

Module Details	
Module Title:	Beginning Midwifery Knowledge
Module Code:	MID4005-E
Academic Year:	2019-20
Credit Rating:	60
School:	School of Allied Health Professions and Midwifery
Subject Area:	Midwifery
FHEQ Level:	FHEQ Level 4
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	124
Tutorials	77.5
Laboratory	25
Directed Study	373.5

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Full Year (Sept - Aug)

Module Aims
This module supports a holistic approach to learning by exploring key themes to help develop your knowledge and understanding of the psychosocial, biological and cultural aspects of childbearing. You will gain an understanding of the following threshold concepts: Ways of knowing care ethics, professionalism, reflexivity and normality.

Outline Syllabus
Applied anatomy and physiology for midwifery practice: Identify anatomical structures, and physiological changes related to the normal child-bearing continuum. Demonstrate an ability to present and evaluate recognised ways of knowing in order to interpret evidence to develop lines

of argument. Make sound judgments in accordance with basic theories and concepts relevant to midwifery practice. Explain how selected anatomical and physiological events relate to care planning in the childbearing continuum, outlining deviations from normal. Lifelong learning and wellbeing: Demonstrate an ability to communicate clearly, succinctly, and professionally across a range of formats. Reflect on personal performance and demonstrate action planning. Reflect on your own experience of effectively communicating with colleagues and service users, within a healthcare environment. Describe the human factors that can enhance and inhibit effective inter-professional team working. Psychosocial and cultural context of childbearing: Describe the social and psychological factors which impact on public health in contemporary society, including the concept of sustainable communities. Identify the impact dementia in the family may have on a childbearing woman and her social support networks (Dementia Tier 1). Outline the social, economic political and governance frameworks of contemporary health care. Identify ethical principles which protect individuals, including the vulnerable, associated with professional practice.

Learning Outcomes

1	1.1 Understand recognised threshold concepts in order to interpret evidence to develop lines of argument. Make sound judgments in accordance with basic theories and concepts relevant to midwifery practice. 1.2 Identify and apply knowledge of professional, political and ethical principles with an emphasis on well-being and to undertake sustainable midwifery practice.
2	2.1 Identify the underlying concepts and principles associated with midwifery practice and demonstrate the ability to interpret and apply these within the context of health. 2.2 Demonstrate an understanding of the appropriateness of different approaches to solving problems related to health and wellbeing. 2.3 Practise safely under direct the supervision of a midwife to meet the competencies as set out by the NMC first progression point.
3	3.1 Communicate the results of your practice and written work accurately using evidence to underpin structured and coherent arguments 3.2 Adopt an ethos for lifelong learning through reflection, action planning and self-evaluation. Collaborate and build working relationship with others. 3.3 Reflect on midwifery clinical situations demonstrating knowledge of the qualities and transferable skills necessary for employment including: accountability, autonomy and responsibility for professional practice

Learning, Teaching and Assessment Strategy

Lectures: In order to assist the student in developing their knowledge and understanding lectures will focus on essential bio-physical, psycho- social and pharmacological aspects of midwifery practice. These fixed resources will be research informed to support evidenced based practice.

Seminars/Tutorials: Students will engage in group work to articulate their current knowledge and develop problem framing and solving skills to determine what they still need to know and set group and individual learning goals: They will examine a series of enigmas designed to stimulate new student led learning relevant to module learning outcomes. Tutorials will support

preparation for and feedback from formative assessment activities.
Revision sessions, discussion with the personal academic tutor and formative assessment will be utilised to support the student's academic development.
Laboratory/Practical: Workshop sessions will support the application of theory to practice through the use of clinical simulation.
Directed Study: Directed study will include preparation for the workshops and opportunities for formative guided study activities on key topics generated by problem based learning (PBL) enigmas.
Computer examination: Knowledge will be tested through the use of computer examination.
Seminar Presentation: Student presentations will be used for both formative and summative assessment opportunities.

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Written examination with use/sight of computer	Essay Examination Synoptic Assessment Part 2 (Pass at 40%)	1 hour	16%
Summative	Examination - MCQ	Ipsative MCQ exam (Pass at 40%)	2 hours	33%
Summative	Examination - MCQ	FORMATIVE ASSESSMENT: Ipsative MCQ 45 minutes & Ipsative MCQ 45 minutes (Both Pass/Fail)	1.5 hours	%
Summative	Coursework	Portfolio of learning (Pass at 40%)	0 hours	34%
Summative	Coursework	FORMATIVE ASSESSMENT: 2 x 500 words (Pass / Fail)	-500 words	%
Summative	Coursework	Essay Synoptic Assessment Part 1 - 2000 Words (Pass at 40%)	-2000 words	17%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further

detail about the module and any changes will be discussed and/or communicated at this point.