

Module code: MOD006864	Version: 3 Date Amended: 12/Jan/2023
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1. Module Title
Professional Midwifery Advocate Preparation

2a. Module Leader
Karen Bartholomew

2b. School
School of Midwifery and Community Health

2c. Faculty
Faculty of Health, Medicine and Social Care

3a. Level
7

3b. Module Type
Standard (fine graded)

4a. Credits
30

4b. Study Hours
300

5. Restrictions			
Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:	None		

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description

The Professional Midwifery Advocate (PMA) course is for current NMC registered midwifery practitioners, who wish to develop their clinical leadership skills.

We'll develop your skills and expertise in the four functions of the Professional Advocate: Education and Development (formative function), Restorative Clinical Supervision, Monitoring, Evaluation, and quality control (normative function) and Personal action for quality improvement.

Combining academic rigour with practical applications, we look to support forward thinking, dynamic midwifery practitioners who'll have the ability to lead the services within which they work. You'll be ready to support the midwife through a process of restorative clinical supervision, personal action for quality improvement and preparedness for professional revalidation through a process of reflection.

We'll prepare you for the PMA role, with an innovative exploration of leadership and management in healthcare and examine your impact on organisations. Lectures will be shared with other professional advocates to develop interprofessional networking. Sound theoretical knowledge of leadership theory underpins the role and competencies of the PMA. On successful completion, you'll be able to undertake the role of the Professional Midwifery Advocate (PMA), and be appointable as a Professional Midwifery Advocate by your employing organisation.

6b. Outline Content

- Background to the development of the A-EQUIP model
- Role of the Professional Midwifery Advocate
- Adult learning style
- Restorative Clinical Supervision
- Compassionate Resilience
- Quality Improvement - methods and measures
- Fundamentals of leadership and its defining characteristics. Differences between leadership and management and the role of the PMA
- The concepts of leadership and management in an organisational, social environmental and multicultural context.
- The key roles that leaders play in creating visions and strategies, and the implementation of leadership and management strategies to meet current and future organisational demands.
- Critical issues in leadership and management development, including how leaders are selected, development tools that are available and issues of evaluation.
- Ethical leadership and advocacy.
- Leading change, and the key challenges that organisations and individual managers encounter in the organisation.
- Organisational culture and organisational dynamics. Performance management.
- Leadership skills for building teams and securing involvement and participation. Core communication skills used by leaders to motivate followers.
- Giving and receiving feedback.
- Promoting collaborative working and engaged followership behaviour.

6c. Key Texts/Literature

The reading list to support this module is available at: <https://readinglists.aru.ac.uk/>

6d. Specialist Learning Resources
Professional Midwifery Advocate practice supervisor and assessor in local Trust site

7. Learning Outcomes (threshold standards)		
No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Demonstrate a clear understanding of the A-EQUIP model and critically analyse the role of a Professional Midwifery Advocate in relation to midwifery practice
2	Knowledge and Understanding	Critically evaluate the ethical, legal and professional issues that impact upon maternity care and discuss how the provision on clinical supervision can support midwives in their role
3	Intellectual, practical, affective and transferrable skills	Demonstrate accountability and positive role modelling through reflection on personal learning, leadership, advocacy, autonomous decision-making and active contribution to personal action for quality improvement
4	Intellectual, practical, affective and transferrable skills	Demonstrate achievement of A-EQUIP competencies

8a. Module Occurrence to which this MDF Refers				
Year	Occurrence	Period	Location	Mode of Delivery
2025/6	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	48	1-4	• Lectures: Shared lectures with MOD005292 • Lectures 8x3 hours (4 taught days) • PMA specific • Lectures 8x3 hours (4 taught days)
Other teacher managed learning	14	1-4	Canvas online learning days x 2 (12 hours) Tutorials (2 hours)
Student managed learning	238	1-4	Self-directed study/ completion of practice competencies / assessment preparation
TOTAL:	300		

9. Assessment for the above Module Occurrence					
Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1-3	100 (%)	Fine Grade	50 (%)
Reflective account: 3,000 word reflective account to focus on restorative supervision sessions undertaken during the course.					
Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Practical	4	0 (%)	Pass/Fail	100 (%)
Completion of PMA competency workbook: Workbook demonstrates achievement of the A-EQUIP competencies. (2000 word equivalent)					

In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*).

In addition, students are required to:

(a) achieve the qualifying mark for each element of fine graded assessment as specified above

(b) pass any pass/fail elements

[* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]