Module Descriptor

Title	Independent Project		
Session	2025/26	**Status**	Published
Code	MIDW09038	**SCQF Level**	9
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Health and Life Sciences**		
Module Co-ordinator	Magi Heron		
Summary of Module			

This module offers students the opportunity to engage in independent learning of a topic which they select and negotiate with the module coordinator. Students will apply theories, concepts and activities of adult-centred and life-long learning in a project focused upon a deeper understanding and critical analysis of a midwifery practice issue. Students will also be encouraged to actively engage in debate and constructive argument with student midwife peers.

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, enterprising effective communicator, motivated); Successful (autonomous, creative, driven) (I am UWS ,2018).

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 ☐	

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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

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Identify an aspect of clinical practice that could be enhanced through quality improvement
L2	Appraise the evidence in relation to the proposed quality improvement project
L3	Produce a proposal to conduct a rapid-cycle improvement project
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 9** Understanding the theories of adult-centred and lifelong learning within professional practice and academic study. Comprehension and understanding of the theory of locus of control within self-management principles, and resources. Developing knowledge of current computer software and tools for literature sourcing and project management Demonstrating knowledge of quality improvement methodologies, and the skills required to actively engage in evidence-informed quality improvement processes to promote quality care for all. Demonstrating knowledge and understanding of how to work with women, partners, families, advocacy groups, and colleagues to develop effective improvement strategies for quality and safety, sharing feedback and learning from positive and adverse outcomes and experiences.
Practice: Applied Knowledge and Understanding	**SCQF 9** Interpreting complex practice issues and principles. Using knowledge of locus of control, and self-management in establishing and maintaining a constructive and effective relationship with the module coordinator/ link. Interpreting and consolidating knowledge of the importance and value of evidenced-based practice in the childbirth domain
Generic Cognitive skills	**SCQF 9** Giving reasoned rationale to support debate and discussion related to project content. Bringing together information and adducing evidence from a variety of sources, including research studies, evidenced –based practice guidelines and protocols
Communication, ICT and Numeracy Skills	**SCQF 9**

	Demonstrating the skills of numeracy, literacy, digital, media, and technological literacy needed to ensure safe and effective midwifery practice.
	Making effective use of electronic information retrieval systems (Interpreting complex evidence and primary sources (statistical and qualitative evidence).
	Using information technology applications to present documents and project findings in polished oral and electronic modes.
Autonomy, Accountability and Working with Others	**SCQF 9** Establishing and maintaining effective working relationships with the module coordinator and clinical colleagues. Systematically identifying and addressing own learning needs, both in current and new areas, applying the principles of taking self-responsibility for continuing professional development. Developing self-confidence and self-awareness of strengths to be able 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.
The key learning mode of this module is that of student-negotiated learning. There will be two modified lectures where students will study quality-improvement methods to improve care and explore critical analysis and design aims and learning outcomes. Students will focus their investigations on a particular area of chosen practice. Students will liaise with the module coordinator detailing learning outcomes to be achieved and negotiate learning activities presented by the student at Action Learning Sets to their peers.
The learning activities may involve consulting subject experts or visiting units offering alternative modes of practice / care. The learning activities will be dependent upon the nature of the topic for study.
The module coordinator will ensure, in collaboration with the student that the scope of activity equates with the learning hours available and learning to the required depth of study (i.e. SCQF level 9). Action Learning sets will be used throughout the module for peer support, sharing of ideas and facilitation of project development. Students will complete the module by presenting a written report of the quality improvement project

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	36
Tutorial / Synchronous Support Activity	20

Asynchronous Class Activity	34
Independent Study	310
n/a	
n/a	
TOTAL	400

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
Core :
Panesar, S.S., Carson-Stevens, A., Salvilla, S.A., Sheikh A. (2014) Patient safety and healthcare
improvement at a glance. John Wiley and Sons:New York.
Cottrell, S. (2017) Critical Thinking Skills: Effective Analysis and Argument. 3rd edn. Hampshire:
Palgrave.
Cottrell, S. (2013) The Study Skills Handbook. 4th edn. Hampshire: Palgrave.
Recommended:
Health Foundation (2013) Quality improvement made simple. What everyone should know about
health care quality improvement (2nd edition). The Health Foundation, London.
Lawton, R and Armitage, G (2012). Innovating for Patient Safety. Sage: London
Vincent, C. (2010) Patient Safety.2nd edition. Chichester. Wiley Blackwell.
Woodward, S. (2017) Rethinking patient safety. Taylor Francis Group, Boca Raton
(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:
Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: 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.

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	MHMH L9-11
Moderator	Stacey Dunn
External Examiner	L Lawther
Accreditation Details	
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written critique of a research article - 2000 words
Assessment 2
Written report on a rpaid-cycle quality improvement project - 4000 words
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**
Review/ Article/ Critique/ Paper	☐	☒	☐	☐	☐	30	1

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Dissertation/ Project report/ Thesis	☒	☒	☒	☐	☐	70	2

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

Change Control

What	When	Who