Module Details

Module Title	Transition to Professional Self 2
Module Code	MID5504-B
Academic Year	2024/5
Credits	20
School	School of Allied Health Professions and Midwifery
FHEQ Level	FHEQ Level 5

Contact Hours

Type	Hours
Directed Study	20
Independent Study	150
Seminars	12
Lectures	6
Practical Classes or Workshops	12
Tutorials	PAT support and feedback on formative work in preparation for summative submission.

Availability

Occurrence	Location / Period
BDA	University of Bradford / Full Year

Module Aims

The aim of this module is to build on Transition to Professional Self 1 and support the application of theory to practice using a range of learning and teaching strategies. You will develop skills to further the transition to your professional self. 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.

Outline Syllabus

Reflexivity, development of midwifery self, autonomy, advocacy, shared decision making, obstetric emergencies, infant feeding complications and additional care needs, midwives exemptions, recognition of compromise and deterioration in women and neonates, escalation, interprofessional working, leadership.

Learning Outcomes

Outcome Number	Description
1	Reflect on personal and professional learning and development, including the ability to support others.
2	Apply the knowledge that underpins clinical decision-making to complex situations, to include the responsibilites and accountabilities of a practising midwife.
3	Apply the knowledge of the factors which affect neonatal and very early child development to situations where there are additional care needs, including the principles of infant feeding.
4	Apply knowledge of the fundamental principles of leadership and demonstrate its contribution to team working.

Learning, Teaching and Assessment Strategy

Keynote lectures, supported by seminars and clinical skills workshops will develop theoretical knowledge, critical decision-making (LOs 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 (LOs 1, 4). Clinical simulation will be utilised to support application of theory to practice and clinical skills development.

Your portfolio of learning will evidence reflective learning, using reflective diaries, action planning and self-evaluation. The portfolio will also demonstrate your underpinning knowledge of the factors which affect neonatal and early child development (LOs 1, 4). Knowledge that underpins clinical decision making in the context of universal care for women and neonates will be assessed through odjective simulated clinical examination (OSCE) and Viva Voce (LOs 2, 3).

Mode of Assessment

Type	Method	Description	Weighting
Summative	Examination - oral/viva voce	OSCE/Viva Voce	50%
Summative	Coursework - Portfolio/e-portfolio	Portfolio of learning (2000 words max)	50%
Formative	Examination - oral/viva voce	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.