Code: MIDW11038	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Connor Murray		

Summary of Module

Module Aim: To critically examine needs of vulnerable women during childbirth and explore global perspectives in maternity care.

Module Content: This module will further develop critical analysis of the culturally aware and inclusive leadership and decision-making skills within the student required for safe, effective and respectful autonomous care for vulnerable women, their babies and their families throughout the pregnancy continuum. the wider role of the midwife in the international and political arenas, policy drivers and strategy developments within the field of obstetrics and maternal and fetal health and wellbeing will be critically explored in detail including:

Health and social inequalities
Learning Disabilities
Respectful and responsive midwifery care in diverse settings
Effective communication/relationship building partnership working with women Advocacy
Evidence-informed decision making.
Management strategies/ Interdisciplinary / multiagency teams
Support services that are available to vulnerable women and their families. Continuity
of midwifery carer
Infant feeding and holistic infant development of vulnerable women Female
genital mutilation
Transcultural complexities
Global Infant gender issues
Child/forced marriage
Traditional birth attendant
Sexual exploitation internationally
Gender Inequality
International provision of midwifery care
International organisations (Global Respectful Maternity Care Council (GRMCC)/ International monetary fund / Millennial development goals / World Health Organisation / UNICEF / International Confederation of Midwives)

- 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) and 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 and Midwifery Knowledge and Practice. • Teaching and Learning Strategies. • Student Values. • Programme Philosophy. • Students.

- NMC (2019) Proficiencies: 1.3,1.7, 1.8, 1.9, 1.10, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17.1, 1.17.2, 1.17.3, 1.18, 1.20, 1.21, 1.23, 2.1, 2.2, 2.6, 2.7, 2.8, 2.9, 2.12, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.15, 3.17.1, 3.17.2, 3.21, 3.22, 3.26, 3.27, 4.1, 4.2, 4.3, 4.8, 4.10, 5.4, 5.8, 5.10, 5.11, 5.16.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				

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.

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

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.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

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)

On successful completion of this module the student will be able to:

L1. Critically analyse concepts of vulnerability within contemporary political, financial, educational, health and social frameworks.

L2. Demonstrate in-depth knowledge and critically discuss the application of cultural sensitivity within local, national and global maternity services.

L3. Critically appraise interdisciplinary and multiagency working with local, national and international organisations/institutions that support vulnerable women.

L4. Demonstrate detailed knowledge and understanding, and critically analyse the role and responsibilities of the midwife in relation to leadership and decision-making skills required to facilitate holistic care to vulnerable families

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 detailed knowledge and critical understanding of health, social and cultural inequalities, and the effects they have on pregnancy and childbirth outcomes.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Adopting a range of strategies to provide safe, effective and respectful autonomous care for vulnerable women, their babies and their families. Demonstrating an extensive knowledge and understanding of research evidence to provide responsive midwifery care in diverse local, national and international settings that reflect the cultural and linguistic needs of women and their families. Demonstrating clinical decision-making skills and inclusive leadership in a range of midwifery situations when advocating for vulnerable women. Practicing with a critical understanding of UNICEF Breastfeeding Standards to enable mothers to develop a close and loving relationship with their babies.
Generic Cognitive skills	SCQF Level 11. Critically appraising evidence-based practice to care for women with a diverse childbearing society. Developing the skills required for assessing, planning, delivering and evaluating care delivered to vulnerable women and their babies.

Communication, ICT and Numeracy Skills	SCQF Level 11.
	Applying a wide range of IT skills to extract contemporary evidence to inform practice, and appropriately support and enhance work.
	Utilising effective communication skills in working within a multi-professional team.
	Recognising the verbal and non-verbal skills required for effective communication in midwifery practice. Awareness of potential barriers to effective communications and strategies to overcome them.
	Demonstrating effective communication skills for history taking and risk assessment.
	Understanding of an adult learning approach to integration of theory and practice.
	Demonstrating skills in analysis of numerical and graphical information.
Autonomy, Accountability and Working with others	SCQF Level 11.
	Practising collaboratively within the multi-professional team working to provide holistic care to vulnerable families., demonstrating leadership and decision skills to prioritise and take responsibility for care delivered.
	Utilising appropriate referral pathways to safely care for vulnerable women.
	Developing self-confidence, self-awareness, reflection, personal development planning and an ability to identify personal and professional boundaries to enhance employability.
	Understanding the requirements for professional compliance with current NMC guidelines.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching

This module will be offered using a blended 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	30
Asynchronous Class Activity	30
Tutorial/Synchronous Support Activity	6
Independent Study	134
	200 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:

Burrage, H (2016) Female Mutilation: The truth behind the horrifying global practice of Female Genital Mutilation. London. New Holland Publishers.

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

Holland, K (2018) Cultural Awareness in Nursing and Health Care 3rd Edn.New York: Routledge.

Kemp, J.MacLean, G.D. and Moyo, N (2021) Global Midwifery: Principles and Practice. Switzerland: Springer

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

Steen, M. and Thomas, M. (2016) Mental health across the lifespan: A handbook. New York: Routledge.

Tamara, P. and Straehle, C. (2012) Health inequalities and global justice. Edinburgh: Edinburgh University Press.

Thomson, G. and Schmied, V. (eds.) (2017) Psychosocial resilience and risk in the perinatal period. London: Routledge.

Recommended:

Gopee, N, and Galloway, J. (2017) Leadership and management in healthcare. 3rd edn. Los Angeles: Sage Publishing.

Handler, A., Kennelly, J. and Peacock, N. (eds.) (2011). Reducing racial / ethnic disparities in reproductive and perinatal outcomes. New York: Springer Science and Business Media.

International Confederation of Midwives (ICM) www.international midwives.org

Jefford, E and Jomeen, J (2020) Empowering Decision Making in Midwifery: A Global Perspective Abingdon.
Routledge

Knight, M. et al (eds.) (2021) 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 2017-19. Oxford: National Perinatal Epidemiology Unit, University of Oxford

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

National Institute for Health and Care Excellence (NICE)

Nursing and Midwifery Council (NMC) (2018) The Code. Available at: https://www.nmc.org.uk/standards/code/ (Accessed: 28 October 2020).

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

Powell, C. (2016) Safeguarding and child protection for nurses, midwives and health visitors: A practical guide. 2nd edn. Maidenhead: Open University Press.

Royal College of Midwives (RCM) Promoting Global Midwifery www.rcm.org.uk/promoting/global.

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-ofmedicines/professional-guidance-on-the-safe-and-secure-handling-of-medicines (Accessed: 15 October 2020).

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).

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-BabyFriendly-Initiative-University-Standards.pdf (Accessed: 15 October 2020).

World Health Organisation (WHO) https://www.who.int/

(**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; UWS Regulatory Framework).

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 & resSpecialist Nursing L9-11
Moderator	Liz Miller
External Examiner	L Lawther
Accreditation Details	NMC

Version Number	1.04

Assessment: (also refer to Assessment Outcomes Grids below)
Summative Assessment (1 component): Oral presentation - poster/powerpoint/prezzi/video blog (100%) Student choice topic area – Global Health Topic or Vulnerable Groups - Graded A-E (UWS Assessment Handbook, Session 2020/21, p27).
(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
Presentation	✓	✓	✓	✓	100	2
			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
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)