

Module Details	
Module Title:	Developing Midwifery Knowledge (Level 7)
Module Code:	MID7011-E
Academic Year:	2019-20
Credit Rating:	60
School:	School of Allied Health Professions and Midwifery
Subject Area:	Midwifery
FHEQ Level:	FHEQ Level 7 (Masters)
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	140
Tutorials	96.5
Laboratory	60
Directed Study	303.5

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

Module Aims
This module will continue to support a holistic approach to learning and build on Beginning Midwifery Practice (7). Key themes and underpinning evidence will be critically analysed, building on existing knowledge and understanding of the psychosocial, biological and cultural aspects of childbirth. You will critically appraise and apply the following threshold concepts: Ways of knowing, care ethics, professionalism, reflexivity and normality.

Outline Syllabus
Applied anatomy and physiology for midwifery practice: Apply appropriate pharmacological and non-pharmacological care to women, identify anatomical structures, and physiological changes

related to deviations from the normal child-bearing continuum, undertake critical analysis of a select pathology, and propose solutions to problems arising from that analysis using empirical evidence to support best practice.

Lifelong learning and wellbeing: Explore individual health belief and values in professional identity, reflect on the impact that human factors can have upon the patient/client/professional experience, retrieve and analyse relevant evidence, applying an appropriate critiquing framework in order to present a coherent argument. Psychosocial and cultural context of childbearing: Analyse the social, economic and political frameworks of contemporary health care, explore diversity in the context of contemporary Midwifery practice, reflect on the ethical principles which protect individuals, including the vulnerable, associated with professional practice, evaluate the role of national clinical governance in the quality of the provision of health care services, demonstrate an understanding of the professional and legal frameworks that inform midwifery practice. Identify and explore the impact dementia in the family may have on a childbearing woman and her social support networks. (Dementia Tier 1).

Learning Outcomes

1	1.1 Synthesise and apply underlying threshold concepts to the context of midwifery practice. Make evidence based judgments in accordance with theories and concepts relevant to midwifery practice. 1.2 Critically evaluate and apply knowledge of professional, political and ethical principles with an emphasis on well-being and to undertake sustainable midwifery practice.
2	2.1 Critically evaluate & synthesise midwifery knowledge, demonstrating an in depth understanding of health beliefs & concepts of wellbeing & the way in which these have developed 2.2 Use creative arguments to explore knowledge & understanding of the main methods of enquiry in health & social care, critically evaluating different approaches to problem solving related to health & wellbeing. 2.3 Practise safely as lead carer (with indirect supervision) in normal labour & contribute to multi-disciplinary team working to meet the NMC ESC for entry to the register for intrapartum care
3	3.1 Effectively communicate information, arguments & analysis in a variety of forms to specialist & non-specialist audiences including women & their families 3.2 Skilled in critical & creative thinking & able to take personal responsibility for own learning whilst contributing to the development of peers through collaborative working in midwifery 3.3 Critically reflect upon & evaluate decision-making demonstrating qualities & transferable skills necessary for employment including initiative in solution focused problem solving, personal responsibility & accountability in midwifery practice.

Learning, Teaching and Assessment Strategy

Lectures: In order to assist the student in developing their understanding lectures will focus on essential biophysical, psychosocial and pharmacological aspects of midwifery practice.

Seminars/Tutorials: Students will engage in group work to articulate their current knowledge and develop problem framing and solving skills 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.

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 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	Presentation	Visual Presentation Synoptic Assessment Part 2 (Pass at 40%) 20 min and 10 min (Q&A)	20 minutes	8%
Summative	Examination - oral/viva voce	Viva Voce Synoptic Assessment Part 3 (Pass at 40%)	2 hours	17%
Summative	Examination - MCQ	Ipsative Exam (Pass at 40%)	2 hours	33%
Summative	Examination - MCQ	FORMATIVE ASSESSMENT: 2 x Ipsative MCQ 45 mins each (Pass/Fail)	1.5 hours	%
Summative	Coursework	FORMATIVE ASSESSMENT: 2 x 500 words (Pass/Fail)	-500 words	%
Summative	Coursework	Portfolio of Learning (Pass at 40%)		34%
Summative	Coursework	Essay Critique Synoptic Assessment Part 1 - 2000 words (Pass at 40%)	-2000 words	8%

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.

