



Module Descriptor

Title	Exploring the Concepts of Health and Wellbeing		
Session	2024/25	Status	Published
Code	MIDW10015	SCQF Level	10
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	S Dunn		
Summary of Module			
<p>Module Aim: To assess the importance of health and wellbeing for mother and newborn and health professionals.</p> <p>Module Content: This module will explore and analyse concepts of maternal health, wellbeing and lifestyle choices embracing sociological and psychological dimensions and their application to the sphere of midwifery; critically reflecting on how these impact on current models of service provision. Using enquirybased learning the module will include the following theory:</p> <p>Introduction to sociology</p> <p>Introduction to psychology</p> <p>Theories and principles of general health</p> <p>Transition to motherhood and parenthood</p> <p>Parenthood education</p> <p>Models of health and ill health</p> <p>Social class determinants of health</p> <p>Inequalities in health (poverty and deprivation)</p> <p>Public health (physical, psychological, social, educational, political and the role of the midwife) Sexual and reproductive health</p> <p>Contraception and family planning</p> <p>Sexually transmitted infections (including HIV and AIDS) Mental health</p> <p>Diverse and vulnerable groups</p> <p>Obesity</p> <p>Smoking</p> <p>Infant nutrition (with a focus on breastfeeding)</p> <p>Domestic abuse</p> <p>Child protection and safeguarding</p> <p>Drug and alcohol misuse</p> <p>The holistic promotion, support and maintenance of breastfeeding will be reviewed and assessed in relation to an overall, comprehensive and detailed knowledge and understanding</p>			

of UNICEF UK Baby Friendly Initiative University Standards (UNICEF, 2019) – Theme 1: Understand breastfeeding; Theme 2: Support infant feeding; Theme 3: Support close and loving relationships; Theme 4: 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 thinking, emotionally intelligent and collaborative); Work ready (knowledgeable, potential leader and problem solving) and Successful (autonomous, innovative, resilient, and transformational) (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; Health and Wellbeing; Midwifery Knowledge and Practice. • Teaching and Learning strategies. • Student Values. • Programme Philosophy

NMC (2019) Proficiencies: 1.7, 1.8, 1.9, 1.10, 1.11, 1.14, 1.15, 1.16, 1.17, 1.17.1, 1.17.2, 1.17.3, 1.18, 1.23, 2.1, 2.7, 2.8, 2.12, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.13.4, 3.15, 3.17.1, 3.17.2.

Module Delivery Method	On-Campus ¹		Hybrid ²		Online ³		Work -Based Learning ⁴	
	<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>		<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	Explore in detail the concepts of public health and associated inequalities

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

L2	Analyse life-style choices on the physical, psychological, and emotional health of the mother and newborn.
L3	Debate and prioritise current issues within society which may impact on the physical, psychological, social and spiritual health and wellbeing of the mother and newborn.
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)	<p>SCQF 10</p> <p>Demonstrating detailed knowledge and critical understanding of the principle theories, concepts and practices in relation to health, ill-health and public health.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 10</p> <p>Integrating detailed theoretical knowledge in practice by recognising issues that impact on the physical, psychological sociological and spiritual wellbeing of the mother and newborn.</p> <p>Practicing in a wide range of challenging care scenarios including vulnerability.</p> <p>Practising with a critical understanding of UNICEF Breastfeeding Initiative Learning Outcomes to enable mothers to develop a close and loving relationship with their babies and successfully breast-feed their babies.</p>
Generic Cognitive skills	<p>SCQF 10</p> <p>Undertaking skills of reflective practice utilising an evidence-based approach.</p> <p>Demonstrating some creativity/ original thought in response to problems and issues.</p> <p>Critically reviewing and consolidating knowledge and skills demonstrating reasoning and decision making.</p>
Communication, ICT and Numeracy Skills	<p>SCQF 10</p> <p>Utilising effective communication skills in working within a multi-professional team.</p> <p>Applying appropriate methods to facilitate effective communication and information dissemination with peers, senior colleagues and specialists on a professional level.</p> <p>Using a wide range of routine skills and some advanced and specialised skills in support of established maternal health and wellbeing practices.</p> <p>Applying a wide range of IT skills to appropriately support and enhance work.</p> <p>Adopting a range of IT applications that enhance work and can be adjusted to suit purpose.</p> <p>Interpreting, using and evaluating a wide range of numerical and graphical data to set and achieve goals.</p>

Autonomy, Accountability and Working with Others	<p>SCQF 10</p> <p>Exercising professional autonomy, accountability and advocacy, by practising in ways that show awareness of own and others' roles and responsibilities.</p> <p>Managing complex ethical and professional issues in accordance with current professional /and or ethical codes of practice. Taking cognisance of the limitations of these codes, and seeking guidance were appropriate.</p> <p>Working, under guidance, in a peer relationship with specialist practitioners to facilitate change, development or new thinking.</p>
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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>A variety of learning and teaching approaches will be utilised in this module including group and individual project work. Subject experts will input into the module especially in the area of psychosocial sciences. Students will participate in tutorials, seminars, discussions, and debates around the topics in this module.</p> <p>Reasonable adjustments can be made for students who have been assessed as requiring specific adjustments including appropriate hard copies of study materials; note taker.</p>	
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	10
Tutorial / Synchronous Support Activity	26
Asynchronous Class Activity	102
Independent Study	62
Please select	
Please select	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Core:</p> <p>Bowden, J. and Manning, V. (2016) (eds.) Health promotion in midwifery. 3rd edn. London: Hodder Arnold.</p>

Macdonald, S. and Johnson, G. (eds.) (2017) *Mayes' midwifery*. 15th edn. Edinburgh: Bailliere Tindall.

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

Recommended:

Davis, L. and Deery, R. (2014) *Nutrition in pregnancy and childbirth food for thought* Abingdon: Routledge.

Deery, R., Denny, E. and Leatherby, G. (2015) *Sociology for midwives*. Oxford: Wiley.

Guillebaud, J. (2019) *Contraception today*. 9th edn. Florida: Taylor and Francis Group.

Nursing and Midwifery Council (NMC) (2018) *The code*. Available at: <https://www.nmc.org.uk/standards/code/> (Accessed: 29 September 2020).

Pollard, M. (2017) *Evidence-based care for breastfeeding mothers: A resource for midwives and allied health professionals*. 2nd edn. London: Routledge.

Powell, C. (2016) *Safeguarding and child protection for nurses, midwives and health visitors: A practical guide*. 2nd edn. Berkshire: Open University Press.

Raynor, M. and England, C. (2010) *Psychology for midwives*. London: Quay Books.

Scriven, A. (ed.) (2017) *Ewles and Simnett's promoting health: A practical guide*. 7th edn. Edinburgh: Elsevier.

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-BabyFriendly-Initiative-University-Standards.pdf> (Accessed: 29 September 2020).

(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:

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related

learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Students are academically engaged if they regularly participate in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources and complete assessments which are submitted on time (UWS Academic Engagement Procedure 2020.21; UWS Regulatory Framework 2020.21, section 1.64 Academic Engagement and Attendance).

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](#).

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. 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	Mental Health Nursing, Midwifery & Health
Moderator	S Morrison
External Examiner	S Lewis
Accreditation Details	NMC
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	1.04 Change to module co-ordinator

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1**Component 1**

Oral Presentation (includes 2,000 word rationale) - On a chosen topic, where midwifery care and management (health promotion) is related to the woman's individual social and/or psychological needs focussing on maternal health and wellbeing.

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
Demonstrations/ Poster presentations/ Exhibitions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	0.5

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"/>	0	0

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"/>	0	
Combined total for all components						100%	0.5 hours

Change Control

What	When	Who

