



Module Specification

Applied Holistic Midwifery Practice 3

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Part 1: Information

Module title: Applied Holistic Midwifery Practice 3

Module code: UZUYK3-30-2

Level: Level 5

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 broaden student's understanding of the significance of midwives working in partnership with women as a means of optimising positive outcomes and anticipating and preventing complications through safe, personalised midwifery care. Through critical appraisal and interpretation of current evidence, theoretical frameworks and policy drivers, students will explore the potential impact on healthy futures of women, their families and societies, as well as the challenges in developing and implementing public health, health promotion and health protection

programmes and strategies. Building on previously acquired knowledge, students will extend their understanding of anatomy, physiology, genetics, and genomics and sexual and reproductive health, whilst exploring how midwifery knowledge and evidence informed practice secures the midwife's role in promoting physiological process, reducing interventions, anticipating and preventing complications, providing culturally sensitive individualised care and improving outcomes for all women and their newborn infants. Knowledge and understanding related to medicines will extend to recognising the positive and adverse effects of medicines used across the childbearing continuum.

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 the further development of knowledge, skills and values related to:

Developing skills for critical analysis and evaluation 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

Factors which affect women's health and wellbeing

Infant feeding, including epigenetics, attachment relationships and responsive

parenting

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 continued development of 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 and masterclasses facilitated by expert academic and public health practitioners

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 the ethical, legal and professional issues related to mechanisms through which the health and wellbeing of women, their newborn infants, families and the wider community are promoted, protected and safeguarded and apply these to the activities of the midwife

MO2 Demonstrate critical understanding of public health and health promotion interventions across the childbearing continuum, including how these activities are experienced by women, their families and society

MO3 Evidence a sound knowledge base and critical understanding of anatomy, physiology and epigenetics across the lifespan as it relates to the childbearing continuum and early childhood development and apply this to practice to optimise positive outcomes, and anticipate and prevent complications

MO4 Critically appraise research methodology and methods, interpret and apply the findings of research to identify how the best available evidence can inform care and develop health interventions and service provision

MO5 Critically analyse the potential impact of the midwife in enhancing health at an individual and a population level, the resources required, and the challenges encountered in realising ambitions

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://rl.talis.com/3/uwe/lists/65393521-780E-4F7C-B672-17C6351FC4ED.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/65393521-780E-4F7C-B672-17C6351FC4ED.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 assessment task;

Maximum 3000 word case study OR a maximum 3000 word teaching plan plus an evidence based rationale.

Assessment tasks:

Written Assignment (First Sit)

Description: Maximum 3000 word case study OR a maximum 3000 word teaching plan plus an evidence based rationale

Weighting: 100 %

Final assessment: Yes

Group work: No

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

Written Assignment (Resit)

Description: Maximum 3000 word case study OR a maximum 3000 word teaching plan plus an evidence based rationale

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:

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