



Module Specification

Applied Holistic Midwifery Practice 5

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Part 1: Information

Module title: Applied Holistic Midwifery Practice 5

Module code: UZUYK7-30-3

Level: Level 6

For implementation from: 2025-26

UWE credit rating: 30

ECTS credit rating: 15

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: The module will extend students' skills to include leading and co-ordinating universal care for women and their newborn infants across all settings and within all models of care, to include continuity of carer. Students will consolidate their critical understanding of the significance of midwives understanding their role and scope and working in partnership with women and in interdisciplinary and multiagency teams as a means of optimising seamless care and positive outcomes, and in anticipating and preventing complications. Through critical evaluation and the

synthesis of best available evidence, theoretical frameworks, policy drivers, service models and underpinning clinical and biological knowledge, students will secure their ability to provide, and advocate for, healthy futures for women, newborn infants, wider families and society locally, nationally and internationally. Students will make the connections required to ensure they provide culturally sensitive, safe, enriching and empowering personalised care across the life course.

Features: Not applicable

Educational aims: This module aligns to NMC (2019) Standards of Proficiency for Midwives Domains 2 and 3 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 further development, and consolidation, of knowledge, skills and values related to:

Accountability and responsibility as an autonomous, registered midwife.

Justice, equality and respect for human rights within legal, regulatory and ethical frameworks for practice

Communication and relationship building, team and partnership working, leadership and advocacy

Historical, political and social developments and trends and the global context of health and healthcare provision and barriers and challenges that affect service provision and service models

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

Advancing skills for critical evaluation and synthesis of different forms of research, data, theoretical frameworks and principles in public health and personalised care contexts

Approaches to care that safeguard psychological, spiritual and cultural needs of women and their newborn infants and which promote physiological processes and positive outcomes

Anatomy, physiology, genetics, genomics and epigenetics related to adolescent girls, women and newborn infants across the childbirth continuum

Infant feeding, including epigenetics, attachment relationships and responsive parenting

The systematic assessment of the newborn infant to include:

neurological examination for the identification of congenital abnormalities, neuro-behavioural reflexes, assessment of cardiovascular function, examination of the newborn hips, musculo-skeletal system, assessment of respiratory function, examination of the eyes and other sensory organs, palpation of the abdomen, reproductive system, teaching and support of parents; health education; ethico-legal issues, accountability and responsibility; applied research studies

Theories and activities related to public health, health promotion and health protection

Pharmacology and the principles of medicines management

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

The consolidation of key graduate skills

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. 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

Clinical skills sessions

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 Critically analyse, evaluate and synthesise best available evidence, theoretical frameworks, policy drivers, service models and underpinning clinical and biological knowledge to provide, and advocate for healthy futures for women, newborn infants, wider families and societies

MO2 Critically evaluate and apply graduate skills and the principles of professional accountability, responsibility, leadership, cultural competence, empowerment and advocacy across midwifery led settings and within different models of care to optimise seamless care and positive outcomes for women and their newborn infants

MO3 Critically evaluate critically the examination of the newborn as a screening programme and health education opportunity

MO4 Demonstrate knowledge and skills required to competently perform by simulation an accurate assessment of the newborn, including the ability to communicate effectively and make and justify appropriate referrals

MO5 Effectively undertake personal and group reflection to identify personal and quality improvement needs and formulate action plans to meet these needs

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/BD1C1829-FD8C-62DE-41B1-A68D35788EDD.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/BD1C1829-FD8C-62DE-41B1-A68D35788EDD.html?lang=en-GB&login=1>

Part 4: Assessment

Assessment strategy: This assessment enables the student to demonstrate practical application of theory learned during the module. Self-directed learning undertaken during the course of the module, as part of enquiry-based learning, will enable the consolidation of self-regulation, creative and critical thinking skills that can also be applied to the assessment. Work that students undertake through enquiries explored during the module will directly contribute to the output assessed.

Formative assessment:

Students will explore, within enquiries linked to the module, documents, policies, reports or research that link to the content of the summative assessment. This will ensure that students receive feedback for the output produced in learning sets in preparation for their summative assessment. In addition, students will have the opportunity to practice simulated systematic newborn health assessment in preparation for their summative assessment.

Summative assessment:

Assessment 1: 30 minute simulated systematic newborn health assessment OSCE

Assessment 2: Maximum 1500 word case study demonstrating knowledge, critical understanding and professional values and responsibilities associated with undertaking a systematic newborn health assessment

Assessment tasks:

Practical Skills Assessment (First Sit)

Description: 30 minute OSCE

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Case Study (First Sit)

Description: Case study (maximum 1500 words)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO5

Practical Skills Assessment (Resit)

Description: 30 minute OSCE

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Case Study (Resit)

Description: Case study (maximum 1500 words)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO5

Part 5: Contributes towards

This module contributes towards the following programmes of study:

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