



Module Descriptor

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|----------------------------|--------------------------|---|-----------|
| Title | Global Midwifery | | |
| Session | 2025/26 | Status | Published |
| Code | MIDW09040 | SCQF Level | 9 |
| Credit Points | 20 | ECTS (European Credit Transfer Scheme) | 10 |
| School | Health and Life Sciences | | |
| Module Co-ordinator | Liz Miller | | |

Summary of Module

Module Aim: To critically explore global issues in relation to women’s reproductive health and infant wellbeing.

Module Content; This module will explore the wider role of the midwife within international and political arenas, introducing them to policy drivers and strategy developments within the field of obstetrics and maternal and fetal health and wellbeing. The international/political role of the midwife and position of women in society will be critically explored in detail including:

- Female genital mutilation
- Cultural complexities
- Global Infant gender issues
- Child/forced marriage
- Traditional birth attendant
- Sexual exploitation internationally
- Gender Inequality

International provision of midwifery care

International organisations (Global Respectful Maternity Care Council, International Monetary Fund, International Confederation of Midwives, World Health Organisation, UNICEF)

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):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)and

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

Student Values

Students

NMC Proficiencies 2019:

1.3,1.6,1.8,1.9,1.10,1.13,1.14,1.16,1.171,1.172,1.173,1.23,2.1,2.2,2.8,2.9,2.12,3.1,3.2,3.4,3.5,3.6,3.7,3.15,3.21,3.22,3.27,4.1,4.2,4.3,5.8,5.10,5.16

| Module Delivery Method | On-Campus ¹ <input checked="" type="checkbox"/> | Hybrid ² <input type="checkbox"/> | Online ³ <input type="checkbox"/> | Work -Based Learning ⁴ <input type="checkbox"/> |
|--|---|--|---|---|
| Campuses for Module Delivery | <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) | |
| Terms for Module Delivery | Term 1 <input type="checkbox"/> | Term 2 <input checked="" type="checkbox"/> | Term 3 <input type="checkbox"/> | |
| Long-thin Delivery over more than one Term | Term 1 – Term 2 <input type="checkbox"/> | Term 2 – Term 3 <input type="checkbox"/> | Term 3 – Term 1 <input type="checkbox"/> | |

| Learning Outcomes | |
|-------------------|--|
| L1 | Apply knowledge and understanding of professional role of the midwife in relation to the local, international and political arenas |
| L2 | Debate ethical, legal, health care issues and gender related issues pertinent to international practice. |
| L3 | Critically review the wider social, cultural and political influences which undermine breastfeeding, to promote, support and protect infant feeding within midwifery practice. |
| L4 | |
| L5 | |

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

| 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 Developing knowledge and understanding of international maternity provision whilst exploring the political and cultural influences within a wider context. |
| Practice: Applied Knowledge and Understanding | SCQF 9 Utilising a wide range of skills and techniques to inform practice in the local, national and international arena. Accessing and applying Information, evidence and research from a variety of sources. |
| Generic Cognitive skills | SCQF 9 Undertaking skills of reflective practice utilising an evidence-based approach. Identifying and analysing global professional, legal and ethical problems and issues within midwifery practice |
| Communication, ICT and Numeracy Skills | SCQF 9 Evaluating and utilising a wide range of skills to support academic and clinical work. Evaluating and utilising effective communication strategies. Interpreting and evaluating numerical knowledge and skills related to practice. Applying a wide range of IT skills to appropriately support and enhance work |
| Autonomy, Accountability and Working with Others | SCQF 9 Recognising self and professional accountability and autonomous practice under supervision within a wide range of clinical settings. Working effectively with the multidisciplinary team. Demonstrating self-confidence and self-awareness to enhance employability |

| Prerequisites | Module Code | Module Title |
|----------------------|--------------------|---------------------|
| | Other | |
| Co-requisites | Module Code | Module Title |

| Learning and Teaching |
|--|
| <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 be offered using a hybrid 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.</p> <p>To promote inclusiveness and flexibility, anticipatory adjustments have been made to teaching, learning strategies and assessment. Further reasonable adjustments can be made</p> |

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 | Student Learning Hours |
|--|--|
| 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 | 20 |
| Asynchronous Class Activity | 50 |
| Tutorial / Synchronous Support Activity | 16 |
| Independent Study | 114 |
| n/a | |
| n/a | |
| TOTAL | 200 |

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Burrage, H (2016) Female Mutilation: The truth behind the horrifying global practice of Female Genital Mutilation. London. New Holland Publishers.

Clark, E (2015) Law and Ethics for Midwifery Abingdon: Routledge.

Holland, K (2018) Cultural Awareness in Nursing and Health Care 3rd Edn. New York: Routledge.

Kemp, J, MacLean, G.D. and Moyo, N (2021) Global Midwifery: Principles and Practice. Switzerland: Springer

Marshall, J. and Raynor, M. (2020) Myles Textbook for Midwives 17th Edn. Elsevier.

International Confederation of Midwives (ICM) www.internationalmidwives.org

Jefford, E and Jomeen, J (2020) Empowering Decision Making in Midwifery: A Global Perspective Abingdon. Routledge

Royal College of Midwives (RCM) Promoting Global Midwifery www.rcm.org.uk/promoting/global.

World Health Organisation (WHO) <https://www.who.int/>. Accessed 1/3/24

UNICEF: <https://www.unicef.org.uk/>. Accessed 1/3/24

(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

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| Divisional Programme Board | Mental Health Nursing Midwifery Health |
| Overall Assessment Results | <input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded |
| Module Eligible for Compensation | <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. |
| School Assessment Board | MHMH L9-11 |
| Moderator | Samia Kaddeer |
| External Examiner | L Lawther |
| Accreditation Details | NMC |
| Module Appears in CPD catalogue | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Changes / Version Number | 1 |

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

An oral presentation (100%) on a global health topic or specific country. The student may choose either a Poster, PowerPoint, Prezi or a Video Blog for their presentation.

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 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 100% | 0.25 |

| Component 2 | | | | | | | |
|------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|---------------------------------|
| 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"/> | | |

| 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% | 0.25 hours |

Change Control

| What | When | Who |
|-------------|-------------|------------|
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