and master classes • 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 (TEL) 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				
<i>Number of credits for this module</i>				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		50%
Coursework assessment percentage		
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 develop their library and information skills are provided within the induction period and throughout the co-requisite Level 2 modules. 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.

Further Reading

Further reading is advisable for this module examples of which will be detailed in the module handbook and electronically via Blackboard. A current list of textbooks and other publications will be provided in the module guide. All students are encouraged to explore at least one of the suggested titles which are held in the library. Students are also encouraged to explore relevant literature as prompted by practice triggers and it is expected that evidence of further reading will be reflected in discussions with the sign-off mentor and during the assessment of practice

Indicative Reading List

Blann A (2007) *Routine Blood Results Explained* [online]. Cumbria: M&K publishing. [Accessed 10 March 2014].

Chandrabaran, E. and Sabaratnam, A. (eds.) (2013) *Obstetric and Intrapartum Emergencies* [online]. Cambridge: Cambridge University Press. [Accessed 10 March 2014].

Johanson, R. Cox, C. Grady, K. and Howell, C. (2007) *Managing Obstetric Emergencies and Trauma MOET Course Manual*. London: RCOG.

Rennie, J and Kendall, G. (2013) *A Manual of Neonatal Intensive Care* 5th ed. London: Edward Arnold.

Warren, R and Sabaratnam, A. eds. (2009) *Best Practice in Labour and Delivery*. Cambridge: Cambridge University Press.

Draycott, T., Winter, C. Crofts, J. Laxton, S. and Barnfield, S. eds (2012) *Practical Obstetric Multi-professional Training, PROMPT course manual* 2nd ed. London: RCOG.

Part 3: Assessment

Assessment Strategy	<p>Component A</p> <p>Practical Examination (30 minutes): Students will be given a case to respond to which is related to complex care. Scenarios chosen will complement practice experiences during year 2 of the Programme. Students will be expected to articulate knowledge and application of evidence based practice, medicines management, midwifery skills and care pathways that support positive health and wellbeing outcomes in acute, high risk situations.</p> <p>Component B</p> <p>Timed supporting report and subsequent care plan (45 minutes): Following the practical examination, students will write a report documenting their actions with supporting evidence for the actions taken and decisions made. Students will also provide a subsequent care plan for the woman and/or baby to include elements of essential clinical surveillance and emotional support. Consideration should be given to any future follow up activities that may promote long term health and well-being and adaptation to parenthood. Referral on this component will require resit using a written scenario as the prompt to writing the report and care plan.</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>
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Identify final assessment component and element	Component A	
% weighting between component A & B (Standard modules only)	A: 50%	B: 50%
First Sit		

Component A (controlled conditions)	Element weighting (as % of component)
1. Practical exam (30 minutes)	100%
Component B (controlled conditions)	Element weighting (as % of component)
2. Timed supporting report and subsequent care plan (45 minutes)	100%
Resit (further attendance at taught classes is not required)	
Component A (controlled conditions)	Element weighting (as % of component)
1. Practical exam (30 minutes)	100%
Component B (controlled conditions)	Element weighting (as % of component)
2. 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.	

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