

Session: 2023/24

Title of Module: Research and Professionalism 2			
Code: MIDW11033	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 30	ECTS: 15 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Sheona Brown		
Summary of Module			
<p>Module Aim: To explore research methods, professional, legal and ethical concepts within evidence-based midwifery practice.</p> <p>Module Content: This module continues to develop students for professional life as a midwife by critically applying the requisite knowledge and skills in relation to routine and complex ethical, legal, professional, regulatory and governance issues which are explored in relation to the NMC Code (2018). Students will review, critique and explore the following:</p> <ul style="list-style-type: none"> • Clinical governance, Clinical risk, Mandatory reporting, The impact of devolved healthcare, Human Rights - including sexual and reproductive health, Ethical and legal issues pertaining to midwifery practice, The code (NMC, 2018) including accountability and autonomy, How to challenge discrimination with a focus on respectful, compassionate and kind care, Communication, Relationship based care both for women, families and wider maternity team, The role of the media in influencing the care agenda, Develop skills in numeracy, literacy, digital and media (including SafeMedicate), Personal responsibility to ensure they are fit for practice, including mental and physical health, Reflection to aid personal development (including ePortfolio, The midwife as leader, The role of evidence (critical analysis, interpretation and application to practice). Research methodology including: <ul style="list-style-type: none"> o Quantitative, qualitative and mixed method designs o Research methods o Ethical considerations o Rigour o Evidence-based practice o Limitations of research • The holistic promotion, support and maintenance of breastfeeding will be reviewed and assessed in relation to an overall, comprehensive and detailed knowledge and understanding of UNICEF UK Baby Friendly Initiative University Standards (UNICEF, 2019) – Theme 1: Understand breastfeeding; Theme 2: Support infant feeding; Theme 3: Support close and loving relationships; Theme 4: Manage the challenges; Theme 5: Promote positive communication. This module will support students to develop characteristics which can contribute to the UWS graduate attributes which are Universal (critical thinker, analytical, inquiring, culturally aware, emotionally intelligent, ethically minded, collaborative, research-minded and socially responsible); Work ready (knowledgeable, digitally literate, problem solver, effective communicator, influential, motivated, potential leader, enterprising and ambitious); Successful (autonomous, incisive, innovative, creative, imaginative, resilient, driven, daring and transformational) (I am UWS, 2018). • Module content maps to MSc Midwifery with Registration Programme Educational Framework (adapted from Framework for Quality Maternal and Newborn Care, Renfrew et al., 2014) to levels: <ul style="list-style-type: none"> • Educational Content - Professional and Personal Development, Health and Wellbeing. • Teaching and Learning Strategies. • Student Values. • Programme Philosophy. • Students. <p>NMC (2019) Proficiencies: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.14, 1.15, 1.16, 1.17.2, 1.17.3, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.25, 1.26, 2.4, 2.9, 3.20, 3.22, 5.2, 5.9, 5.11, 5.12, 5.13.1, 5.13.2, 5.13.3, 5.13.4, 5.13.5, 5.13.6, 5.17, 5.18.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
			√		
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1		Term 2	✓	Term 3		

Learning Outcomes: (maximum of 5 statements)	
<p>On successful completion of this module the student will be able to:</p> <p>L1. Evaluate the professional requirements for complex midwifery practice.</p> <p>L2. Argue legal, ethical and moral issues within midwifery practice.</p> <p>L3. Critique relevant sources of information and evidence to inform care in midwifery practice.</p> <p>L4. Demonstrate a comprehensive application in using a wide range of ICT (communication, numeracy, IT and study skills) to support and enhance work at this level.</p>	
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 11. Demonstrating a critical detailed knowledge of professional, ethical and legal issues relating to midwifery practice and the maternity services.

	<p>Demonstrating a detailed knowledge of the midwives role as an autonomous, accountable practitioner who provides respectful, kind, compassionate person centred care to women and families.</p> <p>Critically evaluating research theory and evidence-based research.</p> <p>Demonstrating a critical understanding of evidence-based theory and its application to midwifery practice.</p> <p>Demonstrating detailed knowledge and critical understanding of using a non-judgemental approach to care delivery that challenges discriminatory behaviours and is respectful, compassionate and kind.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11. Applying critical analysis, evaluation and synthesis to professional standards to practice with women and their families from diverse backgrounds.</p> <p>Applying a range of standard and specialised research skills to critically analyse the evidence-base for professional ethical and legal midwifery practice.</p> <p>Identifying, conceptualising and defining a range of communication skills and adapting these as required to provide person centred individualised care that acknowledges the individual needs of the woman and her family.</p> <p>Critically evaluating and utilising a range of information sources – such as research to share, apply and influence midwifery practice.</p> <p>Demonstrate advanced advocacy and leadership skills when working with women, new-born, infants, families and colleagues.</p>
Generic Cognitive skills	<p>SCQF Level 11. Applying a wide range of skills of problem solving, critical reasoning and reflection to a wide range of midwifery situations.</p> <p>Critically evaluating the legal and ethical frameworks that impact care for women and families in the 21st Century, including the Human, Sexual and Reproductive Rights.</p> <p>Applying specialised skills in problem solving, analytical reasoning and critical reflection to a wide range of midwifery situations demonstrating originality and creativity of thought.</p> <p>Utilising TURAS platform for recording theoretical and practical reflections.</p> <p>Critically reviewing, consolidating and extending midwifery knowledge and skills base in relation to professional, ethical and legal aspects of midwifery.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 11. Using a wide range of communication skills to analyse, evaluate and synthesise yourself and your practice i.e. oral presentation, academic writing, literature searching, record keeping.</p> <p>Accessing and applying information, evidence and research from a variety of sources to inform midwifery practice.</p>

	<p>Demonstrating numeracy skills related to professional practice through the use of SafeMedicate.</p> <p>Utilising a wide range of ICT applications to support and enhance care, making adjustments where necessary.</p> <p>Apply critical analysis, evaluation and synthesis in communication demonstrating an understanding of the verbal and non-verbal skills required for effective communication in midwifery practice. Detailed awareness of potential barriers to effective communications and strategies to overcome them.</p> <p>Demonstrating skilled effective communication for history taking and risk assessment.</p> <p>Demonstrating detailed knowledge and understanding of an adult learning approach to integration of theory and practice.</p> <p>Critically interpreting, evaluating and using a wide range of numerical skills and graphical data related to practice.</p> <p>Developing skills in medicine administration.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11. Understanding and working within the confines of professional legislation.</p> <p>Adhering to and practicing in accordance with all NMC professional, legal and ethical codes/standards, managing complex ethical and professional issues making informed judgments.</p> <p>Dealing with ethical and professional issues within the NMC framework in a caring and compassionate manner.</p> <p>Developing self-confidence and self-awareness to enhance employability.</p> <p>Developing self-confidence, self-awareness, reflection, personal development planning and an ability to identify personal and professional boundaries to enhance employability.</p> <p>Complying with NMC and Royal Pharmaceutical Society guidelines carrying out professional skills such as effective record keeping and safe administration of medicines.</p> <p>Exercising autonomy and initiative in professional activities, demonstrating initiative and making an identifiable contribution to change or new thinking.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching

This module will be offered using a hybrid learning approach. A variety of teaching methods and media make sessions as interesting and engaging as possible. Core lectures will lay the foundation for learning, complimented by planned tutorials and asynchronous online or class activities.

To promote inclusiveness and flexibility, anticipatory adjustments have been made to teaching, learning strategies and assessment. Further reasonable adjustments can be made for students who have been assessed as requiring specific adjustments or disability support in either the academic setting or in clinical practice placement environments.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	40
Asynchronous Class Activity	80
Tutorial/Synchronous Support Activity	14
Independent Study	166
	300 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Core:
Clark, E.J. (2015) Law and ethics for midwifery. New York: Routledge.

Cottrell, S. (2017) Critical thinking skills: Developing effective analysis and argument. 3rd edn. London: Palgrave Macmillan.

Creswell, J.W. (2018) Research design: Qualitative, quantitative and mixed-methods approaches. 5th edn. London: Sage Publications.

MacDonald, S. and Johnson, G. (eds.) (2023) Mayes' Midwifery 16th Edn. Edinburgh, Elsevier

Marshall, J. and Raynor, M. (eds) Myles textbook for midwives 17th Edn. Edinburgh, Elsevier

Nursing and Midwifery Council (NMC) (2018) The code. Available at: <https://www.nmc.org.uk/standards/code/> (Accessed: 15 October 2020).

Parahoo, K. (2014) Nursing research: Principles, process and issues. 3rd edn. Hampshire: Palgrave MacMillan.

Recommended:
Bolton, G. (2014) Reflective practice: Writing and professional development. 4th edn. London:

Sage Publications Ltd.

Dimond, B. (2013) *Legal aspects of midwifery (Legal aspects of healthcare)*. London: Mark Allan Publishing.

Frith, L. and Draper, H. (2003) *Ethics and midwifery: Issues in contemporary practice* 2nd edn. London: Books for Midwives.

Gallagher, A. and Hodge, S. (2012) *Ethics, law and professional issues: A practice-based approach for health professionals*. London: Palgrave Macmillan.

Gerrish, K. and Lathlean, J. (eds.) (2015) *The research process in nursing*. 7th edn. London: Wiley-Blackwell.

Griffith, R., Tengnah, C. and Patel, C. (2010) *Law and professional issues in midwifery*. Exeter: Learning Matters Ltd.

Johns, C. (2017) *Becoming a reflective practitioner*. 5th edn. New Jersey: John Wiley and Sons Inc.

Knight, M., Bunch, K., Tuffnell, D., Shakespeare, J., Kotnis, R., Kenyon, S. and Kurinczuk, J.J. (eds.) on behalf of MBRRACE-UK. *Saving lives, improving mothers' care - Lessons learned to inform maternity care from the UK and Ireland confidential enquiries into maternal deaths and morbidity 2015-17*. Oxford: National Perinatal Epidemiology Unit, University of Oxford 2019. Available at: <https://www.npeu.ox.ac.uk/mbrance-uk/reports> (Accessed: 15 October 2020).

Macdonald, S. and Johnson, G. (eds.) (2017) *Mayes' midwifery*. 15th edn. Edinburgh: Bailliere Tindall.

Marshall, J. and Raynor, M. (eds.) (2020) *Myles textbook for midwives*. 17th edn. Edinburgh: Elsevier.

Peate, I. and Hamilton, C. (eds.) (2013) *The student's guide to becoming a midwife*. 2nd edn. London: Wiley Blackwell.

Pollard, M. (2017) *Evidence-based care for breastfeeding mothers: A resource for midwives and allied health professionals*. 2nd edn. London: Routledge.

Polit, D. and Beck, C.T. (2012) *Nursing research: Generating and assessing evidence for nursing practice*. 9th edn. Philadelphia: Lippincott Williams and Wilkins.

Royal Pharmaceutical Society (2018) *Professional guidance on the safe and secure handling of medicines*. Available at: <https://www.rpharms.com/recognition/setting-professional-standards/safe-and-secure-handling-of-medicines/professional-guidance-on-the-safe-and-secure-handling-of-medicines> (Accessed: 15 October 2020).

Russell, L. (2014) *Sociology for healthcare professionals*. London: Sage Publications Ltd.

Scottish Government (2017) *The Best Start a five-year forward plan for maternity and neonatal care in Scotland: Executive Summary*. Edinburgh. Available at: <http://www.gov.scot/Resource/0051/00513178.pdf> (Accessed: 15 October 2020).

Spilby, H. and Munro, J. (eds.) (2009) *Evidence based midwifery: Applications in context*. Oxford: Wiley-Blackwell.

UNICEF (2019) UNICEF UK baby friendly initiative university standards. Available at: <https://www.UNICEF.org.uk/babyfriendly/wp-content/uploads/sites/2/2019/07/Guide-to-the-UNICEF-UK-Baby-Friendly-Initiative-University-Standards.pdf> (Accessed: 15 October 2020).

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

Students are academically engaged if they regularly participate in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources and complete assessments which are submitted on time (UWS Academic Engagement Procedure 2020.21; UWS Regulatory Framework, section 1.64 Academic Engagement and Attendance).

It is expected that students will attend all scheduled classes or participate with all delivered elements as part of their engagement with their programme of study.

Within this module, students are expected to attend for at least 75% of the synchronous core teaching activities to be assessed. Please refer to UWS Regulatory Framework Attendance Requirements.

Supplemental Information

Programme Board	Midwifery & Specialist Nursing
Assessment Results (Pass/Fail)	No
Subject Panel	Midwifery & Specialist Nursing L9-11
Moderator	Magi Hunter
External Examiner	L Lawther
Accreditation Details	NMC
Version Number	1.06

Assessment: (also refer to Assessment Outcomes Grids below)

Safe Medicate (Pass/Fail) (Must be passed at 100%) (NMC Standards)

Case study essay on legal, ethical and professional issues in midwifery (4,000 words). (100% weighting)

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.
(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)				✓	0	1
Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case study	✓	✓	✓		100	1
Combined Total For All Components					100%	2 hours

Footnotes

- A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

Module content reflects societal diversity and a rights-based approach to midwifery practice. To promote accessibility, anticipatory adjustments have been made to teaching and learning strategies and assessment. Further reasonable adjustments can be made for students who have been assessed as requiring specific adjustments.
UWS Equality and Diversity Policy

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)