



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Leading the Drive for Promoting Normal Childbirth				
Module Code	UZURXX-20-M	Level	M	Version	1
UWE Credit Rating	20	ECTS Credit Rating	10	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Maternal and Child Health		
Department	Nursing & Midwifery	Module Type	Project		
Contributes towards	MSc Specialist Practice MSc Advanced Practice MSc Professional Development				
Pre-requisites	None	Co-requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	2 June 2015	Valid from	September 2015		
Revision CAP Approval Date		Revised with effect from			

Review Date	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Critically appraise and evaluate the evidence base to support the promotion of normal childbirth and service development within maternity services (Component A) • Engage in critical evaluation and synthesis of the theoretical concepts of leadership and change management required during initiation of service improvements relevant to childbirth (Component A) • Critically debate the sociocultural and political influences upon choice and decision making during childbirth (Component A) • Debate and evaluate the impact of healthcare culture and the concept of risk within maternity services upon the promotion of normal childbirth

	<p>(Component A)</p> <ul style="list-style-type: none"> • Appraise contemporary models of commissioning maternity services and assess the impact on the promotion of normal childbirth and innovative service development (Component A)
Syllabus Outline	<p>Through developing advanced practice and leadership to enhance quality care provision, this M level module will equip learners to critically evaluate current national and local service provision, to identify and develop strategies for innovation in local maternity services.</p> <p>Drawing on theories for the promotion of normal birth this module is relevant for practitioners who are aspiring to advance their leadership knowledge and skills in the promotion of normal childbirth in all care settings. Through engaging within action learning this module will enable practitioners to embrace the fundamental tenets of midwifery leadership and innovative practice when developing service improvement initiatives to lead and manage the promotion of normal childbirth.</p> <p>The module will advance innovative practice through the application of leadership, management and change strategies, to enhance service provision relevant to the promotion of normal childbirth.</p> <ul style="list-style-type: none"> • Leadership attributes and styles • Managing and implementing change with improvement theories • Innovation for a change initiative • The role of the expert midwife in influencing change and enhancing normal childbirth • Promoting physiological birth in complex cases: including the influence of regulatory bodies, legislation and vicarious liability <p>Promote service innovation Through action learning set participation</p> <ul style="list-style-type: none"> • Identifying need for planning and implementing innovation to support change in practice where service development is required <p>Working collaboratively with women and multi-disciplinary teams to enhance service provision</p>
Contact Hours	<p>48 hours contact time Contact time includes lectures, seminars, simulation and workshops.</p>
Teaching and Learning Methods	<p>A variety of teaching and learning strategies will be utilised throughout the module.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, workshops; external visits; work based learning; action learning set participation.</p>

	<p>Independent learning includes hours engaged with essential reading, proposal preparation, assignment preparation and completion.. These sessions constitute an average time per level as indicated in the table below.</p> <p>Work based learning: includes work based scoping and engagement of stakeholders central to the change initiative.</p>
Reading Strategy	<p>Access and skills 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.</p> <p>Formal opportunities for students to enhance their library and information skills are provided through contact time. Additional support is available through Study Skills via 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.</p> <p>Essential Reading Hartley, J. and Bennington, J. (2010) <i>Leadership for Healthcare</i>. Bristol: Policy Press</p> <p>Further Reading Further reading will be required to supplement the essential reading. Students are expected to consider reading relevant to the subject matter of the module. They will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and internet resources.</p> <p>Blackboard This module is supported by Blackboard where students will be able to find all necessary module information. Detailed reading lists will be made available through the Module Handbook accessible via Blackboard. Direct links to information sources will also be provided from within Blackboard.</p>
Indicative Reading List	<p>Barr,J. and Dowding, L. (2012) <i>Leadership in Health Care</i>. London: Sage.</p> <p>Batalden, P. and Davidoff, F. (2007) What is “quality improvement” and how can it transform healthcare?. <i>Quality and Safety in Health Care</i> [online]. 16 (1) pp. 2-3. [Accessed 18 March 2015].</p> <p>Cole, G. (2011) <i>Management Theory and Practice</i>. 7th ed. London: Cengage Learning.</p> <p>Chapman, V. and Charles, C. eds. (2013) <i>The Midwife’s Labour and Birth Handbook</i>. 3rd ed. Oxford: Wiley-Blackwell.</p> <p>Craven, C. (2010) <i>Pushing for Midwives: Homebirth Mothers and the</i></p>

Reproductive Rights Movement. Philadelphia: Temple University Press.

Davies, L., Daellenbach, R. and Kensington, M. (2011) *Sustainability, Midwifery, and Birth*. London: Routledge.

Deery, R., Hughes, D. and Kirkham, M. (2010) *Tensions and Barriers in Improving Maternity Care: the Story of a Birth Centre*. Abingdon: Radcliffe.

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

Downe, S., Byrom, S. and Simpson, L. eds. (2011) *Essential Midwifery Practice: Leadership, Expertise and Collaborative Working* [online]. London: Wiley-Blackwell. [Accessed 18 March 2015].

Downe, S. ed. (2008) *Normal Childbirth: Evidence and Debate* [online]. 2nd ed. Oxford: Elsevier. [Accessed 18 March 2015].

Gunderman, R. (2009) *Leadership in healthcare*. London: Springer.

Hartley, J. and Bennington, J. (2010) *Leadership for Healthcare*. Bristol: Policy Press.

Jasper, M. and Jumaa, M. (2005) *Effective Healthcare leadership*. Oxford: Blackwell.

Jones, S. (2000) *Ethics in Midwifery*. 2nd ed. London: Elsevier Mosby.

O'Keeffe, D. (2012) Leadership. *Current Opinion in Obstetrics and Gynecology*. [online]. 24 (6), pp. 436-439. [Accessed 18 March 2015].

Kirkham, M. (2010) *The Midwife-Mother Relationship*. 2nd ed. Hampshire: Palgrave.

MacDonald, S. and Magill-Cuerden, J. and Mayes, M. eds. (2011) *Mayes Midwifery: a Textbook for Midwives* [online]. 14th ed. London: Bailliere Tindall. [Accessed 18 March 2015].

Marshall, J., Raynor, M. and Myles, M. eds. (2014) *Myles Textbook for Midwives*. [online]. 16th ed. Edinburgh: Churchill Livingstone. [Accessed 18 March 2015].

Martin, G. and Waring, J. (2013) Leading from the middle: constrained realities of clinical leadership in healthcare organizations. *Health* [online]. 17 (4) pp. 358-374. [Accessed 18 March 2015].

Nursing and Midwifery Council (2012) *Midwives rules and standards*. [online] London: NMC. Available from: <http://www.nmc-uk.org/Documents/NMC-publications/Midwives%20Rules%20and%20Standards%202012.pdf>

[Accessed 18 March 2015].

Paton, R. and McCalman, J. (2008) *Change Management: a Guide to Effective Implementation*. 3rd ed. London: Sage.

Raynor, M. Marshall, J. and Sullivan, A. (2005) *Decision Making in Midwifery Practice*. London: Elsevier Churchill Livingstone.

Richen, Y. (2004) *Challenges for Midwives Vol 1*. London: Quay Books.

Richen, Y; (2007) *Challenges for Midwives Vol 2*. London: Quay Books.

Spiby, H. and Munro, J. (2010) *Evidence Based Midwifery: Applications in Context* [online]. London: Wiley-Blackwell. [Accessed 18 March 2015].

Steen, M. (2011) *Supporting Women to Give Birth at Home: a Practical Guide for Midwives*. Oxford: Routledge.

Sylvie, D. (2011) *Promoting Normal Birth: Research, Reflections and Guidelines: an International Collaboration of Caregivers, Lecturers and Researchers*. Chester le Street: Fresh Heart.

Walsh, D. (2012) *Evidence and Skills for Normal Labour and Birth: a Guide for Midwives* [online]. 2nd ed. London: Routledge. [Accessed 18 March 2015].

Walsh, D. (2007) *Evidence-based Care for Normal Labour and Birth* [online]. London: Routledge. [Accessed 18 March 2015].

Wright, S. (1993) *Management of Innovation and Change*. London: South Bank University Distance Learning Centre.

Journals

- Birth
- British Journal of Midwifery
- British Medical Journal
- Midwifery
- Midwifery Today
- Leadership and Organisational Development Journal
- Health
- British Journal of Healthcare Management

Part 3: Assessment

Assessment Strategy	<p>Formative Assessment</p> <p>Participation within action learning sets will facilitate reflections on practice and provide opportunity for feedback from peers and tutors. During which students will have an opportunity to further develop their learning and understanding of the contemporary influences relating to</p>
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promotion of change and normal childbirth. Undertaking a local stakeholder engagement event will further inform student learning and progression of ideas to initiate change in practice to promote normal birth.

Summative Assessment

A 3,500 word patchwork assessment submitted as an e-folio. Students will meet the module learning outcomes through developing three written patches and an overarching reflexive commentary. Collectively the patches will critically analyse and evaluate the theoretical concepts relating to leadership and change management processes and the impact of healthcare culture and practices upon the promotion of normal childbirth within maternity services. Engagement with the action learning process will provide self-selecting triggers for the development of two patches. The third patch will provide a critical reflection of the local stakeholder engagement whilst evidencing the informed proposal development. Integral to the action learning process is the student's presentation of their developed service improvement proposal to the peer and tutor group. For this M level module this will comprise of the presentation and justification of their developed service improvement proposal and engagement within critical discussions around the content. This aspect of action learning will provide the trigger for the overarching reflexive commentary and afford students the opportunity to engage in critical reflection and appraisal of their developing leadership skills and their application to

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A Description of each element	Element weighting (as % of component)	
1. 3,500 word patchwork assessment	100%	

Resit (further attendance at taught classes is not required)		
Component A Description of each element	Element weighting (as % of component)	
1. 3,500 word patchwork assessment	100%	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		