Module Descriptor

Title	Promoting Health and Addressing Inequalities		
Session	2026/27	**Status**	Published
Code	MIDW07033	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Stacey Dunn		

Summary of Module

This module explores the importance of health and wellbeing across the pregnancy continuum and examines how social, psychological, cultural and structural determinants shape maternal and newborn outcomes. Students are introduced to sociological and psychological theories, public health frameworks, health literacy, behaviour change techniques, motivational interviewing, sexual and reproductive health, and safeguarding principles.

Students examine inequalities arising from poverty, deprivation, race, gender, and other vulnerabilities, and consider the midwife's role in reducing inequity through evidence-based, culturally responsive practice. Topics include models of health, transition to parenthood, antenatal education, domestic abuse, trauma, substance use, mental health, contraception, BBVs, and adolescent pregnancy.

This module aligns with UNICEF BFI, SDGs, UWS Graduate Attributes, Realistic Medicine, and the RCM Decolonising the Curriculum Toolkit. Learning occurs through lectures, tutorials, discussions, scenario-based activities, and digital content accessed on Brightspace. Leganto provides structured reading lists mapped to learning outcomes.

MAPPING:

UWS Graduate Attributes:

This module supports the development of UWS graduate attributes by fostering academic, personal, and professional growth in midwifery students. Through engagement with theoretical content students will enhance their ability to think critically, communicate effectively, and act with integrity and compassion. The module contributes to the development of graduates who are Universal, Work Ready, and Successful, in alignment with the "I am UWS" framework, and prepares students for professional registration and lifelong learning within midwifery practice.

Sustainable Development Goals:

Educate students to develop an understanding health and wellbeing and the need to address inequalities in relation to the pregnancy continuum. This module contributes to the United Nations (UN) Sustainable Development Goals (SDGs) SDG-3 Good Health and Wellbeing; SDG-4 Quality Education; SDG-5 Gender Equality; SDG-10 Reduced Inequalities.

United Nations (2023) Sustainable Development: The 17 Goals. Available from https://sdgs.un.org/goals

Realistic Medicine:

Realistic Medicine is an approach to healthcare that aims to put the person receiving care at the centre of decisions made about their care. Shared decision making and a personalised approach to care are key elements. It also aims to reduce harm, waste and unwarranted variation, whilst acknowledging and managing the inherent risks associated with all healthcare, and championing innovation and improvement.

The relevant resources which link to this module can be found here:

Reducing Unwarranted Variation Turas Page – https://learn.nes.nhs.scot/63085

Reducing Unwarranted Variation Sway - https://sway.cloud.microsoft/7Ta1XLAQTsxlDFLV?ref=Link

United Nations Children's Fund (UNICEF) Baby Friendly Initiative University Standards:

The Baby Friendly Initiative (BFI) strives to support families with infant feeding and developing close and loving relationships so that all babies get the best possible start in life (UNICEF 2023). The module contents link to the following BFI themes/standards: 1.2, 1.3, 2.8, 4.12, 4.13, 5.16.

Decolonising The Curriculum:

The initiative of Decolonising Midwifery Education and Practice aims to promote inclusive, culturally responsive care, to raise awareness of disparities and enhance outcomes for women, birthing people, and babies from the global majority. It also aims to enhance the learning experience for all students, as well as improve the educational experience for global majority students. This BSc Midwifery module aligns with the Royal College of Midwives Decolonising Midwifery Education Toolkit (2023) Section 2 (Curriculum) and Section 4 (Practice).

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

[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

L1	Describe the theory of public health and associated inequality.
L2	.Define equity and explain the impacts of health inequalities and the role of the midwife.
L3	Identify key health promotion strategies and discuss effectiveness in reducing inequalities.
L4	
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 7** Demonstrate knowledge and understanding of the sociological and psychological factors influencing maternal health and wellbeing across the pregnancy continuum, including the impact of health inequalities and the role of the midwife in promoting equitable, person-centred care.
Practice: Applied Knowledge and Understanding	**SCQF 7** Apply foundational sociological and psychological concepts to midwifery practice, with a focus on promoting health and wellbeing across the pregnancy continuum. This includes recognising and addressing health inequalities, understanding the impact of social determinants such as poverty, race, and cultural background, and supporting behaviour change. 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.
Generic Cognitive skills	**SCQF 7** Demonstrate the ability to recognise and analyse the impact of health inequalities and lifestyle choices on maternal health and wellbeing across the pregnancy continuum.
Communication, ICT and Numeracy Skills	**SCQF 7** Students will apply verbal, non-verbal, and written communication skills to engage effectively with women and their families, including the appropriate use of interpreting services. Students will utilise digital tools to source and research relevant information. Students will interpret and apply numerical data to explore health inequalities, public health trends, and behavioural impacts. They will use charts, statistics, and evidence to support arguments and inform midwifery practice.
Autonomy, Accountability and Working with Others	**SCQF 7** Apply knowledge of health inequalities and sociocultural factors to support inclusive midwifery care. Demonstrate accountability by acting ethically and professionally in sensitive health contexts. Reflect on their role in promoting health and addressing inequality across the pregnancy continuum.

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 hybrid learning approach, combining face-to-face and online learning to support flexibility and engagement. A variety of teaching methods and media will be utilised. Core lectures will lay the foundation for learning, complimented by planned tutorials and asynchronous online or class activities. Learning activities are designed to foster SCQF Level 7 capabilities.	
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	26
Tutorial / Synchronous Support Activity	10
Asynchronous Class Activity	24
Independent Study	140
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Essential Reading (Mapped to LOs 1–3) Pollard, M. (2017) Evidence-based care for breastfeeding mothers: A resource for midwives and allied health professionals. 2nd edn. London: Routledge.upports L3 (health promotion, behaviour change). UNICEF (2024) 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 .Supports L3 (public health programmes; equity). Public Health Scotland resources (Health Literacy, Inequalities Briefings). Supports L1–L3. Recommended Reading NICE guidelines related to public health NES Realistic Medicine resources Local safeguarding, domestic abuse and GIRFEC guidelines

SIPCEP infection control package (relevant to community health promotion)

(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:

The Nursing and Midwifery Council (NMC) require students complete 2300 hours of theoretical preparation. Therefore, there is an expectation that students attend all scheduled activities associated with the module. This includes on campus and synchronous online sessions.

Whilst we understand that there may be times when conflicting priorities make participation challenging, students require to attend for at least 80% of the synchronous core teaching sessions 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.

This module is appropriate for all students.

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

To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. The School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure, and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate. All learning materials, activities and scenarios will reflect societal diversity and a rights-based approach to midwifery practice to reflect the diversity of students.

Professional programmes have Standards of Proficiency which detail the knowledge, skills and understanding required to be met to permit professional registration to be able to practise safely and effectively in the profession. As an education provider for this professional programme, UWS is not able to adjust these standards. However, we can make reasonable adjustments to assist students in meeting these standards. The Nursing and Midwifery Council (2019) have additional information regarding reasonable adjustments which can be found here: https://www.nmc.org.uk/supporting-information-on standards-for-student-supervision-and-assessment/student-empowerment/what-to expect/reasonable-adjustments-if-applicable/

(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 L7-8
Moderator	Laura Coltart
External Examiner	C Kenyon
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presentation on public health topic (student to select from module content) - Face to face to a peer group Weighting 100% Minimum pass mark of 40%
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