



Module Specification

The Context of Midwifery Practice 4

Version: 2023-24, v2.0, 10 Jul 2023

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	4
Part 4: Assessment.....	6
Part 5: Contributes towards	8

Part 1: Information

Module title: The Context of Midwifery Practice 4

Module code: UZUY9C-15-2

Level: Level 5

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Health & Applied Sciences

Department: HAS School of Health and Social Wellbeing

Partner institutions: None

Field: Maternal and Child Health

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module will focus on promoting excellence in midwifery practice through developing knowledge and understanding of the role of the midwife as a colleague, scholar and leader. It will enable students to advance as practitioners as they demonstrate sound understanding of the impact of midwifery leadership in local, national and global contexts. Throughout the module, students will develop strategies and advance skills that contribute to safe, effective and inclusive midwifery practice. There will be a focus on the development of knowledge, understanding and

skills related to avoiding harm through reporting and learning from near misses, critical incidents, major incidents and serious adverse events. Principles related to team working including human factors, problem solving and the significance of team reflection as a means of enhancing practice and promoting positive outcomes will be explored. Students will explore and apply varied types of evidence and research methodologies to real life contexts. As their skills related to evaluation and appraisal advance, the module will provide opportunities for students to engage with increasingly complex debates regarding ethical decision making and the application of evidence-based midwifery practice.

Features: Not applicable

Educational aims: This module aligns to NMC (2019) Standards of Proficiency for Midwives Domain 5 and the outcomes/skills related to this, but progresses knowledge, skills and values associated with NMC (2019) key themes that run throughout all Domains.

Outline syllabus: There is a particular focus on developing the following knowledge, skills and values:

Promoting positive outcomes and continuous improvement through research and quality improvement methodologies/methods and quality improvement proposals/plans

Promotion of inclusive approaches to care and improvements in practice

Big data, inferential statistics and the evaluation of statistical data

Planning quality improvement, implementing change at individual, group and service level and the challenges and enablers to this

Epistemology and hierarchies of knowledge

The midwifery contribution to knowledge base for excellence in practice and policy

Reflective practice as individuals and within teams/sharing feedback and learning

Global research and scholarship in midwifery

Avoiding harm through reporting and learning from near misses, critical incidents, major incidents and serious adverse events.

Team working human factors, problem solving and the significance team reflection as a means of enhancing practice and promoting positive outcomes will be explored

Sustainable health care

Emotional work in midwifery

The development of key graduate skills

Lifelong learning and professional development in self and others

Part 3: Teaching and learning methods

Teaching and learning methods: 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 her family at the centre of learning. By presenting the students with holistic practice events to unravel and explore, EBL supports the student to appreciate the context in which practice occurs and to develop the requisite knowledge and values necessary for safe, effective and enriching midwifery practice. The process of EBL encourages students to work collaboratively to share knowledge and seek solutions, to discuss their experiences against evidence they have located, supported by tutors, thus enhancing the application of theory to practice and developing reflective capability and other transferable graduate skills.

This module will utilise the following scheduled learning opportunities:

Enquiry based learning

Lectures

Seminars

Workshops

Presentations

Group work and reflective discussions

Small group tutorials

Digital technology

Tutor and peer feedback

Students will be supported by the module lead, module team and Academic Personal Tutors. Additional support can be accessed through the library, subject librarians and online resources.

Self-directed learning activities/workshops developed by the library for increasing information literacy, which include, sourcing and accessing information and evidence, statistical data, and critical writing skills will further support the teaching and learning for this module.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Employ skills of critical appraisal, analysis and evaluation of contemporary evidence to systematically identify, formulate and justify quality improvement initiatives to develop inclusive midwifery practice and service provision

MO2 Critically evaluate the contribution of midwives to promoting excellence in practice, through leadership, advocacy and evidence-based practice

MO3 Advocate for change and quality improvement, demonstrating detailed understanding of related principles, methodology and processes required to implement changes that benefit women, their families and midwives

MO4 Critically appraise evidence, principles, factors and behaviours which support effective individual and team practice to improve safety and avoid harm in the context of near misses, critical incidents, major incidents and serious adverse events

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/E60855A7-E85B-59AA-817B-5161792299C8.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/E60855A7-E85B-59AA-817B-5161792299C8.html?lang=en-GB&login=1>

Part 4: Assessment

Assessment strategy: This assessment assigns students with the responsibility for planning, developing and presenting a quality improvement plan. This plan will enable the development of skills related to critical review and application of evidence to practice with an overarching aim of motivating change and promoting excellence. Work that students undertake through enquiries explored during the module will directly contribute to the output assessed.

Formative assessment: during module enquiry-based learning approaches students will have the opportunity to discuss and reflect upon a range of quality improvement methodologies and areas of midwifery practice where quality improvement initiatives would enhance positive outcome for women, their families and members of maternity service teams. Feedback from tutors and peers on critical appraisal knowledge, skills

and critical reflection on the application of evidence to real life situations in practice, will be provided through small group and enquiry output sessions. In addition, during the planning and draft phase of assessment students will be encouraged to engage in a peer review process of other students' draft quality improvement plan. This will be supported by a structured feedback template. This will provide an opportunity for students to review, reflect and feedback to others on the plans of their peers, which could be used to feed forward to enhance their own plans before the summative assessment point.

There are two summative assessment tasks:

1. Quality improvement plan.
2. Assessment of engagement with supporting EBL cycles as evidenced through participation via the VLE.

Assessment tasks:

Written Assignment (First Sit)

Description: A Quality improvement plan (Maximum 2000 words)

Weighting: 90 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Reflective Piece (First Sit)

Description: Student engagement

Weighting: 10 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment (Resit)

Description: A Quality improvement plan (Maximum 2000 words)

Weighting: 90 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Reflective Piece (Resit)

Description: Student engagement

Weighting: 10 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Midwifery [Glenside] BSc (Hons) 2022-23

Midwifery (Blended Learning) [Glenside] BSc (Hons) 2022-23

Midwifery {Apprenticeship-UWE} [Sep][FT][Glenside][4yrs] BSc (Hons) 2021-22