



## Module Descriptor

Title	Professional Midwifery 1		
Session	2024/25	Status	Published
Code	MIDW07027	SCQF Level	7
Credit Points	30	ECTS (European Credit Transfer Scheme)	15
School	Health and Life Sciences		
Module Co-ordinator	Susanne Morrison		
<b>Summary of Module</b>			
Module Aim: This is a theory module to identify and review concepts of professionalism within midwifery practice.			
Module Content: This module will prepare students for professional life as a midwife by introducing the essential requisite knowledge and skills in relation to academic, professional, ethical and legal issues. As part of their life-long learning process, students will begin to develop an ePortfolio to evidence continuous professional development. Using enquiry-based learning the module will include the following theory:			
<ul style="list-style-type: none"><li>History and development of the role, responsibilities, standards and scope of midwifery practice in adherence to the UK Nursing and Midwifery Council (NMC) standards</li><li>Introduction to evidence-based practice</li><li>Introduction to accessing and critiquing appropriate research</li><li>Communication including documentation and record keeping</li><li>Legal issues for normal midwifery practice (confidentiality, informed consent, autonomy, responsibility and dignity/privacy)</li><li>Professional issues (informed consent, advocacy maintaining midwifery registration and public safety through delivery of highest possible levels of safe and effective care)</li><li>Professional behaviour including use of social media</li><li>Clinical supervision</li><li>Patient safety</li><li>Working in partnership with women to provide person-centred and respectful midwifery care</li><li>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 5: Promoting positive communication</li><li>This module will support students to develop characteristics which can contribute to the UWS graduate attributes which are Universal (critical thinking, inquiring, research -</li></ul>			

mind); Work ready (knowledgeable, digitally literate, problem solver) and Successful (autonomous) (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. • Student Values. • Students.

- Mapped to NMC (2019) Proficiencies:

1.1,1.2,1.3,1.4,1.5,1.6,1.3,1.8,1.9,1.10,1.11,1.14,1.15,1.16,1.17.1,1.17.3,1.18,1.19,1.20,1.21,1.22,1.23,1.24,1.25,1.27,2.2,2.4,2.5,2.9,5.6,5.8,5.9,5.10,5.12,5.13.1,5.13.2,5.13.3,5.13.4,5.13.5,5.13.6,5.14,5.15,5.17,5.18,5.20.

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>		<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>		<b>Online<sup>3</sup></b> <input type="checkbox"/>		<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>	
<b>Campuses for Module Delivery</b>	<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)			
<b>Terms for Module Delivery</b>	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>		
<b>Long-thin Delivery over more than one Term</b>	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>	Identify the professional role of the midwife
<b>L2</b>	Examine the value of continuous personal and professional development
<b>L3</b>	Discuss evidence-based practice and its role within the health and social care agenda
<b>L4</b>	
<b>L5</b>	

### Employability Skills and Personal Development Planning (PDP) Skills

<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

<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>	<b>SCQF 7</b> Applying an adult learning approach to integration of theory and practice as evidenced by the ability to source and interpret knowledge which underpins current midwifery practice: utilising information retrieval discussion and application of professional roles.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 7</b> Accessing and applying information evidence and research from a variety of sources and demonstrate the use of such information in presentations and debate.
<b>Generic Cognitive skills</b>	<b>SCQF 7</b> Developing the skills required for independent self-directed study by literature searches, utilisation of data bases, development of study plans, practice note taking and compilation of reports and summaries. Learning to apply the processes of problem-solving, critical thinking and reflection and incorporate such information in their ePortfolio.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 7</b> Demonstrating skills in a variety of communication methods such as oral presentation, writing academic essays, record keeping and searching the literature. Recognising the verbal and non-verbal skills required for effective communication. ICT skills to inform practice and for personal development by the utilisation of word processing.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 7</b> Working effectively with the multi-professional team. Developing self-confidence and self-awareness and personal and professional accountability to enhance employability. Identifying personal learning strategies, strengths and weaknesses required for lifelong learning, and by working with peers demonstrates the use of these skills in discussion and scenarios.

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>
<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>This module will essentially be delivered face to face, with some online core lectures and activities. Interactive discussions will help to encourage reflection and enhance consolidation of learning. National online platforms such as NHS Education for Scotland Turas to facilitate life long learning will also be utilised.</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>

<b>Learning Activities</b>	<b>Student Learning Hours</b>
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
Tutorial / Synchronous Support Activity	20
Asynchronous Class Activity	70
Independent Study	180
Please select	
Please select	
<b>TOTAL</b>	<b>300</b>

<b>Indicative Resources</b>
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Core:</p> <p>Nursing and Midwifery Council (NMC) (2018) The Code. Available at: <a href="https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf">https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf</a> (Accessed: 9 September 2024).</p> <p>Nursing and Midwifery Council (NMC) (2024) Standards of proficiency for midwives. Available at: <a href="https://www.nmc.org.uk/globalassets/sitedocuments/standards/2024/standards-of-proficiency-for-midwives.pdf">https://www.nmc.org.uk/globalassets/sitedocuments/standards/2024/standards-of-proficiency-for-midwives.pdf</a> (Accessed: 9 September 2024).</p> <p>McDonald, S. and Johnson, G. (2024) Mayes' Midwifery. 16th edn. Edinburgh: Bailliere Tindall (Accessed: 9 September 2024).</p> <p>or</p> <p>Marshall, J. and Raynor, M. (eds.) (2020) Myles textbook for midwives. 17th edn. Edinburgh: Elsevier (Accessed: 9 September 2024).</p> <p>Doughty, R (2023) Introduction to Research for Midwives. 4th edn. Elsevier. Available at: <a href="https://www.clinicalkey.com/student/nursing/content/toc/3-s2.0-C20180041754">https://www.clinicalkey.com/student/nursing/content/toc/3-s2.0-C20180041754</a> (Accessed: 9 September 2024).</p> <p>UNICEF (2019) UNICEF UK baby friendly initiative university standards. Available at: <a href="https://www.unicef.org.uk/babyfriendly/wp-content/uploads/sites/2/2019/07/Guide-to-the-Unicef-UK-Baby-Friendly-Initiative-University-Standards.pdf">https://www.unicef.org.uk/babyfriendly/wp-content/uploads/sites/2/2019/07/Guide-to-the-Unicef-UK-Baby-Friendly-Initiative-University-Standards.pdf</a> (Accessed: 9 September 2024).</p> <p>Recommended:</p> <p>Homer, C. (2019) Midwifery Continuity of Care. 2nd edn. Elsevier. Available at: <a href="https://www.clinicalkey.com/student/nursing/content/toc/3-s2.0-C20170044634">https://www.clinicalkey.com/student/nursing/content/toc/3-s2.0-C20170044634</a> (Accessed: 9 September 2024).</p> <p>Scottish Government (2017) The Best Start a five-year forward plan for maternity and neonatal care in Scotland: Executive Summary. Edinburgh. Available at: <a href="https://www.gov.scot/publications/best-start-five-year-forward-plan-maternity-neonatal-care-scotland-9781786527646/">https://www.gov.scot/publications/best-start-five-year-forward-plan-maternity-neonatal-care-scotland-9781786527646/</a> (Accessed: 9 September 2024).</p>

Esegbona-Adeigbe, S. (2023) Transcultural Midwifery Practice. Elsevier. Available: <https://www.clinicalkey.com/student/nursing/content/toc/3-s2.0-C20200039484> (Accessed: 9 September 2024).

Peate, I. and Hamilton, C. (eds.) (2013) The student's guide to becoming a midwife. 2nd edn. London: Wiley Blackwell. Available at: <https://www.vlebooks.com/Product/Index/339734?page=0> (Accessed: 9 September 2024).

Boyd, C. and Dare, J. (2015) Communication skills for nurses. Available at: <https://www.vlebooks.com/Product/Index/421384?page=0> (Accessed: 9 September 2024).

Independent Maternity Review (2022) Ockenden report – Final: Findings, conclusions, and essential actions from the independent review of maternity services at the Shrewsbury and Telford Hospital NHS Trust (HC 1219). Crown. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1064302/Final-Ockenden-Report-web-accessible.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1064302/Final-Ockenden-Report-web-accessible.pdf) (Accessed: 9 September 2024).

Kirkup, B. (2015) The report of the Morecambe Bay investigation UK Williams Lea Group Stationery Office. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/408480/47487\\_MBI\\_Accessible\\_v0.1.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/408480/47487_MBI_Accessible_v0.1.pdf) (Accessed: 9 September 2024).

**(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:**

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

<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 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>School Assessment Board</b>	3 <sup>rd</sup> February 2025
<b>Moderator</b>	Liz Miller
<b>External Examiner</b>	Sarah Lewis
<b>Accreditation Details</b>	NMC
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	1.0

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
Create an ePortfolio: (pass/fail)
<b>Assessment 2</b>
Essay (3000 words)
<b>Assessment 3</b>
<p>(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.</p> <p>(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.)</p>

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	1

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	2

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"/>		

Combined total for all components	100%	hours
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Change Control

What	When	Who
Reference list updated	September 2024	Susanne Morrison