Module Descriptor

Title	Research and Quality Improvement		
Session	2026/27	**Status**	Published
Code	MIDW09045	**SCQF Level**	9
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Health and Life Sciences**		
Module Co-ordinator	Samia Kaddeer		

Summary of Module

This module develops students' understanding of research concepts, evidence-based practice and quality improvement methodologies, preparing them to demonstrate leadership, autonomy and critical thinking in the design, justification and evaluation of a quality improvement initiative relevant to midwifery care.

Students focus on a negotiated area of practice improvement and work in partnership with the module coordinator to agree learning activities and project scope. Learning is student-led, supported by modified lectures, tutorials, visits, expert consultation and independent enquiry.

The module aligns with UWS Graduate Attributes, SDGs, Realistic Medicine, UNICEF BFI, and the RCM Decolonising the Curriculum Toolkit. Brightspace supports project planning resources, research toolkits, QI frameworks and Leganto reading lists.

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 of the knowledge, skills, and leadership capabilities to plan, implement and evaluate Quality Improvement initiatives in healthcare, with the goal of enhancing safe and service efficiency. This module contributes to the United Nations (UN) Sustainable Development Goals (SDGs) SDG-3 Good Health and Wellbeing; SDG-4 Quality Education; SDG-10 Reducing 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:

Become Improvers And Innovators - https://learn.nes.nhs.scot/63089

QI Zone - https://learn.nes.nhs.scot/741/quality-improvement-zone

Kickstart QI Elearning - https://learn.nes.nhs.scot/82474

QI Essentials 4 X Elearning Modules - https://learn.nes.nhs.scot/82226

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: 2.8, 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 3 (Assessment).

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	Critically evaluate the principles, models, and frameworks of quality improvement in relation to maternity care.
L2	Design and justify a quality improvement initiative relevant to midwifery practice, incorporating research and evidence based strategies, stakeholder engagement, and consideration of service user experience.
L3	Demonstrate leadership and change management skills by reflecting on professional role, communication, and collaboration with multidisciplinary teams to drive sustainable improvements in midwifery care.
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 focus 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 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 protocol.
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 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. 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 (SCQF level 9).	
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	54
Tutorial / Synchronous Support Activity	18
Asynchronous Class Activity	96
Independent Study	232
n/a	
n/a	
TOTAL	400

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)

Aveyard, H. (2019) Doing a literature review in health and social care: A practical guide. 4th edn. London: Open University Press.Supports L1–L2

Greenhalgh, T. (2019) How to read a paper: The basics of evidence-based medicine and healthcare. 6th edn. London: Wiley Blackwell.Supports L1–L3

Harvey, M. & Land, K (2022) Research Methods for Nurses and Midwives. Theory and Practioce. 2nd edn. Sage Publications.Supports L1–L2

Swanwick, T & Vaux , E. (2020) ABC of Quality Improvement in Healthcare. Wiley-Blackwell. Supports L1–L3

Nursing and Midwifery Council (NMC) (2018) The Code. Available at: https://www.nmc.org.uk/standards/code/Supports L3 (leadership & accountability)

Recommended Reading

Anderson-Wallace, M & Downham , N. (2024) Improving Qulaity in Healthcare. Sage Publications.

Gray, J.R. and Grove, S.K. (2021) Burns & Grove's the practice of nursing research: Appraisal, synthesis, and generation of evidence. 9th edn. Missouri: Elsevier.

Janes, G & Delves-Yates, C. (2023) Qulaity Imporovement in Nursing. Sage Publications.

Lachman, P. (2024) Oxford Professional Practice: Hanbook of Quality Improvement in Healthcare. Oxford University Press.

LoBiondo-Wood, G. and Haber, J. (2022) Nursing research: Methods and critical appraisal for evidence-based practice. 10th edn. Elsevier.

(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 L9-11
Moderator	Beth Peters
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
Presentation - peer assesed Outline of project with methodologies for a Quality Improvement area. 30% Weighting Minimum pass mark of 40%

Assessment 2
Quality Improvement Project Proposal (4,000 words) 70% Weighting Minimum pass mark of 40%
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	☐	☒	☐	☐	☐	30	2

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☐	☐	70	3

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	5 hours

Change Control

What	**When**	**Who**