Module Descriptor

Title	Research and Professionalism 2		
Session	2026/27	**Status**	Published
Code	MIDW11033	**SCQF Level**	11
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Health and Life Sciences**		
Module Co-ordinator	Charlotte Pace		

Summary of Module

Module Aim: To explore research methods, professional, legal and ethical concepts within evidence-based midwifery practice.

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:

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: 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: • Educational Content - Professional and Personal Development, Health and Wellbeing. • Teaching and Learning Strategies. • Student Values. • Programme Philosophy. • Students. 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.

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☒	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☒	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Evaluate the professional requirements for complex midwifery practice.
L2	Argue legal, ethical and moral issues within midwifery practice.
L3	Critique relevant sources of information and evidence to inform care in midwifery practice.
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.
L5	

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 11** Demonstrating a critical detailed knowledge of professional, ethical and legal issues relating to midwifery practice and the maternity services.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	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. Critically evaluating research theory and evidence-based research. Demonstrating a critical understanding of evidence-based theory and its application to midwifery practice. 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.
Practice: Applied Knowledge and Understanding	**SCQF 11** Applying critical analysis, evaluation and synthesis to professional standards to practice with women and their families from diverse backgrounds. Applying a range of standard and specialised research skills to critically analyse the evidence-base for professional ethical and legal midwifery practice. 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. Critically evaluating and utilising a range of information sources – such as research to share, apply and influence midwifery practice. Demonstrate advanced advocacy and leadership skills when working with women, new-born, infants, families and colleagues.
Generic Cognitive skills	**SCQF 11** Applying a wide range of skills of problem solving, critical reasoning and reflection to a wide range of midwifery situations. 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. Applying specialised skills in problem solving, analytical reasoning and critical reflection to a wide range of midwifery situations demonstrating originality and creativity of thought. Utilising TURAS platform for recording theoretical and practical reflections. Critically reviewing, consolidating and extending midwifery knowledge and skills base in relation to professional, ethical and legal aspects of midwifery.
Communication, ICT and Numeracy Skills	**SCQF 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. Accessing and applying information, evidence and research from a variety of sources to inform midwifery practice. Demonstrating numeracy skills related to professional practice through the use of SafeMedicate. Utilising a wide range of ICT applications to support and enhance care, making adjustments where necessary.

	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. Demonstrating skilled effective communication for history taking and risk assessment. Demonstrating detailed knowledge and understanding of an adult learning approach to integration of theory and practice. Critically interpreting, evaluating and using a wide range of numerical skills and graphical data related to practice. Developing skills in medicine administration.
Autonomy, Accountability and Working with Others	**SCQF 11** Understanding and working within the confines of professional legislation. Adhering to and practicing in accordance with all NMC professional, legal and ethical codes/standards, managing complex ethical and professional issues making informed judgments. Dealing with ethical and professional issues within the NMC framework in a caring and compassionate manner. Developing self-confidence and self-awareness to enhance employability. Developing self-confidence, self-awareness, reflection, personal development planning and an ability to identify personal and professional boundaries to enhance employability. Complying with NMC and Royal Pharmaceutical Society guidelines carrying out professional skills such as effective record keeping and safe administration of medicines. Exercising autonomy and initiative in professional activities, demonstrating initiative and making an identifiable contribution to change or new thinking.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. 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** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	40
Tutorial / Synchronous Support Activity	14
Asynchronous Class Activity	80
Independent Study	166
n/a	
n/a	
TOTAL	300

Indicative Resources

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. (2023) Critical thinking skills: Developing effective analysis and argument .4th edn London: Palgrave Macmillan.

Macdonald, S. and Johnson, G. (eds.) (2024) Mayes' Midwifery. 16th edn. Edinburgh: Elsevier.

Marshall, J. and Raynor, M. (eds.) (2020) 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/

Recommended:

Bolton, G. (2018) Reflective Practice: Writing and professional development 5th edn. London: Sage Publications Ltd.

Dahlen, H Kumar-Hazard E, and Schmied V (Eds) (2020) Birthing outside the system: the canary in the coal mine Abingdon New Your Routledge

Dimond, B. (2013) Legal Aspects of Midwifery (Legal Aspects of Healthcare). 4th ed.Mark Allan Publishing:London

Feeley, C, (2023) Supporting Physiological birth choices in midwifery practice (Electronic book): the role of workplace culture, politics and ethics New York Routledge

Frith, L. and Draper H. (2004) Ethics and Midwifery: Issues in Contemporary Practice 2nd edn.. Books for Midwives:London.

Gallimore ID, Matthews RJ, Page GL, Smith LK, Fenton AC, Knight M, Smith PW, Redpath S, Manktelow BN, on behalf of the MBRRACE-UK Collaboration. MBRRACE-UK Perinatal Mortality Surveillance, UK Perinatal Deaths of Babies Born in 2022: State of the Nation Report. Leicester: The Infant Mortality and Morbidity Studies, Department of Population Health Sciences, University of Leicester. 2024.

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

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

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

Pollard, M. (2023) Evidence-based care for breastfeeding mothers. A resource for midwives and allied health professionals. 3rd edn. London: Routledge.

Royal College of Midwives (2022) Care Ouside Guidance RCM England Available: care_outside_guidance.pdf (rcm.org.uk)

UNICEF (2019) Guide To The 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

Royal Pharmaceutical Society (2018) Professional Guidance On The Safe And Secure Handling Of Medicines. Available: https://www.rpharms.com/recognition/setting-professional-standards/safe-and-secure-handling-of-medicines/professional-guidance-on-the-safe-and-secure-handling-of-medicines.

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 Services in Scotland. Available.at: https://www.gov.scot/publications/best-start-five-year-forward-plan-maternity-neonatal-care-scotland-9781786527646/

Spilby, H. and Munro, J. (eds) (2009) Evidence Based Midwifery: Applications in Context. Oxford: Wiley-Blackwell.

(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)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

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.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

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

Supplemental Information

Divisional Programme Board	**Mental Health Nursing Midwifery Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	MHMH L9-11
Moderator	Liz Miller
External Examiner	L Lawther
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Safe Medicate (Pass/Fail) (Must be passed at 100%) (NMC Standards).
Assessment 2
Case study essay on legal, ethical and professional issues in midwifery (4,000 words). (100% weighting).
Assessment 3
(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 Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Class test (written)	☐	☐	☐	☒	☐	0	1

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Case study	☒	☒	☒	☐	☐	100	1

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	2 hours

Change Control

What	When	Who
Internal Moderator name change Module Resources updated	Aug 24	Sheona Brown
Module Coordinator name change Delivery of term change	Jan 26	Stacey Dunn