



Module Descriptor

Title	Research and Professionalism 1		
Session	2024/25	Status	Published
Code	MIDW10014	SCQF Level	10
Credit Points	30	ECTS (European Credit Transfer Scheme)	15
School	Health and Life Sciences		
Module Co-ordinator	Susanne Morrison		

Summary of Module

Module Aim: This is a theory module to generate concepts of professionalism within midwifery practice.

Module Content: This module will prepare students for professional life as a midwife by introducing the essential requisite knowledge and skills in relation to academic, professional, ethical and legal issues. As part of their life-long learning process, students will begin to develop an ePortfolio to evidence continuous professional development. Using enquiry-based learning the module will include the following theory:

- History and development of the role, responsibilities, standards and scope of midwifery practice in adherence to the UK Nursing and Midwifery Council (NMC) standards
- Introduction to evidence-based practice
- Introduction to accessing and critiquing appropriate research
- Communication including documentation and record keeping
- Legal issues for normal midwifery practice (confidentiality, informed consent, autonomy, responsibility and dignity/privacy)
- Professional issues (informed consent, advocacy maintaining midwifery registration and public safety through delivery of highest possible levels of safe and effective care)
- Professional behaviour including use of social media
- Clinical supervision
- Patient safety
- Working in partnership with women to provide culturally competent, person-centred, compassionate, holistic and respectful midwifery care
- 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) - Theme 5: Promoting positive communication.
- 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) and Successful (autonomous) (I am UWS, 2018).

- Module content maps to MSc Midwifery with Registration Programme Educational Framework (adapted from Framework for Quality Maternal and Newborn Care, Renfrew et al., 2014) to levels: • Educational Content - Professional and Personal Development. • Student Values. • Students.

- Mapped to NMC (2019) Proficiencies: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.3, 1.8, 1.9, 1.10, 1.11, 1.14, 1.15, 1.16, 1.17.1, 1.17.3, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.27, 2.2, 2.4, 2.5, 2.9, 5.6, 5.8, 5.9, 5.10, 5.12, 5.13.1, 5.13.2, 5.13.3, 5.13.4, 5.13.5, 5.13.6, 5.14, 5.15, 5.17, 5.18, 5.20.

Module Delivery Method	On-Campus¹ <input type="checkbox"/>		Hybrid² <input checked="" type="checkbox"/>		Online³ <input type="checkbox"/>		Work -Based Learning⁴ <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 checked="" type="checkbox"/>	Term 2	<input 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	Assess and explain in detail the professional role of the midwife
L2	Compare and contrast continuous personal and professional development
L3	Appraise evidence-based practice and its role within the health and social care agenda
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:

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

Knowledge and Understanding (K and U)	<p>SCQF 10</p> <p>Developing and applying an adult learning approach of theory and practice as evidenced by the ability to source and critically interpret detailed knowledge which underpins current midwifery practice: applying information retrieval, discussion and application of professional roles.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 10</p> <p>Applying knowledge, skills and understanding in retrieving and applying information, evidence and research from a variety of sources and demonstrate the use of such information in presentations and debate.</p>
Generic Cognitive skills	<p>SCQF 10</p> <p>Developing and demonstrating a wide range of skills required for independent self-directed study by literature searches, utilisation of data bases, development of study plans, practice note taking and compilation of reports and summaries.</p> <p>Critically applying and reviewing the processes of problem –solving, critical thinking and reasoning, reflection and decision making and incorporate such information in their ePortfolio.</p>
Communication, ICT and Numeracy Skills	<p>SCQF 10</p> <p>Critically evaluating a wide range of skills to prepare and deliver formal and informal presentations on a range of topics to support academic and clinical work.</p> <p>Demonstrating effective communication strategies with peers, senior colleagues and specialists on a professional level.</p> <p>Interpreting, using and evaluating a wide range of numerical skills and graphical data related to practice.</p>
Autonomy, Accountability and Working with Others	<p>SCQF 10</p> <p>Exercising autonomy and initiative in professional activities with the multi-professional team.</p> <p>Demonstrating self-confidence and self-awareness and personal and professional accountability to enhance employability.</p>

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 essentially be delivered face to face, with some online core lectures and activities. Interactive discussions will help to encourage reflection and enhance</p>

consolidation of learning. National online platforms such as NHS Education for Scotland Turas to facilitate life long learning will also be utilised.

Reasonable adjustments can be made for students who have been assessed as requiring specific adjustments including appropriate hard copies of study materials; note taker.

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

30

Tutorial / Synchronous Support Activity

20

Asynchronous Class Activity

70

Independent Study

180

Please select

Please select

TOTAL

300

Indicative Resources

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

Core:

Nursing and Midwifery Council (NMC) (2018) The Code. Available at:

<https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf> (Accessed: 9 September 2024).

Nursing and Midwifery Council (NMC) (2024) Standards of proficiency for midwives. Available at: <https://www.nmc.org.uk/globalassets/sitedocuments/standards/2024/standards-of-proficiency-for-midwives.pdf> (Accessed: 9 September 2024).

McDonald, S. and Johnson, G. (2024) Mayes' Midwifery. 16th edn. Edinburgh: Bailliere Tindall (Accessed: 9 September 2024).

or

Marshall, J. and Raynor, M. (eds.) (2020) Myles textbook for midwives. 17th edn. Edinburgh: Elsevier (Accessed: 9 September 2024).

Doughty, R (2023) Introduction to Research for Midwives. 4th edn. Elsevier. Available at: <https://www.clinicalkey.com/student/nursing/content/toc/3-s2.0-C20180041754> (Accessed: 9 September 2024).

UNICEF (2019) 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> (Accessed: 9 September 2024).

Recommended:

Homer, C. (2019) Midwifery Continuity of Care. 2nd edn. Elsevier. Available at:

<https://www.clinicalkey.com/student/nursing/content/toc/3-s2.0-C20170044634> (Accessed: 9 September 2024).

Scottish Government (2017) The Best Start a five-year forward plan for maternity and neonatal care in Scotland: Executive Summary. Edinburgh. Available at: <https://www.gov.scot/publications/best-start-five-year-forward-plan-maternity-neonatal-care-scotland-9781786527646/> (Accessed: 9 September 2024).

Esegbona-Adeigbe, S. (2023) Transcultural Midwifery Practice. Elsevier. Available: <https://www.clinicalkey.com/student/nursing/content/toc/3-s2.0-C20200039484> (Accessed: 9 September 2024).

Peate, I. and Hamilton, C. (eds.) (2013) The student's guide to becoming a midwife. 2nd edn. London: Wiley Blackwell. Available at: <https://www.vlebooks.com/Product/Index/339734?page=0> (Accessed: 9 September 2024).

Boyd, C. and Dare, J. (2015) Communication skills for nurses. Available at: <https://www.vlebooks.com/Product/Index/421384?page=0> (Accessed: 9 September 2024).

Independent Maternity Review (2022) Ockenden report – Final: Findings, conclusions, and essential actions from the independent review of maternity services at the Shrewsbury and Telford Hospital NHS Trust (HC 1219). Crown. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1064302/Final-Ockenden-Report-web-accessible.pdf (Accessed: 9 September 2024).

Kirkup, B. (2015) The report of the Morecambe Bay investigation UK Williams Lea Group Stationery Office. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/408480/47487_MBI_Accessible_v0.1.pdf (Accessed: 9 September 2024).

(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:

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	<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	3 rd February 2025
Moderator	Liz Miller
External Examiner	Sarah Lewis
Accreditation Details	NMC
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1.0

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Create an ePortfolio: (pass/fail)
Assessment 2
Essay (4000 words)
Assessment 3
<p>(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.</p> <p>(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.)</p>

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	1

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	2

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%	hours

Change Control

What	When	Who
Reference list updated	September 2024	Susanne Morrison