

Session: 2023/24

Last modified: Feb 24

<b>Title of Module: Professional Midwifery 1</b>			
<b>Code: MIDW07027</b>	<b>SCQF Level: 7</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 30</b>	<b>ECTS: 15</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Susanne Morrison		

### Summary of Module

**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:

- History and development of the role, responsibilities, standards and scope of midwifery practice in adherence to the UK Nursing and Midwifery Council (NMC) standards
- Introduction to evidence-based practice
- Introduction to accessing and critiquing appropriate research
- Communication including documentation and record keeping
- Legal issues for normal midwifery practice (confidentiality, informed consent, autonomy, responsibility and dignity/privacy)
- Professional issues (informed consent, advocacy maintaining midwifery registration and public safety through delivery of highest possible levels of safe and effective care)
- Professional behaviour including use of social media
- Clinical supervision
- Patient safety

Working in partnership with women to provide person-centred and respectful midwifery care

- 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
- This module will support students to develop characteristics which can contribute to the UWS graduate attributes which are Universal (critical thinking, inquiring, research - minded); 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.

### Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
				✓	
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Blended</b> 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</p> <p><b>Fully Online</b> 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.</p> <p><b>HybridC</b> Online with mandatory face-to-face learning on Campus</p> <p><b>HybridO</b> Online with optional face-to-face learning on Campus</p> <p><b>Work-based Learning</b> Learning activities where the main location for the learning experience is in the workplace.</p>					

Campus(es) for Module Delivery						
The module will <b>normally</b> 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		
	✓					

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Learning Outcomes: (maximum of 5 statements)	
On successful completion of this module the student will be able to: L1. Identify the professional role of the midwife L2. Examine the value of continuous personal and professional development L3. Discuss evidence-based practice and its role within the health and social care agenda	
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 7. 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.

Practice: Applied Knowledge and Understanding	SCQF Level 7. Accessing and applying information evidence and research from a variety of sources and demonstrate the use of such information in presentations and debate.	
Generic Cognitive skills	SCQF Level 7. 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.	
Communication, ICT and Numeracy Skills	SCQF Level 7. 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.	
Autonomy, Accountability and Working with others	SCQF Level 7. 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>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

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<b>Learning and Teaching</b>	
<p>This module will essentially be delivered by online core lectures and activities. Interactive workshops such as communication will be delivered face to face. Interactive quizzes 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. 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>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	30
Tutorial/Synchronous Support Activity	20

Asynchronous Class Activity	70
Independent Study	180
	300 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:

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**Core:**

Nursing and Midwifery Council (NMC) (2018) The Code. Available at: <https://www.nmc.org.uk/standards/code/> (Accessed: 12 October 2020).

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

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

**Recommended:**

Kirkup, B. (2015) The report of the Morecambe Bay investigation UK Williams Lea Group Stationery Office. Available at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/408480/47487\\_MBI\\_Accessible\\_v0.1.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/408480/47487_MBI_Accessible_v0.1.pdf) (Accessed: 12 October 2020).

NHS Education for Scotland (2009) Spiritual care matters. Edinburgh: NES.

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

Rees, C.(2011)Introduction to research for midwives 3rd edn. Churchill Livingstone: Croydon.

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 :12 October 2020).

Sully, P. and Dallas, J. (2010) Essential communication skills for nursing. Edinburgh: Elsevier Mosby.

The Mid Staffordshire NHS Foundation Trust Public Inquiry (2013) Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry: Executive Summary. London: Stationery Office (Chair: R Francis) Available at:

[www.midstaffspublicinquiry.com/sites/default/files/report/Executive%20summary.pdf](http://www.midstaffspublicinquiry.com/sites/default/files/report/Executive%20summary.pdf) (Accessed:12 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-Baby-Friendly-Initiative-University-Standards.pdf> (Accessed12 October 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)

**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.

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### Supplemental Information

<b>Programme Board</b>	Midwifery & Specialist Nursing
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Midwifery&Specialist Nursing L7-8
<b>Moderator</b>	tbc
<b>External Examiner</b>	S Lewis
<b>Accreditation Details</b>	NMC
<b>Version Number</b>	1.03

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

Create an ePortfolio: (pass/fail)

Essay (3000 words)

(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.)

<b>Component 1</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>	
Portfolio of written work		✓		0	1	
<b>Component 2</b>						

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓		✓	100	2
<b>Combined Total For All Components</b>				100%	3 hours

#### Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

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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)