



Module Descriptor

Title	Delivering Holistic Care to Women and Babies		
Session	2024/25	Status	Published
Code	MIDW07021	SCQF Level	7
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	EA Miller		
Summary of Module			
This module will enable the maternity care assistant (MCA) student to gain knowledge and understanding of the theory and applied skills that are required to participate in the delivery of holistic care appropriate for their role and responsibilities. The aim of this module is to explore the various dimensions of health education and public health including physical, psychological, emotional and spiritual health. In particular, perinatal mental health, infant feeding and healthy lifestyle choices are explored. Behaviour change strategies will focus on the use of brief intervention. Parenthood issues including parent/infant relationships will be explored and how they may be fostered through effective parenthood education and postnatal care. As a result this module will support students to develop characteristics which can contribute to the UWS graduate attributes (I am UWS, 2018) which are; Universal (critical thinking, emotionally intelligent and collaborative); Work-Ready (knowledgeable, effective communicator, motivated); Successful (resilient) 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 Baby Friendly Initiative University Standards (2019). Key aspects: Theme 1 Understand Breastfeeding; Theme 3 Support Close and loving Relationships; Theme 5 Promote Positive Communication. To explore the various dimensions of health education and public health issues to support the provision of holistic care for women and babies.			

Module Delivery Method	On-Campus¹ ☐	Hybrid² ☒	Online³ ☐	Work -Based Learning⁴ ☐		
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	
L1	Promote awareness of the physical, psychological, emotional and spiritual needs of the woman, her baby and her family.
L2	Support the creation and maintenance of an environment that promotes the health, safety and wellbeing of the woman and baby.
L3	Explain the role of the maternity care assistant in relation to health and public health issues.
L4	Assist the midwife to support parent's transition to parenthood.
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 7 Understand and apply an adult learning approach to integration of theory and practice. Detailed knowledge and understanding of personal health and public health issues and their impact on women and babies within the childbirth continuum.
Practice: Applied Knowledge and Understanding	SCQF 7 Demonstrate fundamental caring skills necessary to assist and support the midwife to deliver effective midwifery care. Integration of theory to practise in relation to supporting women's lifestyle choices. Promoting behaviour change through use of brief interventions.

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

Generic Cognitive skills	SCQF 7 Reflect on the rationale for the skills developed and required for independent self directed study. Utilising evidence base to support practise and undertaking reflective activities.
Communication, ICT and Numeracy Skills	SCQF 7 Demonstrate and utilise a wide range of communication skills, including verbal, non-verbal and written to communicate with women, their families and the multi-professional team. Enhance oral presentation skills referencing, sourcing evidence based reasearch and literacy skills in the creation of an oral presentation.
Autonomy, Accountability and Working with Others	SCQF 7 Under direct supervision of the midwife provide care for women and families utilising the maternity services. Demonstrate working effectively with others in multi-disciplinary groups or teams to assist in the delivery of evidenced based care. Systematically identify and address own learning needs.

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.	
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	14
Tutorial / Synchronous Support Activity	14
Laboratory / Practical Demonstration / Workshop	7
Personal Development Plan	3
Independent Study	70
Asynchronous Class Activity	92
TOTAL	200

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

Aveyard, H. (2017) A Beginners Guide to Evidence Based Practise in Health and Social Care. 3rd Edn. Berkshire: Magraw Hill.

HealthCare Associated Infections (HAIs)standards (2021) Healthcare Improvement Scotland. (Online)
Available:http://www.healthcareimprovementscotland.org/our_work/inspecting_and_regulating_care/hei_policies_and_procedures/hai_standards_2015.aspx (Accessed 21/1/21)

Naidoo, J and Wills, J (2016)Foundations for Health Promotion. 4th Edn. Edinburgh: Bailliere Tindall.

Scriven, A. (ed) (2017) Ewles and Simnett Promoting Health A Practical Guide (7th Edition). Edinburgh: Bailliere Tindall Elsevier.

Unicef (2019) Unicef UK Baby Friendly Initiative University Standards. Available at: <https://www.unicef.org.uk/babyfriendly/baby-friendly-resources/implementing-standards-resources/university-guide-to-the-standards/> (Accessed: 14 December 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:

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](#).

Within this module, students are expected to attend for at least 75% of the synchronous / core teaching activities / tutorials.

(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	Mental Health Nursing Midwifery and Health
Moderator	R Ferguson
External Examiner	S lewis
Accreditation Details	NA
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Recorded 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
Recorded Presentation	☒	☒	☒	☒	☐	100%	7

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		

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

Change Control

What	When	Who
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