

**CDA4 Programme Design Template
Module specification (with KIS)**

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Clinical Midwifery Practice 2				
Module Code	UZUSTC-45-2	Level	2	Version	1
Owning Faculty	Health and Applied Sciences	Field	Maternal and Child Health		
Contributes towards	BSc (Hons) Midwifery				
UWE Credit Rating	45	ECTS Credit Rating	22.5	Module Type	Professional Practice
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 st September 2014		Valid to	September 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. Demonstrate ability to support women and their families holistically throughout their pregnancy, labour, birth and postnatal period (Component A&B) 2. Demonstrate ability to promote and facilitate normality where complexities exist (Component A&B) 3. Demonstrate knowledge and understanding, including numeracy knowledge, of pharmacological, non-pharmacological methods of medicines used during complex pregnancy and childbirth (Component A&B) 4. Demonstrate understanding of leadership through the application of sound, evidence-based knowledge when planning care (Component A&B) 5. Achieve competency in Nursing and Midwifery Council (NMC) Standards, Essential Skills Clusters and Professional Values and Attitudes(Component A&B) 6. Demonstrate ability to devise and communicate plans of care with women and the multidisciplinary team, making referrals where appropriate (Component A&B) 7. Demonstrate ability to reflect and learn from practice experiences and feedback from women and their families(Component A&B) 8. Appreciate the importance of inter-professional working including working in partnership with women and their families (Component A&B)
Syllabus Outline	The framework for this module is orientated around the 4 domains of the NMC Standards

	<p>for Pre-registration Midwifery Education (2009):</p> <p>Effective Midwifery Practice</p> <ul style="list-style-type: none"> • Midwifery care relating to antenatal, labour, postnatal and the neonate • Delivery of midwifery care in midwifery-led and community settings including assessment of needs of women and their families • Psychological and spiritual aspects of childbearing • Pharmacology relevant to childbearing and the administration of medicines • Social and cultural diversity • Public health in practice, including the Baby Friendly Initiative • Care planning documentation and record keeping • Clinical skills for Midwifery practice including active birth skills <p>Professional and Ethical Practice</p> <ul style="list-style-type: none"> • Social, ethical and legal context of childbearing • Statutory Supervision of Midwifery • Interprofessional and Multiagency working <p>Developing the Individual Midwife and Others</p> <ul style="list-style-type: none"> • Reflective and reflexive practice • Communication with others in a professional context • Developing interpersonal skills to include utilising feedback to inform practice <p>Achieving Quality Care through Evaluation and Research</p> <ul style="list-style-type: none"> • Exploring and utilising sources of evidence to inform practice • Care planning, including assessment and evaluation
<p>Contact Hours</p>	<p>Scheduled contact hours will include</p> <ul style="list-style-type: none"> • Clinical reflective seminars • Work based learning sessions • Simulation activities at UWE (not counted as practice hours) • Medicines Management Assessment • Safe Moving and Handling and Basic Life Support / Newly Born Life Support • Tripartite reviews and assessments <p>Mid-year tripartite reviews will be undertaken at scheduled points during the academic year. Unscheduled contact time can be arranged at any point during clinical practice placements, at the request of either the student or the sign-off mentor.</p> <p>During practice placements the link between theory and practice will be enhanced through the provision of Work-based Learning sessions and clinical reflective seminars within each practice site. A Work Based Learning Session is provided for each cohort group during each practice placement. Work Based Learning sessions are facilitated by members of the midwifery teaching team and are held on scheduled dates during the academic year.</p> <p>Virtual contact time will also be provided through the use of Virtual Learning Environments such as Blackboard and the use of email.</p> <p>All students are provided with scheduled 'office hours' contact time through the UWE Academic Personal Tutor (APT). APT contact time will take place at a minimum of three times throughout the academic year, more frequently if required.</p> <p>Practice Associate Lecturers Midwifery (PALM) attendance at scheduled reviews and assessments facilitate contact time in practice.</p>
<p>Teaching and Learning Methods</p>	<p>The primary teaching and learning strategy utilised within this practice module is experiential learning undertaken during practice placements. In line with NMC recommendations students will participate in the care of women, their babies and families under close supervision, with structured mentorship and support.</p> <p>Placement learning</p>

Students will gain direct “hands on” care of women and their babies during practice placements under the supervision of a mentor. Practice placements across a variety of hospital and community settings. Students can access self-directed learning opportunities within a variety of other practice placements which are appropriate to the level and module learning outcomes.

Other supported learning activities complement the aforementioned teaching and learning strategy. These include:

Scheduled learning:


- Work Based Learning Days.
- Academic Personal Tutor session
- Formative Review and Summative Assessments

Independent learning:

Includes hours engaged with essential reading, preparation and completion of written reflections of practice.

Key Information Sets Information

Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data				
<i>Number of credits for this module</i>				
				45
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
450	40	37.5	372.5	450
				

The table below indicates as a percentage the total assessment of the module which constitutes a -

Practical Exam: Oral Assessment and practical skills assessment,

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	
Practical exam assessment percentage	100%
	100%

Reading Strategy

All students are encouraged to make use of the extensive resources provided by the Library and to which they are introduced at the start of the programme.

Formal opportunities for students to develop their library and information skills are provided within the induction period and throughout the co-requisite Level 2 modules. Additional support is available through the study skills 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 texts for this module are detailed below. 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

Indicative reading list

Core text

Pollard, M. (2012) *Evidence-Based Care for Breastfeeding Mothers: a Resource for Midwives and Allied Healthcare Professionals* [online] London: Routledge [Accessed 5th February 2014]

Winter, C., Crofts, J., Laxton, C., Barnfield, S. and Draycott, T. eds. (2012) *Practical Obstetric Multi-professional Training, PROMPT Course Manual*. 2nd ed. London: RCOG

Books

Chandrabaran, E. and Sabaratnam, A., eds. (2013) *Obstetric and Intrapartum Emergencies* [online].Cambridge: Cambridge University Press [Accessed 5th February 2014]

Davies, L. and McDonald S, (2008) *Examination of the Newborn and Neonatal Health: A multidimensional approach*. Edinburgh: Churchill Livingstone.

Jordan, S. (2010) *Pharmacology for Midwives: The Evidence Base for Safe Practice*. 2nd ed. Hampshire: Palgrave MacMillan.

Medforth, J. (2011) *Oxford Handbook of Midwifery* [online]. Oxford : Oxford University Press. [Accessed 5th February 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) *Standards for Medicine Management* [online]. London: NMC. [Accessed 12th January 2014].

Nursing and Midwifery Council. (2008) *Modern Supervision in Action. A Practical Guide for Midwives*, 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].

Price, S. (2007) *Mental Health in Pregnancy and Childbirth* Edinburgh: Churchill Livingstone Elsevier.

Spiby H and Munro J. (2010) *Evidence Based Midwifery: Applications in Context* [online]. Oxford : Wiley-Blackwell, [Accessed 10 March 2014].

Beck C,T., Watson - Driscoll J and Watson, S. (2013) *Traumatic Childbirth* [online]. London Routledge [Accessed 5th February 2014]

Warren, R. and Sabaratnam, A., eds. (2009). *Best Practice in Labour and Delivery*. Cambridge: Cambridge University Press.

Journals

- Birth
- British Journal of Midwifery
- British Medical Journal
- Journal of Neonatal Nursing
- Journal of Perinatal and Neonatal Nursing
- MIDIRS : Midwives Information and Resource Service
- Midwifery
- Paediatric Nursing
- The Practising Midwife

Part 3: Assessment

Assessment Strategy	<p>The assessment strategy for this practice module will be supported by formative and summative review points. All formative reviews and summative assessments will be informed by the Ongoing Record of Achievement.</p> <p>Formative Assessment</p> <p>Formative assessment of practice includes: -</p> <ul style="list-style-type: none"> • An initial, interim and end of placement review • A mid-year tripartite review. <p>Formative assessments of Essential Skills Clusters will also take place at initial, mid and final point of each practice placement. These formative assessments will be conducted by the midwifery sign-off mentor.</p> <p>The mid-year review will be undertaken by the sign-off mentor with the student midwife and the PALM present. This review of practice learning provides the opportunity for a formal review of the student's progress and learning goals as the student works towards achievement of required NMC Standards, Essential Skills Clusters and Grading in Practice.</p> <p>Summative Assessment</p> <p>The summative assessment point in practice will enable the sign-off mentor to provide constructive feedback and assign a grade to the student's performance during the Grading in Practice event. During the summative assessment the mentor assigns a grade for practice based on evidence provided by the student through either: direct observation of the student's performance whilst providing 'hands on' care; discussion or written evidence; the On-going Record of Achievement; and feedback provided from the three service user assessments of the student's performance during each placement within the practice year. This assessment strategy is reflected within the NMC Standards for Pre-registration Midwifery Education (2009).</p>
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	<p>Component A</p> <p>Element 1</p> <p>Students will work towards the achievement of NMC standards and related skills clusters throughout the year. During the final practice placement, students will undertake a final summative interview where their sign off mentor will assess whether the student has achieved a sufficient level of competence to achieve the above, utilising a range of evidence to support achievement.</p> <p>Element 2</p> <p>Professional Values, Attitudes and Behaviours assessment is to be self-assessed by the student prior to mid-year review and summative assessments and then completed also by a sign-off mentor. This will provide the student with opportunity to self-evaluate performance and to receive constructive feedback to inform future practice. Service user assessment will also be used to inform this process.</p> <p><i>Failure to achieve a pass in either element of Component A will preclude the student from progressing onto Component B. In this circumstance a refer for the module will be recorded.</i></p> <p>Component B</p> <p>The sign off mentor will assign a grade based on the student's performance as indicated by the NMC (2009). This grade is awarded based on evidence provided by the student through either: direct observation of the student's performance whilst providing 'hands on' care; discussion; written evidence; and the On-going Record of Achievement.</p> <p>In accordance with due regard, the assignment of the practice grade will be undertaken by the midwifery sign-off mentor. A PALM will moderate a selection of summative assessments according to UWE quality assurance processes.</p> <p>Module Attendance</p> <p>Students must complete all designated clinical hours for each placement in order to meet the NMC requirements for pre-registration midwifery education. Full attendance in practice is therefore mandatory. There is a course requirement that a student cannot undertake assessment unless they attend for 80% of practice. Safe Moving and Handling, Basic Life Support, Newborn Life Support, Safeguarding and medicines assessments are also course requirements and are therefore mandatory.</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	

1. Achievement of NMC Standards and Essential Skills Clusters	Pass/Fail
2. Achievement of Professional Values, Attitudes and Behaviours	Pass/Fail
Component B Description of each element	Element weighting (as % of component)
1. Grading in Practice	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Achievement of NMC Standards and Essential Skills Clusters	Pass/Fail
2. Achievement of Professional Values, Attitudes and Behaviours	Pass/Fail
Component B Description of each element	Element weighting (as % of component)
1. Grading in Practice	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. (At the discretion of the Award board.)	