

| Module Details |   |
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| Module Title   | Transition to Professional Self 1                 |
| Module Code    | MID4504-B   |
| Academic Year  | 2024/5  |
| Credits        | 20  |
| School         | School of Allied Health Professions and Midwifery |
| FHEQ Level     | FHEQ Level 4                                      |

| Contact Hours                  |       |
|--------------------------------|-------|
| Type                           | Hours |
| Practical Classes or Workshops | 12    |
| Directed Study                 | 20    |
| Seminars                       | 12    |
| Lectures                       | 6     |

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

| Module Aims   |
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| <p>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 women, neonates and families.</p> |

| Outline Syllabus   |
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| <p>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.</p> |

| 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   |
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| 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, 4). 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 Must pass   | 50%       |
| Summative          | Coursework - Portfolio/e-portfolio | Portfolio of learning (2000 words max) Must Pass                                    | 50%       |
| Formative          | Examination - practical/laboratory | OSCE/Viva Voce (1 hour)   | N/A       |
| Formative          | Not assessed                       | PAT support and feedback on formative work in preparation for summative submission. | N/A       |

| Reading List   |
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| To access the reading list for this module, please visit <a href="https://bradford.rl.talis.com/index.html">https://bradford.rl.talis.com/index.html</a> |

**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.*

