Module Descriptor

Title	Professional Midwifery 2		
Session	2024/25	**Status**	Published
Code	MIDW08015	**SCQF Level**	8
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Health and Life Sciences**		
Module Co-ordinator	Sheona Brown		

Summary of Module

Module Aim:

To explore professional, legal and ethical concepts within evidence-based midwifery practice.

Module Content: This module continues to develop students for professional life as a midwife by applying the requisite knowledge and skills in relation to ethical, legal, professional, regulatory and governance issues all of which are explored in relation to the NMC code (2018). Within this module students will develop skills in advocacy, and leadership to enable them to act in the best interests of women, families and the new-born. Students will explore the following topics:-

•Clinical governance, Clinical risk, Mandatory reporting, The impact of devolved healthcare in each of the 4 UK countries, Human Rights – including sexual and reproductive health, Ethical and legal issues pertaining to midwifery practice, The Code (NMC,2018) including accountability and, autonomy, How to challenge discrimination – with a focus on respectful, compassionate and kind care. Communication – in all forms, Relationship based care both for women and families and the wider maternity team. The role of the media in influencing the care agenda. Develop skills in numeracy, literacy, digital and media (including SafeMedicate). Explore their personal responsibility to ensure they are fit for practice, including mental and physical health. The use of reflection to aid personal development including maintaining a Turas e-portfolio. The role of evidence (critical analysis, interpretation and application to practice). Introduction to research and research methodologies.

•The holistic promotion, support and maintenance of breastfeeding will be e 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):Theme1:Understanding breastfeeding; Theme2:Support infant feeding; Theme3 Support close and loving relationships;Theme4: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 thinker, analytical, inquiring, culturally aware, emotionally intelligent, ethically minded, collaborative, research-minded and socially responsible); Work-ready (knowledgeable, digitally literate, problem solver, effective communicator, influential, motivated, potential leader, enterprising and ambitious);Successful (autonomous, incisive, innovative, creative, imaginative, resilient, driven, daring and transformational)(I am UWS,2018) Module content maps to the Educational Framework for Pre-registration Midwifery adapted from the Framework for

Quality Maternal and Newborn Care (Renfrew et al, 2014) to levels: • Educational Content - Professional and Personal Development, Health and Wellbeing • Teaching and Learning Strategies • Student Values • Programme Philosophy • Students

•Module content maps to the Educational Framework for Pre-registration Midwifery adapted from the Framework for Quality Maternal and Newborn Care ,Renfrew et al., 2014) to levels 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.14, 1.15, 1.16, 1.17.3, 1.18, 1.19, 1.22, 1.23, 1.25, 1.26, 1.27,2.4, 2.9, 2.10, 3.20, 3.22, 5.9, 5.12, 5.13.1, 5.13.2, 5.13.3, 5.13.4, 5.13.5, 5.13.6, 5.17, 5.18

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	Determine the professional requirements essential for complex midwifery practice.
L2	Examine legal, ethical and moral issues within midwifery practice.
L3	Interpret relevant sources of information and evidence to inform care in midwifery practice
L4	Utilise a wide range of skills associated with communication, numeracy, I.T. and study methods to their practice
L5	

Employability Skills and Personal Development Planning (PDP) Skills

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[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

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	**SCQF 8** Demonstrating a detailed knowledge of professional, ethical and legal issues relating to midwifery practice. Appreciating the midwives role as an autonomous, accountable practitioner who provides respectful, kind, compassionate person centred care to women and families. Demonstrating knowledge and understanding of theory and evidence-based research relating to midwifery practice. Demonstrating a non-judgemental approach to care delivery that challenges discriminatory behaviours and is respectful, compassionate and kind.
Practice: Applied Knowledge and Understanding	**SCQF 8** Applying professional standards to practice with women and their families from diverse backgrounds. Adopting a range of communication skills and adapting these as required to provide person centred individualised care that acknowledges the individual needs of the woman and her family. Utilising a range of information sources – such as research to share, apply and influence midwifery practice. Demonstrating advocacy and leadership skills when working with women, new-born, infants, families and colleagues.
Generic Cognitive skills	**SCQF 8** Applying skills of problem solving, critical reasoning and reflection to a wide range of midwifery situations Critically evaluating the legal and ethical frameworks that impact care for women and families in the 21st Century, including Human, Sexual and Reproductive Rights. Developing the skills of reflection on practice. Utilising TURAS platform for recording theoretical and practical reflections.
Communication, ICT and Numeracy Skills	**SCQF 8** Demonstrating skills in a variety of communication methods such as oral presentation, writing academic essays, record keeping, searching and evaluating literature from a range of sources. Accessing and applying information, evidence and research from a variety of sources to inform midwifery practice. Demonstrate numeracy skills related to professional practice through the use of Safe Medicate Utilising a wide range of ICT applications to support and enhance care.
Autonomy, Accountability and Working with Others	**SCQF 8** Understanding and working within the confines of professional legislation. Adhering to and practicing in accordance with all NMC professional, legal and ethical codes/standards, managing complex ethical and professional issues making informed judgments.

	Dealing with ethical and professional issues within the NMC framework in a caring and compassionate manner.
	Developing self-confidence, self-awareness, reflection, personal development planning and an ability to identify personal and professional boundaries to enhance employability.

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. 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	40
Asynchronous Class Activity	80
Tutorial / Synchronous Support Activity	14
Independent Study	166
Please select	
Please select	
TOTAL	300

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
Core:
Clark, E.J. (2015) Law and ethics for midwifery. New York: Routledge
Cottrell, S. (2023) Critical thinking skills: Developing effective analysis and argument .4th edn London: Palgrave Macmillan.

Macdonald, S. and Johnson, G. (eds.) (2023) Mayes' Midwifery. 16th edn. Edinburgh: Elsevier.

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

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

Recommended:

Bolton, G. (2018) Reflective Practice: Writing and professional development 5th edn. London: Sage Publications Ltd.

Dahlen, H Kumar-Hazard E, and Schmied V (Eds) (2020) Birthing outside the system: the canary in the coal mine Abingdon New Your Routledge

Dimond, B. (2013) Legal Aspects of Midwifery (Legal Aspects of Healthcare). 4th ed.Mark Allan Publishing:London

Feeley, C, (2023) Supporting Physiological birth choices in midwifery practice (Electronic book): the role of workplace culture, politics and ethics New York Routledge

Frith, L. and Draper H. (2003) Ethics and Midwifery: Issues in Contemporary Practice 2nd edn.. Books for Midwives:London.

Gallimore ID, Matthews RJ, Page GL, Smith LK, Fenton AC, Knight M, Smith PW, Redpath S, Manktelow BN, on behalf of the MBRRACE-UK Collaboration. MBRRACE-UK Perinatal Mortality Surveillance, UK Perinatal Deaths of Babies Born in 2022: State of the Nation Report. Leicester: The Infant Mortality and Morbidity Studies, Department of Population Health Sciences, University of Leicester. 2024.

Gallagher, A. and Hodge, S. (2012) Ethics, law and professional Issues. A practice-based approach for health professionals. London: Palgrave Macmillan.

Griffith, R., Tengnah, C. and Patel, C. (2010) Law and professional issues in midwifery. Exeter: Learning Matters Ltd.

Johns, C. (2017) Becoming a reflective practitioner .5th edn. New Jersey: John Wiley and Sons Inc

Royal College of Midwives (2022) Care Ouside Guidance RCM England Available: care_outside_guidance.pdf (rcm.org.uk)

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

Pollard, M. (2023) Evidence-based care for breastfeeding mothers. A resource for midwives and allied health professionals. 3rd edn. London: Routledge.

UNICEF (2019) Guide To The 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

Royal Pharmaceutical Society (2018) Professional Guidance On The Safe And Secure Handling Of Medicines. Available: https://www.rpharms.com/recognition/setting-professional-standards/safe-and-secure-handling-of-medicines/professional-guidance-on-the-safe-and-secure-handling-of-medicines.

Russell, L. (2014) Sociology for Healthcare Professionals. London: Sage Publications Ltd.

Scottish Government (2017) The Best Start - A five year forward plan for maternity and neonatal Services in Scotland. Available.at: https://www.gov.scot/publications/best-start-five-year-forward-plan-maternity-neonatal-care-scotland-9781786527646/

Spilby, H. and Munro, J. (eds) (2009) Evidence Based Midwifery: Applications in Context. Oxford: Wiley-Blackwell.

(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:**   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.](#)   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
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	Mental Health Nursinrg Midwifery and Health
Moderator	Magi Heron
External Examiner	L Lawther
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1

Safe Medicate (Pass/Fail) must be passed at 100% (NMC, Standards)
Assessment 2
Written essay, 3000 words, 100% weighting
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**
Class test (written) Safe Medicate	☐	☐	☐	☒	☐	0	1

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Written essay, 3000 words, 100% weighting	☒	☒	☒	☐	☐	100	1

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who
Internal Moderator name change	Aug 24	Sheona Brown
Module Resources updated	Aug 24	Sheona Brown