

Module Details	
Module Title	Developing Midwifery Knowledge
Module Code	MID5005-E
Academic Year	2021/2
Credits	60
School	School of Allied Health Professions and Midwifery
FHEQ Level	FHEQ Level 5

Contact Hours	
Type	Hours
Online Lecture (Asynchronous)	70
Online Lecture (Synchronous)	70
Tutorials	96
Practical Classes or Workshops	60
Directed Study	304

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Full Year

Module Aims
This module will continue to support a holistic approach to learning and build on the Beginning Midwifery Knowledge module. Key themes and underpinning evidence will be analysed, building on existing knowledge and understanding of the psychosocial, biological and cultural aspects of childbirth. You will further explore 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 healthcare, 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 healthcare 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

Outcome Number	Description
01	1.1 Apply underlying threshold concepts to the context of midwifery practice. Make sound judgments in accordance with theories and concepts relevant to midwifery practice. 1.2 Analyse and apply knowledge of professional, political and ethical principles with an emphasis on well-being and to undertake sustainable midwifery practice
02	2.1 Demonstrate knowledge of the main methods of enquiry in health and social care, critically evaluating different approaches to problem solving in midwifery practice. 2.2 Interpret and analyse midwifery clinical situations on the basis of sound knowledge of physiological concepts and research informed evidence base of midwifery practice.
03	3.1 Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences including women and their families. 3.2 Adopt an ethos for lifelong and independent learning through reflexivity, action planning and self-evaluation. Collaborate and build working relationship with others. 3.3 Reflect upon and evaluate decision-making demonstrating qualities and transferable skills necessary for employment including initiative, personal responsibility and accountability in midwifery practice.

Learning, Teaching and Assessment Strategy

Use of a blended learning approach for all delivery of teaching i.e. a mix of on-line and on-campus delivery, a mix of synchronous and asynchronous delivery will be offered, practical sessions will be delivered face to face & on-campus whilst maintaining Health & Safety related to current guidelines 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 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 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 and discussion with the personal academic tutor 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. Within the summative portfolio students will be required to undertake a computer based assessment of medical products management, the pass mark for this aspect of the portfolio is 100%.

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Coursework - Written	Essay Critical Appraisal Synoptic Assessment Part 1 (Pass at 40%)	8%
Summative	Presentation	Group Visual Presentation Synoptic Assessment 2 (20 Mins) (Pass at 40%)	8%
Summative	Examination - oral/viva voce	Viva Voce Synoptic assessment 3 (30 Mins) (Pass at 40%)	17%
Summative	Examination - MCQ	Ipsative MCQ (2 Hrs) (Pass at 40%)	33%
Summative	Coursework - Portfolio/e-portfolio	Portfolio of learning (Pass at 40%)	34%

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.