



## **Module Specification**

### **Holistic Midwifery Practice 1**

Version: 2024-25, v2.0, 24 Jul 2024

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## Part 1: Information

**Module title:** Holistic Midwifery Practice 1

**Module code:** UZUY95-30-1

**Level:** Level 4

**For implementation from:** 2024-25

**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 introduce students to the key concepts, principles and models related to working in partnership with women to optimise positive outcomes and to anticipate and prevent complications through safe, personalised midwifery care. Students will explore the homogeneity and diversity of women's lived experiences, the resources and opportunities available to them, as well as the care and support midwives provide to all childbearing women, their newborn infants and families and the impact this has across the life course. Within the module, students

will investigate the scope midwives have in enhancing population health, in addition to their role in promoting health and wellbeing for individual women, their newborn infants and families. Students will develop and apply a sound foundation knowledge base of anatomy, physiology, genetics, genomics and medicines related to the sexual and reproductive health of adolescent girls and women, fetal development, neonatal adaptation and infant feeding.

**Features:** Not applicable

**Educational aims:** This module aligns to NMC (2019) Standards of Proficiency for Midwives Domain 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 introduction to:

The role and scope of the midwife in leading and co-ordinating universal care for women and newborn infants, as an autonomous practitioner and within multidisciplinary and multiagency teams

Physiological, psychological, spiritual and cultural needs of women and their newborn infants

Approaches to care that promote physiological processes and positive outcomes, to include preparation for birth and parenthood

Anatomy, physiology, genetics and epigenetics related to adolescent girls and women across the childbirth continuum, to include adaptation to pregnancy, birth and the puerperium, the reproductive system for adolescent boys and men, conception, fetal growth and development, the newborn infant and very early child development

Infant feeding, including epigenetics, attachment relationships and responsive parenting

Epidemiological principles and the use of evidence and data in public health and personalised care contexts

Concepts and determinants of health, to include health literacy and health inequalities

Theories and activities related to public health, health promotion and health protection, including sexual and reproductive health and contraception

Pharmacology and the principles of medicines management

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

The development of key graduate skills, to include skills and values related to evidence-based practice

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 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

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** Demonstrate knowledge and understanding of the homogeneity and diversity of women's lives and circumstances, how these impacts on their experiences and health outcomes, and mechanisms to ensure care is personalised, inclusive and reduces inequalities

**MO2** Demonstrate knowledge and understanding of normal anatomy, physiology and epigenetics across the lifespan as it relates to the childbearing continuum and early childhood development, and apply this knowledge to planning, implementing and evaluating midwifery led care

**MO3** Articulate the importance of professional identity and the midwife's scope of practice when working in partnership with women and multi-disciplinary/ multi-agency teams to optimise positive, safe, physiological outcomes

**MO4** Explain the different mechanisms through which the health and wellbeing of women, their newborns, families and the wider community are promoted, protected and safeguarded and apply these to the activities of the midwife

**MO5** Explain the different mechanisms through which the health and wellbeing of women, their newborns, families and the wider community are promoted, protected and safeguarded and apply these to the activities of the midwife

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 0

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://readinglists.uwe.ac.uk) via the following link

<https://rl.talis.com/3/uwe/lists/ACDAD5FF-F4A7-13AF-3484-BE15A786EF4B.html?lang=en-GB&login=1>

## **Part 4: Assessment**

**Assessment strategy:** This assessment gives students the responsibility for planning, developing and presenting their own learning on a topic relevant to the module. This will enable the development of self-regulation, creative and critical thinking skills. 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.

There is one summative assessment: Maximum 20-minute digital presentation

**Assessment tasks:**

**Presentation (First Sit)**

Description: Maximum 20 minute digital presentation

Weighting: 100 %

Final assessment: Yes

Group work: No

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

**Presentation (Resit)**

Description: Maximum 20 minute digital presentation

Weighting: 100 %

Final assessment: Yes

Group work: No

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

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Midwifery (Blended Learning) [Glenside] BSc (Hons) 2024-25

Midwifery [Glenside] BSc (Hons) 2024-25