



Module Descriptor

Title	Appraising Complex Midwifery		
Session	2024/25	Status	
Code	MIDW11032	SCQF Level	11
Credit Points	30	ECTS (European Credit Transfer Scheme)	15
School	Health and Life Sciences		
Module Co-ordinator	M Heron		
Summary of Module			
<p>This module is an essential component related to all other modules within the midwifery programme. It runs alongside and is supported by the 'Analysis of Complex Care in Practice' module (MIDW1105).</p> <p>The module supports critical understanding of the relevant pathophysiology related to medical, obstetric and neonatal disorders and complications which can impact both mother and baby during pregnancy and childbirth. It facilitates appraisal and synthesis of the necessary knowledge to provide respectful high-risk care for women and their babies with consideration of the physical, psychological, social and cultural issues.</p> <p>The support and maintenance of breastfeeding is also explored in relation to analysis of UNICEF Baby Friendly Initiative Standards in relation to complex situations</p>			

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)	

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

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	Critically examine pathophysiological factors which contribute to increased risk in pregnancy and childbirth.
L2	Appraise and synthesise physical, psychological, social and cultural issues which contribute to a range of clinical complications in childbearing women and infants.
L3	Analyse the management and care for women and infants with complications
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 11</p> <p>Developing a detailed knowledge and critical understanding of medical and obstetric factors which complicate pregnancy and childbirth for women and infants. Demonstrating a critical awareness of current issues and developments in maternal and neonatal care</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 11</p> <p>Using a broad range of professional and critical skills, synthesise, implement and evaluate individualised, person centred care pathways. Demonstrating originality and creativity in response to problems and issues to make judgements on complex situations.</p> <p>Applying UNICEF BFI Principles to inform care delivery to women and infants</p>
Generic Cognitive skills	<p>SCQF 11</p> <p>Identifying, conceptualising and analysing the pathophysiological condition of a woman and her infant, recognising when this requires referral to other members of the multi-disciplinary team whilst maintaining evidence-based practice</p>
Communication, ICT and Numeracy Skills	<p>SCQF 11</p> <p>Developing the written and oral skills required to care for women and their families when pregnancy and childbirth is complicated by concurrent disease processes, using a variety of IT and databases effectively to search and extract contemporary evidence to inform</p>

	practice. Developing numeracy skills related to drug administration and feed calculations
Autonomy, Accountability and Working with Others	SCQF 11 Understanding the requirements for professional compliance with current NMC guidance. Working in collaboration with members of multi-professional/multi-agency staff to provide appropriate care for women and their infants. Developing self-confidence and self-awareness to enhance employability through the application of critical reflection on one's own and others roles.

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>his module will be offered using a blended learning approach. Core lectures will lay the foundation for learning, complimented by planned tutorials and asynchronous on line 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 for students who have been assessed as requiring specific adjustments or disability support in either the academic setting or in clinical practice placement environments.</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	80
Asynchronous Class Activity	80
Tutorial / Synchronous Support Activity	40
Independent Study	100
Please select	
Please select	
TOTAL	300

Indicative Resources

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

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Core:

Kenner, C. and Lott, J.W. (eds.) (2016) Neonatal nursing care handbook: An evidence-based approach to conditions and procedures. 2nd edn. New York: Springer Publishing Company.

Knight et al (2021) MBRRACE-UK. Saving Lives, Improving Mothers' Care. Lessons learned to inform future maternity care from the UK and Ireland Confidential Enquiries into Maternal Deaths and Morbidity 2017-2019

Lissauer, T., Fanaroff, A., Miall, L. and Fanaroff, J. (eds.) (2015) Neonatology at a glance. New Jersey: John Wiley and Sons.

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

Wylie, L. and Bryce, H. (2016) The midwives' guide to key medical conditions: Pregnancy and childbirth. 2nd edn. Edinburgh: Churchill Livingstone

(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:

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

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.

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	Mental Health Nursing and Midwifery
Moderator	L Howie
External Examiner	L Lawther
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Summative Assessment Essay- 4000 words (100%) Minimum pass- 50%
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
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	200

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%	200 hours

Change Control

What	When	Who