Module Descriptor

Title	Meeting Family Needs and Global Perspectives		
Session	2026/27	**Status**	Published
Code	MIDW11038	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Charlotte Pace		

Summary of Module

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

Module Content: 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 organisations (GRMCC/ IMF / Millennial development goals / WHO / UNICEF / ICM)

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)

Develop characteristics which contribute to the UWS graduate attributes which are Universal Work ready and Successful.

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	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.
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 detailed knowledge and critical understanding of health, social and cultural inequalities, and the effects they have on pregnancy and childbirth outcomes.

[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

Practice: Applied Knowledge and Understanding	**SCQF 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 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 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 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.

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 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** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	30
Tutorial / Synchronous Support Activity	6
Asynchronous Class Activity	30
Independent Study	134
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Chadwick, R.F. (2011) The SAGE handbook of health care ethics : core and emerging issues . London :, SAGE.

Clarke, E.J. (2015) Law and ethics for midwifery [electronic book] . Abingdon, Oxon ;; New York, NY :, Routledge.

Deery, R. (2015) Sociology for midwives . Cambridge, UK ;; Malden, MA, USA :, Polity Press.

Duncan, P. (2010) Values, ethics and health care . London :, SAGE.

Fraser, J. (2004) Child protection : a guide for midwives. 2nd ed. /. Edinburgh :, Books for Midwives Press.

Goldberg, A.E. (2010) Lesbian and gay parents and their children : research on the family life cycle . 1st ed. Washington, D.C. :, American Psychological Association.

Gopee, N. (2017) Leadership and management in healthcare. 3rd revised ed. [Place of publication not identified] :, Sage Publications.

Handler, A., Kennelly, J. & Peacock, N.R. (eds.) (2011) Reducing racial/ethnic disparities in reproductive and perinatal outcomes [electronic book] : the evidence from population-based interventions . New York :, Springer.

Holland, K. (2018) Cultural awareness in nursing and health care : an introductory text . 3rd ed. New York, NY :, Routledge.

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

Jefford, E. & Jomeen, J. (eds.) (2020a) Empowering decision-making in midwifery: a global perspective . Abingdon, Oxon ;; New York, NY :, Routledge.

Kemp, Joy. (2021) Global midwifery [electronic book] : principles, policy and practice . Cham, Switzerland :, Springer.

Kingdon, Carol. (2014) Sociology for Midwives. Luton :, Andrews UK.

Macdonald, S. (2024) Mayes' midwifery . 16th ed. Edinburgh :, Elsevier.

Marshall, J. & Raynor, M. (eds.) (2020) Myles textbook for midwives. 17th ed. /. Edinburgh :, Elsevier.

National Institute for Health and Care Excellence (NICE)

Nursing and Midwifery Council (2018) The Code. https://www.nmc.org.uk/standards/code/.

Peate, I. (ed.) (2016) Introducing the social sciences for midwifery practice birthing in a contemporary society. London ;; New York, Routledge.

Pollard, M. (2017) Evidence-based care for breastfeeding mothers : a resource for midwives and allied healthcare professionals . Abingdon, Oxon ;; New York, NY :, Routledge.

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

Raynor, M. (2010) Psychology for midwives [electronic book] : pregnancy, childbirth and puerperium . Maidenhead, England :, Open University Press.

Royal College of Midwives (n.d.) Promoting: promoting midwifery, quality maternity services and professional standards. https://www.rcm.org.uk/promoting/global.

Royal Pharmaceutical Society (2018) Professional guidance on the safe and secure handling of medicines. https://www.rpharms.com/recognition/setting-professional-standards/safe-and-secure-handling-of-medicines/professional-guidance-on-the-safe-and-secure-handling-of-medicines.

Ruspini, E. (2013) Diversity in family life : gender, relationships and social change . Bristol :, The Policy Press.

Scottish Government (2017.) The Best Start a five-year forward plan for maternity and neonatal care in Scotland: Executive summary. http://www.gov.scot/Resource/0051/00513178.pdf.

Steen, M. (2016) Mental health across the lifespan : a handbook . Abingdon, Oxon ;; New York, NY :, Routledge.

Thomson, G. (2017) Psychosocial resilience and risk in the perinatal period : implications and guidance for professionals . First edition. London :, Taylor and Francis.

UNICEF (n.d.) Guide to the Baby Friendly Initiative Standards. https://www.unicef.org.uk/babyfriendly/baby-friendly-resources/implementing-standards-resources/guide-to-the-standards/.

UNICEF (n.d.) Guidance for universities on implementing the Baby Friendly Initiative standards. https://www.unicef.org.uk/babyfriendly/wp-content/uploads/sites/2/2018/08/Guidance-for-universities-October-2017.pdf

WHO (n.d.) World Health Organization. https://www.who.int/.

Wylie, L. (2016) The midwives' guide to key medical conditions : pregnancy and childbirth . 2nd ed. Edinburgh :, Elsevier Health Sciences

(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:** Within this module, students are expected to attend for at least 75% of the synchronous core teaching activities to be assessed.

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 require this.
(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	Laura Coltart
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
Oral presentation - poster/powerpoint/prezzi/video blog (100%) Student choice topic area – Global Health Topic or Vulnerable Groups - Graded A-E.
Assessment 2
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**
Presentation	☒	☒	☒	☒	☐	100	2

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

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**
equality and diversity paragraph updated	7.2.25	C Murray
Change to module coordiantor Change to moderator Change to term delivery	Jan 26	Stacey Dunn