



University of the
West of England

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Holistic Midwifery Practice 3				
Module Code	UZUSTH-30-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Maternal and Child Health		
Contributes towards	BSc (Hons) Midwifery				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01/09/2014		Valid to	01/09/2020	

CAP Approval Date	08/05/14
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate how leadership within midwifery can promote holistic care for women and their families, quality midwifery practice and service development in women's health (Component A) 2. Demonstrate comprehensive understanding of the role of the midwife in leading care in a variety of settings and within a multi-professional team. (Component A) 3. Critically debate contemporary midwifery practice and service provision within the context of legal, ethical and professional regulation. (Component A) 4. Appraise the skills, values and professional attributes for midwifery practice and how these can inform professional identity and enhance women centred holistic care. (Component A) 5. Reflect on personal development needs for autonomous practice, future clinical mentorship roles and the management/supervision of others, identifying learning opportunities for self and for others. (Component A) 6. Evaluate how research evidence gets translated into practice and debate barriers to changing practice (Component A)
Syllabus Outline	The framework for this module is orientated around the 4 domains of the NMC

Standards for Pre-registration Midwifery Education (2009):

Effective Midwifery Practice:

- Consolidating clinical midwifery skills and advancing knowledge of related anatomy and physiology, to include: suturing, cannulation, skills drills within community setting, infant feeding, counselling skills, health promotion techniques, antenatal screening.
- Role of the midwife in public health and health promotion including: mental health, obesity, teenage pregnancy, domestic violence.
- Caring for and supporting women with complex social needs
- Simulation to consolidate core midwifery skills, team work and leadership, communication, assessment, decision making and multidisciplinary team working
- Numeracy skills, in relation to medicines required for midwifery care
- Consolidating knowledge of pharmacological principles and legislation to the supply and administration of medicines, including controlled drugs, potentially hazardous medicines and blood products
- Risk management and professional accountability relating to medicines
- Antenatal screening and genetics
- Organisational structure and culture of the birth environment
- Leadership and management theory
- The role of the midwife in delivering quality care and innovative service improvement
- Change management
- Clinical Governance
- Patient safety and risk management
- Socio economic and political influences on decisions affecting maternity and health care provision
- Specialist roles in midwifery – developing leadership in midwifery
- Developing and delivering client-centred services

Professional and Ethical Practice:


- Professional identity, voice and impact
- Role modelling of professional values and compassionate care
- Ethical principles/ethical frameworks
- Professional ethics, moral decision making and ethical care
- Professional accountability, responsibility and the law
- Midwifery supervision and leadership
- Recognising, challenging poor practice and escalating concerns
- Leading and working in partnership and teams (including women and their families as partners)

Developing the Individual Midwife and Others:

- Peer assessment
- Reflexive practice
- Action planning for professional development & portfolio
- Self-regulation
- Prioritising, co-ordinating and delegating in clinical practice
- Project management and problem solving
- Assertiveness, confidence and advocacy in practice
- Managing conflict
- Teaching & facilitating learning in practice (Peer Assisted Learning, Mentorship)
- Employability
- Skills for autonomous practice

Achieving quality care through evaluation and research:

- Advanced Information retrieval and data management
- User involvement, Audits & Service evaluation informing practice

	<ul style="list-style-type: none"> • Barriers to implementing evidence in practice • Professional responsibilities in leading high quality care • Midwifery led research 																				
Contact Hours	<p>Contact hours: 72 hrs</p> <p>Contact time includes lectures, seminars, simulation and clinical skills, master-classes and workshops, placement learning, tutorials, on-line activities.</p>																				
Teaching and Learning Methods	<p>The primary teaching and learning strategy utilised within this module is enquiry based learning (EBL). EBL places the woman, her baby and her family at the centre of learning. By presenting the students with complex practice events to unravel and resolve, EBL directly supports the student to acquire the knowledge, skills and values necessary for registered, effective midwifery practice. The process of EBL in year 3 will enable students to: critically appraise and apply theory to practice, consolidate reflexive capabilities and recognise the impact of self within the context of care and consolidate the transferable and leadership skills required for midwifery practice</p> <p>Scheduled learning</p> <ul style="list-style-type: none"> • Lectures • Seminars • Workshops and master classes • Presentations • Technology enhanced learning (TEL) • Simulation • Group work • Small group tutorials • Formative peer and self-assessment • Inter-professional learning activities <p>Independent learning</p> <ul style="list-style-type: none"> • Directed reading • Locating and researching information • TEL activities • Preparation for formative and summative assessment <p>Placement learning</p> <ul style="list-style-type: none"> • Direct hands on care of women and their babies under the supervision of a mentor 																				
Key Information Sets Information	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black; text-align: center;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">78</td> <td style="text-align: center;">150</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>Assessment</p>	Key Information Set - Module data					<i>Number of credits for this module</i>				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	78	150	300
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Total assessment of the module:			
Written exam assessment percentage		0%	
Coursework assessment percentage		100%	
Practical exam assessment percentage		0%	
		100%	

Reading Strategy

All students are encouraged to make use of the extensive resources provided by the Library.

Formal opportunities for students to enhance their library and information skills are provided through the contact time during co-requisite Level 3 modules. Additional support is available through the study support section of the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

Blackboard

This module is supported by Blackboard where students will be able to find all necessary module information.

Core Reading

Set text for this module is detailed below. All core texts are available electronically either online or as an e-book via UWE Library pages. Other required reading will be indicated electronically via Blackboard.

Further Reading

Further reading is advisable for this module examples of which will be detailed in the module handbook and electronically via Blackboard. A current list of textbooks and other publications will be provided in the module guide. All students are encouraged to explore at least one of the suggested titles which are held in the library. Students are also encouraged to explore relevant literature as prompted by practice triggers and it is expected that evidence of further reading will be reflected in discussions with the sign-off mentor and during the assessment of practice.

Indicative Reading List

Downe, S., Byrom, S., Simpson, L. (2011) *Essential midwifery practice: Leadership, expertise and collaborative working*. [online] Oxford: Wiley Blackwell. [Accessed 12 February 2014]

Dimond, B. (2013) *Legal aspects of midwifery*. 4th ed. Oxford: Books for Midwives.

Harrison, S., McDonald, R (2008) *The Politics of Healthcare in Britain* London: Sage publications

Hartley, J., Benington, J. (2010) *Leadership for Healthcare* [online]. Bristol: Polity Press. [Accessed 12 February 2014].

Jones, S. (2005) *Ethics in Midwifery* 2nd ed. London: Elsevier Mosby

Mckimm, J., Phillips, K. (2009) *Leadership and Management in Integrated Services*. Cornwall: Learning Matters.

Nursing and Midwifery Council (2008) *Standards to support learning and assessment in practice* [online]. London: NMC. [Accessed 12th January 2014].

Nursing and Midwifery Council. (2010) *Raising and escalating concerns: Guidance for*

nurses and midwives [online]. London: NMC. [Accessed 12th January 2014].

Nursing and Midwifery Council. (2012) *Midwives Rules and Standards*. [online]. London: NMC. [Accessed 12th January 2014].

Nursing and Midwifery Council. (2008) *The Code: Standards of Conduct, Performance and Ethics for Nurses and Midwives* [online]. [Accessed 12th January 2014].

Nursing and Midwifery Council. (2008) *Modern Supervision in Action. A Practical Guide for Midwives* [online]. London: NMC. [Accessed 12th January 2014].

Nursing and Midwifery Council. (2009) *Guidance on Professional Conduct for Nursing and Midwifery Students* [online]. London: NMC. [Accessed 12th January 2014].

Raynor, M., Marshall, J., Sullivan, A. (2006) *Decision Making in Midwifery Practice* London: Elsevier Churchill Livingstone.

Journals
 Best Practice & Research Clinical Obstetrics & Gynaecology
 Birth
 British Journal of Obstetrics & Gynaecology
 British Journal of Midwifery
 British Medical Journal
 Midwifery

Part 3: Assessment		
Assessment Strategy	<p>Formative assessment Students will benefit from a range of opportunities to obtain tutor and peer feedback in small group activities and presentations, which feed-forward into summative.</p> <p>Summative assessment. Written reflection on a critical incident from practice and action plan for further professional development (4000 words)</p> <p>This assessment will encourage reflection on an incident from practice and critical analysis which focuses on issues relating to leadership within midwifery and quality in service provision. This assessment will also encourage critical reflection and action planning for the student's future developmental needs and skills for autonomous practice.</p> <hr/> <p><i>Module Attendance</i> It is anticipated that students are present for 100% of the module. Attendance will be monitored in order to meet the requirement for pre-registration midwifery education and non-attendance will be managed through the professional suitability policy. If any sessions are missed students will need to provide evidence that the learning outcomes have been achieved. Non-attendance of any mandatory sessions will result in a delay in the next practice placement.</p>	
Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		

Component A Description of each element	Element weighting (as % of component)
Written reflection and action plan 4000 words	100%

Resit (further attendance at taught classes is not required)

Component A Description of each element	Element weighting (as % of component)
Written reflection and action plan 4000 words	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.