

Module Details	
Module Title	Transition to Professional Self 1
Module Code	MID4504-B
Academic Year	2022/3
Credits	20
School	School of Allied Health Professions and Midwifery
FHEQ Level	FHEQ Level 4

Contact Hours	
Type	Hours
Directed Study	20
Seminars	12
Lectures	6
Practical Classes or Workshops	12
Tutorials	PAT support and feedback on formative work in preparation for summative submission.
Tutorials	This module will meet the NMC standards of proficiency (2019): Domain1: 1.5, 1.6, 1.10, 1.13, 1.14, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.26,1.27 Domain 2: 2.7, 2.9, 2.10. Domain 3: 3.3, 3.5, 3.6, 3.9, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.22, 3.23, 3.26, Domain 4: 4.9. Domain 5: 5.2, 5.5 5.6, 5.9, 5.13, 5.14, 5.15, 5.16 5.17, 5.18, 5.19, 5.20.

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

Module Aims
The aim of this module is to develop skills to support your transition to professional self and support the application of theory to practice using a range of learning and teaching strategies. The module will support the development of skills, knowledge and behaviours cognisant of the future midwife standards (2019) and universal and additional care of the birthing people, noenates and families.

Outline Syllabus

Models of reflection, action planning, management of self, advocacy, self as a learner, accountability, principles decision making, leadership, consent, foetal development, determinants of health, attachment theory, infant feeding.

Learning Outcomes

Outcome Number	Description
1	Adopt an ethos for lifelong learning reflective practice through reflection, action planning and self-evaluation.
2	Demonstrate the knowledge that underpins clinical decision-making, to include the responsibilities and accountabilities of a practicing midwife.
3	Demonstrate knowledge and understanding of the factors which affect neonatal and very early child development, including the principles of infant feeding.
4	Demonstrate knowledge of the fundamental principles of leadership and its contribution to team working.

Learning, Teaching and Assessment Strategy

Keynote lectures, supported by seminars and clinical skills workshops will develop theoretical knowledge, critical thinking and clinical decision-making (learning outcomes LO 2,3). You will utilise tools such as reflection on practice and action planning to support skills in self-management and self-directed learning. Self-insight, emotional intelligence and skills in supporting and supervising others will be developed through activities such as the Johari window, immersive scenario simulation, peer feedback and self-evaluation (LO 1, 2). Simulation will be utilised to support application of theory to practice and clinical skills development.

Mode of Assessment

Type	Method	Description	Weighting
Summative	Examination - oral/viva voce	OSCE, VIVA VOCE	50%
Summative	Coursework	Portfolio of learning (2000 words max)	50%
Formative	Examination - practical/laboratory	OSCE/Viva Voce (1 hour)	N/A
Formative		PAT support and feedback on formative work in preparation for summative submission.	N/A

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.

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