



## **Module Specification**

### **The Context of Practicing Midwifery 3**

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## Part 1: Information

**Module title:** The Context of Practicing Midwifery 3

**Module code:** UZUYK5-15-2

**Level:** Level 5

**For implementation from:** 2025-26

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**College:** College of Health, Science & Society

**School:** CHSS 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 advance students' knowledge and develop their ability to critically explore and debate the context of midwifery practice at local, national and international levels. Through offering opportunity to evaluate and debate principles of professionalism, ethical practice, cultural awareness and evidence-based practice students will be supported to develop their ability to critically reflect on their own and others' practice, their evolving professional identity and challenges associated with this. Students will critically explore factors which affect women's lives and

engagement with services including the way in which service configuration, team working, and professional approaches can positively impact on women's health and wellbeing.

**Features:** Not applicable

**Educational aims:** This module aligns to NMC (2019) Standards of Proficiency for Midwives Domain 1 and 2 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 particular focus on the development of knowledge, skills and values in the following:

Accountability

Justice, equality and respect for human rights

Evidence-based practice

Legal, regulatory, ethical frameworks for practice

Communication and relationship building, partnership working and advocacy

Historical and social developments, including trends and the global context of health and healthcare provision

Factors that affect decision making including human factors, unconscious bias and reflective practice

The application of record keeping and data protection

The application of compassionate person-centred care

The midwife/mother relationship

Factors which affect engagement with services and models of care

Emotional work in midwifery

Personal responsibility for health and fitness to practice

Advancing study skills, skills for evaluation and group debate and digital literacy

Barriers and challenges that affect service provision, including continuity of care and carer

### **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 acquire the foundation knowledge and values necessary for safe, effective and enriching midwifery practice. Supported by tutors, the process of EBL encourages students to work collaboratively to share knowledge and seek solutions. Through discussing experiences against evidence located, EBL enhances the application of theory to practice whilst developing students' 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

Small group tutorials

Digital technology

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.

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

**MO1** Interdisciplinary team supports midwives to negotiate ethical and legal dilemmas and influence socio-political and health agendas within contemporary practice

**MO2** Demonstrate knowledge and critical understanding of the evidence base which supports models of care that attend to the human rights of women and newborn infants, reduces health inequalities and improves outcomes

**MO3** Evaluate and apply a wide range of evidence to develop structured arguments that inform professional debate and critical discussion

**MO4** Identify personal strengths and development needs in relation to participating in effective partnership approaches and collaborative team working, utilising personal and group reflection to formulate action plans to meet these needs

**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/7860520C-621C-BA78-B189-23B1C1B18426.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/7860520C-621C-BA78-B189-23B1C1B18426.html?lang=en-GB&login=1>

## Part 4: Assessment

**Assessment strategy:** This assessment gives students the responsibility for planning, developing and presenting, for professional discussion, a contemporary topic relevant to the module. This will enable the progression of communication skills, confidence and collaborative team working. This assessment is designed to enhance students' ability to utilise evidence to underpin formal discussion and their confidence to be challenged, and to challenge others, in a professional manner.

Formative assessment:

The student led pedagogy which utilises an enquiry-based learning approach will ensure that students receive feedback for the output produced in learning sets in preparation for their summative assessment. Throughout the module students will have multiple opportunities to test their knowledge and practice formal discussion approaches.

There are two summative assessment tasks:

1. A \*group presentation with critical questioning (5 minutes per student plus 10 minutes critical questioning), supported by a collaborative annotated reading list.

\*There may be situations where a group consists of one student.

2. Evaluation of engagement

**Assessment tasks:**

**Presentation (First Sit)**

Description: Group presentation with critical questioning

Weighting: 80 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO1, MO2, MO3, MO4

**Report (First Sit)**

Description: Evaluation of engagement

Weighting: 20 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO3, MO4

**Presentation (Resit)**

Description: Group presentation with critical questioning

Weighting: 80 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO1, MO2, MO3, MO4

**Report (Resit)**

Description: Evaluation of engagement

Weighting: 20 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO3, MO4

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Midwifery {Apprenticeship-UWE} [Glenside] BSc (Hons) 2023-24

