



The  
University  
Of  
Sheffield.

# MMid - Master of Midwifery & MMedSci in Maternity Care

## ONLINE - INTERACTIVE – INTERNATIONAL

### The programme

This Masters programme, which has been running successfully since 2004, is conducted entirely over the Internet, with no travel or attendance requirements. It is therefore appropriate for any suitably qualified applicant who wishes to undertake postgraduate studies in midwifery or maternity care, wherever they might be located.

The University of Sheffield has had a longstanding interest in midwifery practice around the world and has fostered many international links and contacts. This programme provides opportunities for midwives and other practitioners working with women during childbirth to compare their own experiences with those in different cultural settings and reflect on the implications for perceived best practice.

The course aims to be both international and multiprofessional. It has been developed in partnership with service users, lay groups and other organisations involved in childbirth. Most students on the course are practising midwives who register for the degree of MMid but non-midwives who register for the MMedSci degree are equally welcome.

**This course does not give a professional qualification and holding the MMid does not entitle an individual to practise midwifery.**

### Aims

- To provide a flexible programme tailored to suit individual student needs
- To build on participants' existing experience, knowledge and domain speciality
- To develop each individual's critical faculties, analytical abilities and intellectual curiosity
- To locate an international perspective amongst contemporary midwifery and childbearing issues and provide a forum for debate

### Structure

Four 15 credit taught units are taken in each of the first two years (two simultaneously in each semester). Six of the units are compulsory; the other two optional units being chosen from the range of those available.

The whole of the third year is taken up by an individual research project supported by University staff and written up as a dissertation worth 60 credits.

### Length of course

The course is normally conducted part-time over a three year period by online distance learning starting in September of each year. Each academic year consists of 30 study weeks and is split into two semesters lasting 15 study weeks each.

### Closing date for applications

The closing date for applications is the end of June preceding commencement of the course. Application is online – follow the links from the programme web pages.

### Entry requirements

- Bachelor's degree normally expected, although accreditation of prior learning for Masters level study is possible.
- Experience of working in midwifery or maternity care
- Access to a PC with a suitable Internet connection
- Basic computer literacy and familiarity with the Internet
- Ability to use the English language must meet the minimum levels set (IELTS 6.5 or equivalent).

### Fees

The annual fee for the academic year commencing in September 2008 has been set at £1500 (UK pounds). Please note that the University of Sheffield does reserve the right to increase fees in line with inflation in your subsequent years of study (inflation rate in UK currently running at approximately 2.1%).

### Contact us:

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Further information: [www.shef.ac.uk/snm/online](http://www.shef.ac.uk/snm/online)

## **MMid units:**

### **Contemporary issues in health care**

The focus of the unit is on exploring a range of contemporary issues that impinge on advanced nursing and midwifery practice, acknowledging that perceptions and ramifications of such issues will vary dependent on local circumstances. Students will firstly identify, then critically examine the implications of local and global issues with respect to their own sphere of practice. Allowing the student group to select issues with the greatest relevance, immediacy and importance to their own practice encourages involvement and promotes ownership of the resultant discussions.

### **Becoming a reflective practitioner**

This module examines the accepted dominant tradition which sees rational, explicit and articulate understanding as the core ingredient in informing professional knowledge and practice. It aims to encourage critical thinking about professional knowledge and practice to allow the intricacies and complexities of professional work to be better understood. What is seen to be fundamental to the development of the reflective practitioner is the gaining of personal and professional insights through the critical analysis of, and challenge to, the practitioner's own work, which, in consequence, empowers them to seek different solutions to practice problems

### **Leadership and service development**

This unit is designed for health care professionals who are advancing and developing services in health and social care communities. It will enable each student to explore the underpinning knowledge and skills relating to leadership and teamwork and to consider how empowerment, personal influence and collaborative practice affect the patient/client experience. Strategies required for the effective evaluation of service provision and the pursuit of quality in health and social care provision will be critically examined.

### **Managing change in health care**

Change is a certainty throughout life. Building upon the foundations laid in the reflective practice unit, this unit offers the opportunity to critically evaluate and reflect upon change survival and growth utilising life and work experiences to demonstrate self-awareness and synergy. Students will critically evaluate change from different perspectives: organisational approaches and issues within change management; the individual response to change events; and the personal need to develop and change.

### **Research methodology**

This unit will introduce students to the purpose and principles of qualitative and quantitative research together with its application to relevant areas of practice. The meanings of research terminology will be explored and methodological techniques and practices associated with data collection and analysis will be examined. Students will explore the ethical and social implications of planning and undertaking research. They will develop the knowledge and skills needed to critically appraise, and effectively evaluate, the quality of research and its contribution to the subject-specific knowledge base.

### **Research design and application**

Through planning and designing their own research projects, students undertaking this unit will be exposed to a range of intellectual and philosophical influences underpinning research. The practical challenges encountered in doing research will be identified and students will be encouraged to explore ways of managing and resolving such challenges. The importance of conducting data gathering in an ethically sound manner, sensitive to the needs of research subjects, will be emphasised. Students will acquire skills in critical self-scrutiny and active reflexivity through examining the researcher's role and relationship with research subjects

### **Research dissertation**

This unit gives students an opportunity to undertake a substantial personal research project. The research topic must be relevant to the scope of the course and must be realistically achievable within the time and resources available. Students are encouraged to work up a concept based on an area of particular interest and/or relevance to themselves. The subject and methodological approach will be agreed between each individual student and their tutor(s) and will normally be based on those worked up in the preceding Research Design and Application unit. The completed work will be written up in the form of a dissertation

### **Optional units – students will take two from those available, including:**

#### **Diversity in maternal and neonatal health**

This unit will consider and contrast sociological, psychological and epidemiological frameworks for understanding diversity in health. Students will consider features of the social and economic structure of societies as explanations for health diversity between and within societies. They will examine the interface between the individual and society for explanations of health diversity within societies. Whilst a variety of health issues will be explored, patterns of a specific health behaviour (e.g. smoking) will be pursued as a linking theme throughout. Students will critically examine the implications of issues with respect to the health and well-being of childbearing women and their babies

#### **Antenatal screening and genetics**

This unit will cover human developmental genetics and biology from gametogenesis, through early embryogenesis to the establishment of an implanted fetus. Inherited diseases, chromosomal aberrations, congenital malformations and other divergence from normal fetal development will be studied, together with such issues as spontaneous abortion and implications of increasing maternal age. Antenatal screening strategies and available detection technologies will be covered in detail. This will provide the background to discuss appropriate ways of explaining the process and counselling prospective parents considering or undertaking antenatal screening, dealing particularly with the interpretation and implications of results and consequent actions

#### **Information and communication in health care**

This unit will examine a range of theoretical and practical issues related to information handling and communication strategies in healthcare. It will prepare students to analyse and assess the impact of print, broadcast and internet communication employed in healthcare. The conflict between data access and data protection in the effective delivery of a data-intensive healthcare environment will be explored. The student will investigate both the process of preparing written material for publication in an academic journal and the nature of academic publication itself.

Further information:

[www.shef.ac.uk/snm/online](http://www.shef.ac.uk/snm/online)