

Module Details	
Module Title:	Questioning Midwifery Knowledge (Level 7)
Module Code:	MID7012-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	48
Tutorials	117
Laboratory	48
Directed Study	387

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 and Developing Midwifery Knowledge modules. Key themes and underpinning evidence will be critically analysed, building on existing knowledge and understanding of the psychosocial, biophysical 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 & pathology: Assess & evaluate current practice underpinned by anatomy & physiology, pathology & pharmacology for inter-professional care & management of women.

Principles of the change management process required demonstrating ability to utilise quality & evaluative assurance processes that support the implementation of change. Critically apply midwives responsibilities in relation to theories of drug interactions & iatrogenic effects. Evaluate relevant sources to present an evidence based perspective. Demonstrate ability to utilise quality & evaluative assurance processes that support the implementation of change. Lifelong learning & wellbeing: Communicate & collaborate on complex subjects in written & oral forms. Analyse human factors theory & its implications for inter professional practice & organisational culture. Critically reflect on: practice experience to improve individual development; own learning & adapt action plans as necessary to improve own performance & on your transition to your professional self & implications for future practice. Psychosocial & cultural context of childbearing: Demonstrate understanding of principles of leadership & the role of the midwife as change agent in context of contemporary practice. Critically analyse how change impacts on different cultural & socio economic client groups of childbearing women from a global perspective, Evaluate complexity through analysis of clinical situations & application of protocol & research. Explore professional framework informing individual Midwifery practice

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 Demonstrate a critical knowledge and in-depth understanding of professional, political and ethical principles, with an emphasis on midwifery from a global perspective, promoting well-being and sustainable midwifery practice and multidisciplinary team working.
2	2.1 Critically evaluate & interpret clinical situations on basis of sound knowledge of physiological concepts & research informed evidence base of midwifery practice whilst promoting normality; placing women & families at centre of care. 2.2 Using creative arguments explore & critically evaluate public healthcare from a global midwifery perspective draw on main methods of enquiry in health & social care. 2.3 Practise competently without need for direct supervision safely & effectively whilst contributing to multi-disciplinary team working achieve all NMC requirements for entry to the register.
3	3.1 Communicate effectively & professionally information, problems or solutions to diverse audiences through a variety of media 3.2 Assess & creatively manage own learning & contribute to self & peer development through collaborative working in both midwifery & multi-disciplinary groups. 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, psycho-social 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 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	Presentation	Illustrated Presentation (Pass at 40%) 20 minutes (10 minutes Q&A)	20 minutes	15%
Summative	Examination - MCQ	FORMATIVE ASSESSMENT: 2 x Ipsative MCQ 45 Minutes Each (Pass/Fail)	90 minutes	%
Summative	Examination - MCQ	MCQ Exam (Pass at 40%)	1 hour	15%
Summative	Coursework	Portfolio (Pass at 40%)	0 hours	15%
Summative	Coursework	FORMATIVE ASSESSMENT: Project Plan 1000 Words (Pass/Fail)	0 hours	%
Summative	Coursework	Synoptic Assessment (Independent Project) 5000 Words (Pass at 40%)	0 hours	45%
Summative	Clinical Assessment	Practice Assessment (pass at 40%)		10%

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.