



## Module Descriptor

<b>Title</b>	Promoting Health and Wellbeing		
<b>Session</b>	2024/25	<b>Status</b>	Published
<b>Code</b>	MIDW07026	<b>SCQF Level</b>	7
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Health and Life Sciences		
<b>Module Co-ordinator</b>	S Dunn		
<b>Summary of Module</b>			
<p>Module Aim: To explain the importance of health and wellbeing for mother and newborn.</p> <p>Module Content: This module will explore issues of maternal health, wellbeing and lifestyle choices embracing both sociological and psychological dimensions relating to the sphere of midwifery and their application. Using enquiry-based learning the module will include the following theory:</p> <ul style="list-style-type: none"><li>• Introduction to sociology.</li><li>• Introduction to psychology</li><li>• Theories and principles of general health</li><li>• Transition to motherhood and parenthood</li><li>• Parenthood education</li><li>• Models of health and ill health and social class determinants of health</li><li>• Inequalities in health (including poverty and deprivation)</li><li>• Public Health Issues (physical, psychological, social, educational, political and the role of the midwife)</li><li>• Sexual and reproductive health</li><li>• Contraception and family planning</li><li>• Sexually transmitted infections (including HIV and AIDS)</li><li>• Mental health</li><li>• Diverse and vulnerable groups</li><li>• Obesity</li><li>• Smoking</li><li>• Infant nutrition (Breastfeeding)</li><li>• Domestic Abuse</li><li>• Child Protection and safeguarding</li><li>• Drug and alcohol misuse</li></ul>			

- University Standards (UNICEF, 2019): Theme 1: Understanding 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 thinking, emotionally intelligent and collaborative); Work ready (knowledgeable, potential leader and problem solving) and Successful (autonomous, innovative, resilient, and transformational) (I am UWS, 2018).

- Module content maps to BSc Midwifery 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
  - Midwifery Knowledge and Practice.
  - Teaching and Learning strategies
  - Student Values
  - Programme Philosophy.

- NMC (2019) Proficiencies: 1.6, 1.8, 1.9, 1.10, 1.12, 1.14, 1.17.1, 1.17.2, 1.17.3, 1.18, 1.23, 2.1, 2.7, 2.8, 2.12, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.13.4, 3.15, 3.17.1, 3.17.2

Module Delivery Method	On-Campus <sup>1</sup>	Hybrid <sup>2</sup>	Online <sup>3</sup>	Work -Based Learning <sup>4</sup>		
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)			
Terms for Module Delivery	Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
<b>L1</b>	Define the concepts of public health and associated inequalities
<b>L2</b>	Demonstrate knowledge of life-style choices on the physical, psychological, and emotional health of the mother and newborn
<b>L3</b>	Recognise current issues within society which may impact on the physical, psychological, social, and spiritual health and wellbeing of the mother and newborn.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

L4	
L5	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<p><b>SCQF 7</b></p> <p>Demonstrating knowledge and understanding of the concepts of public health, wellbeing and lifestyle choices.</p>
<b>Practice: Applied Knowledge and Understanding</b>	<p><b>SCQF 7</b></p> <p>Integrating theoretical knowledge in practice by recognising issues that impact on the physical, psychological sociological and spiritual wellbeing of the mother and newborn.</p> <p>Practising UNICEF Breastfeeding Initiative Learning Outcomes to enable mothers to develop a close and loving relationship with their babies and successfully breast-feed their babies.</p>
<b>Generic Cognitive skills</b>	<p><b>SCQF 7</b></p> <p>Undertaking skills of reflective practice utilising an evidence-based approach</p> <p>Recognising issues associated with health inequalities within a multidisciplinary team.</p>
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 7</b></p> <p>Utilising a wide range of communication skills including verbal, nonverbal and written, to effectively communicate with women and their families.</p> <p>Recognising barriers to communication and overcome them.</p> <p>Demonstrate effective record keeping skills.</p> <p>Utilising IT to source relevant information.</p>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 7</b></p> <p>Supervising, undertaking clinical care of low risk women and their babies.</p> <p>Practicing in accordance with NMC Code of professional conduct: standards for conduct, performance, and ethics (NMC,2018).</p> <p>Identifying and addressing own learning needs and personal health and fitness.</p> <p>Developing self-confidence and self-awareness of strengths, that celebrates difference and that will enhance employability. Seeking guidance where appropriate, managing legal, ethical, professional</p>

	issues and delivery of care in accordance with current NMC and/or ethical codes and practice guidelines
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Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<p>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.</p> <p>A variety of learning and teaching approaches will be utilised in this module including group and individual project work. Subject experts will input into the module especially in the area of psychosocial sciences. Students will participate in tutorials, seminars, discussions, and debates around the topics in this module.</p> <p>Reasonable adjustments can be made for students who have been assessed as requiring specific adjustments including appropriate hard copies of study materials; note taker.</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	30
Asynchronous Class Activity	30
Independent Study	140
Please select	
Please select	
Please select	
<b>TOTAL</b>	<b>200</b>

Indicative Resources
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Core:</p> <p>Bowden, J. and Manning, V. (2016) (eds.) Health promotion in midwifery. 3rd edn. London: Hodder Arnold.</p> <p>Macdonald, S. and Johnson, G. (eds.) (2017) Mayes' midwifery. 15th edn. Edinburgh: Bailliere Tindall.</p> <p>Marshall, J. and Raynor, M. (eds.) (2020) Myles textbook for midwives. 17th edn. Edinburgh: Elsevier.</p>

Recommended:

Davis, L. and Deery, R. (2014) Nutrition in pregnancy and childbirth food for thought Abingdon: Routledge.

Deery, R., Denny, E. and Leatherby, G. (2015) Sociology for midwives. Oxford: Wiley.

Guillebaud, J. (2019) Contraception today. 9th edn. Florida: Taylor and Francis Group.

Nursing and Midwifery Council (NMC) (2018) The code. Available at: <https://www.nmc.org.uk/standards/code/> (Accessed: 29 September 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. Berkshire: Open University Press.

Raynor, M. and England, C. (2010) Psychology for midwives. London: Quay Books.

Scriven, A. (ed.) (2017) Ewles and Simnett's promoting health: A practical guide. 7th edn. Edinburgh: Elsevier.

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: 29 September 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)**

### Attendance and Engagement Requirements

**In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.**

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

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 2020.21, 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.

### 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](#).**

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. 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

<b>Divisional Programme Board</b>	<b>Mental Health Nursing Midwifery Health</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	Mental Health Nursing, Midwifery & Health
<b>Moderator</b>	S Morrison
<b>External Examiner</b>	S Lewis
<b>Accreditation Details</b>	NMC
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Changes / Version Number</b>	1.05 Change to module co-ordinator

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

##### Component 1

Oral Poster Presentation on a chosen topic, where midwifery care and management is related to the woman's individual social and/or psychological needs focussing on maternal health and wellbeing. Assessment weighting 100%.

#### 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
Demonstrations/ Poster presentations/ Exhibitions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	0.25

**Component 2**

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	0

**Component 3**

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	
<b>Combined total for all components</b>						100%	0.25 hours

**Change Control**

What	When	Who