Module Descriptor

Title	Analysis of Complex Clinical Practice		
Session	2026/27	**Status**	Published
Code	MIDW11035	**SCQF Level**	11
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Health and Life Sciences**		
Module Co-ordinator	Rachael Ferguson		

Summary of Module

Module Aim: This is an integrated theory / practice module to apply knowledge and skills and to analyse care within the practice context to provide holistic, person-centred care for childbearing women and infants with complications.

Module Content: This module seeks to develop and apply knowledge and skills in the student, required for safe, effective and respectful care to high risk women, their babies and families within the practice area. The module will include the following theory and skills:

ABCDE (Airway, Breathing, Circulation, Disability, Exposure) Approach
MEWS (Modified Early Warning Score) Tool
SBAR (Situation, Background Assessment, Recommendation) Tool
Stabilisation and transfer
Concepts of high dependency care
Resuscitation in pregnancy
Blood groups and blood transfusion
Pharmacokinetics and pharmacodynamics
Preoperative and postoperative care
Shock (hypovolaemic, cardiogenic, neurogenic, anaphylactic, septic)
Shoulder dystocia
Antepartum haemorrhage
Postpartum haemorrhage
Twin delivery
Breech delivery
Cord presentation
Cord prolapse
Eclamptic seizure
Inverted uterus
Intravenous cannulation
Intravenous drug and fluid administration
Insertion of urinary catheter
Oxygen therapy
Neonatal resuscitation
Psychological aspects of obstetric emergencies
Impact of race and culturally competent care

Simulation in the UWS Skills Laboratories using scenario-based learning. The SMOTs system will also be used in conjunction with simulation as a teaching and learning tool.

This module also includes 3 practice placements (20 weeks) for the assessed practice proficiencies to develop independence to ensure fitness for practice. Proficiencies are defined in relation to application of extensive and detailed academic knowledge to clinical practice and achievement is attained in performing specialised clinical skills and the development and demonstration of professional behaviours (NMC Standards of proficiency for midwives, 2019).

The student's practice learning experience is guided, supported and monitored by: • Practice Supervisors, a Practice Assessor and an Academic Assessor - Standards for student supervision and assessment (NMC, 2018). • Standards for pre-registration midwifery programmes (NMC, 2019). • UWS work-based and placement learning (UWS Regulatory Framework, section 1.68-1.79, 2020/21). • School Health and Life Science Practice Learning Statement, 2018. • School Health and Life Sciences Learning Protocol, 2018. Full details of NMC Standards and UWS Regulations that govern work-based learning are available in the module handbook.

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 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, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, collaborative, research-minded and socially responsible); Work ready (knowledgeable, digitally literate, effective communicator, motivated, potential leader, problem solver and influential) and Successful (innovative, autonomous, incisive, creative, resilient, daring, driven, 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; Midwifery Knowledge and Practice: Development Complex Care. • Teaching and Learning strategies - Peer supported Learning; Scenario-based Teaching. • Student Values. • Students.

NMC (2019) Proficiencies: 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.27, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 2.10, 2.11, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10, 3.15, 3.18, 3.19, 3.22, 3.23, 3.25, 3.26, 3.27, 4.1, 4.2, 4.3, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.5, 4.6, 4.7, 4.8, 4.9, 4,10, 4.11, 5.2, 5.6, 5.7, 5.8, 5.9, 5.12, 5.13.1, 5.13.2, 5.13.3, 5.13.4, 5.13.5, 5.13.6, Domain 6.

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☒	**Online**[3] ☐	**Work -Based Learning**[4] ☒

[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

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	Integrate theory with practice through participation in complex care for childbearing women and infants with complications.
L2	Using a critical approach justify clinical decision-making and manage complex needs to optimise safe care for childbearing women, infants and the family.
L3	Demonstrate extensive and detailed critical knowledge and appropriate application of the evidence-based management and care of obstetric emergency situations incorporating the role of the midwife within the multiprofessional team.
L4	Illustrate an analytical approach to working in collaboration within a multi-disciplinary team demonstrating effective communication and appropriate referrals for women and infants with complex needs.
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 11** Demonstrating an extensive and detailed critical knowledge of the theories relating to the management of emergencies, critical care and life saving skills. Demonstrating detailed knowledge and critical understanding in relation to theories, principles and concepts of specialised complex high-risk care provision. Demonstrating a critical awareness of current issues relating to obstetric emergencies and critical care within midwifery practice. Using analytical and inquiry-based skills to problem-solve. Demonstrating detailed knowledge and critical understanding of theory and evidence-based research relating to specialised complex, high-risk care.
Practice: Applied Knowledge and Understanding	**SCQF 11** Identifying deviations from normal and implementing appropriate action within professional boundaries. Demonstrating advanced execution of a variety of complex skills in a simulated and clinical environment. Using a significant range of principal professional skills, techniques, practices associated with critical care.

	Practicing in a wide and often unpredictable variety of professional levels contexts. Using a range of specialised skills, techniques, practices that are at the forefront of the management of obstetric emergencies. Applying and integrating learned theory with clinical practice in relation to performance of specified clinical skills in relation to complex, high-risk care provision. Using a range of principle/key skills including specialised skills to deliver safe, compassionate care when it is compromised. Practicing in a wide range of clinical care scenarios where outcomes may be unpredictable.
Generic Cognitive skills	**SCQF 11** Utilising problem-solving skills in emergency obstetric scenarios. Managing emergency / critical situations using evidence-based practice. Applying critical analysis, evaluation and synthesis to forefront issues or issues that are informed by forefront developments in obstetric emergencies and critical care. Developing original and creative responses to problems and issues. Critically review, consolidate and extended knowledge, skills, practices and thinking in obstetric emergencies and critical care. Dealing with complex issues and make informed judgements in situation in the absence of complete or consistent information. Evaluating practice through critical reflection and peer debriefing. Critically reviewing, extending and consolidating knowledge, skills and practice through assessing, planning, delivering and evaluating care delivered to high risk women and their babies in accordance with care-planning strategies. Identifying complex professional issues, making judgements and demonstrating originality and creativity in devising solutions within a professional/ethical context. Dealing with complex issues and making informed judgements in rapidly changing clinical situations.
Communication, ICT and Numeracy Skills	**SCQF 11** Utilising a wide range of complex communication skills to care for women and their families where childbirth and neonatal health is compromised by maternal ill health, pregnancy compromise, stillbirth or fetal abnormality. Communicating with peers, more senior colleagues and specialists as integral part of multi-disciplinary team working. Communicating using appropriate methods to a range of audiences with different levels of knowledge and expertise. Effectively communicating with peers, more senior colleagues and specialists within the multiprofessional team. Critically evaluating data to inform effective care. Undertaking drug and fluid administration calculations safely and competently.

	Utilising a wide range of ICT applications to support and enhance patient care.
Autonomy, Accountability and Working with Others	**SCQF 11** Exercising substantial autonomy and initiative in professional and equivalent activities. Working in a peer relationship with specialist practitioners. Demonstrating leadership and /or initiative and make an identifiable contribution to change and development and/or new thinking. Practicing in ways which draw on critical reflection on own or others roles and responsibilities. Managing complex ethical and professional issues and make informed judgements on issues not addressed by current professional and / or ethical codes or practices. Working effectively together with others in groups and teams in emergency/ critical situations. Prioritising and managing care of the critically ill patient. Taking responsibility for own learning needs. Adhering to professional rules and guidance and practicing within scope of professional boundaries. Using SMOTS for reflection and peer and self-evaluation. Developing self-confidence and self-awareness of strengths to enhance employability. Working with clinical staff, exercising autonomy and initiative in clinical care of high risk women and their babies, taking responsibility for own work and demonstrating professional awareness of own and others roles and responsibilities Adhering to and practicing in accordance with all NMC professional, legal and ethical codes/standards, managing complex ethical and professional issues making informed judgments. Demonstrating initiative with regard to challenging and changing practice through participation in audit and review of practice guidelines. Becoming dynamic and prepared for employment in complex, ever-changing environments which require lifelong learning, personal development planning and resilience.

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. This module will be taught by the extensive use of simulated practice using dedicated skills laboratories. The module will use scenarios for a variety of prenatal, intranatal and postnatal emergency events, which the student will have to manage using simulation mannequins.

Recorded playback will be used for the student to review their practice and also for peer evaluation. Core lectures, tutorials and guided study will underpin practise sessions.

Core lectures with associated tutorial sessions facilitate the theoretical component of the module.

Students will also undertake 20 weeks (37.5 hours per week – spread throughout the academic year) within practice placement areas to integrate learned theory to enhance practice knowledge, understanding, skills, attitudes and behaviours required for safe, effective and respectful care to high-risk women, their babies and families within the practice area. During your practice placements responsibility for supervision and assessment will lie with a Practice Supervisor, Practice Assessor and an Academic Assessor (NMC, 2018).

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 the practice placement environments.

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	18
Tutorial / Synchronous Support Activity	4
Laboratory / Practical Demonstration / Workshop	50
Work-based Learning	750
Asynchronous Class Activity	64
Independent Study	264
TOTAL	1150

Indicative Resources

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

Core:

Johnson, R. and Taylor, W. (2016) Skills for midwifery Practice. 4th edn. Edinburgh: Elsevier.

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

or

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

Recommended:

Basten, G. (2019) Blood results in clinical practice-A practical guide to interpreting blood test result. 2nd edn. Cumbria: M&K Publishing.

Draper, E.S., Gallimore, I.D., Smith, L.K., Kurinczuk, J.J., Smith, P.W., Boby, T., Fenton, A.C. and Manktelow,

B.N. (eds.) on behalf of the MBRRACE-UK Collaboration. MBRRACE-UK perinatal mortality surveillance Report, UK Perinatal Deaths for Births from January to December 2017. Leicester: The infant mortality and morbidity Studies, Department of Health Sciences,

University of Leicester. 2019. Available at: https://www.npeu.ox.ac.uk/mbrrace-uk/reports (Accessed: 12 October 2020).

Knight, M., Bunch, K., Tuffnell, D., Shakespeare, J., Kotnis, R., Kenyon, S. and Kurinczuk, J.J. (eds.) on behalf of MBRRACE-UK. Saving lives, improving mothers' care - lessons learned to inform maternity care from the UK and Ireland confidential enquiries into maternal deaths and morbidity 2015-17. Oxford: National Perinatal Epidemiology Unit, University of Oxford 2019. Available at: https://www.npeu.ox.ac.uk/mbrrace-uk/reports (Accessed: 12 October 2020).

National Institute for Health and Care Excellence (NICE) (2018) Antenatal and postnatal mental health: Clinical management and service guidance. Available at: https://www.nice.org.uk/guidance/cg192 (Accessed: 12 October 2020).

National Institute for Health and Care Excellence (NICE) (2018) Antenatal care. Available at: https://www.nice.org.uk/guidance/qs22 (Accessed 12 October 2020).

Nursing and Midwifery Council (NMC) (2018) The Code. Available at: https://www.nmc.org.uk/standards/code/ (Accessed: 12 October 2020).

Rankin, J. (2017) Physiology in Childbearing with Anatomy and Related Biosciences. 4th edn. Oxford: Elsevier.

Resuscitation Council UK (2015) Resuscitation guidelines. Available at : https://www.resus.org.uk/library/2015resuscitation-guidelines (Accessed: 12 October 2020).

Royal College of Obstetricians and Gynaecologists (2020) Guidelines. Available at: https://www.rcog.org.uk/en/guidelines-research-services/guidelines/?q=&subject=&type=Greentop+Guidelines&orderby=datedesc (Accessed: 12 October 2020).

Royal Pharmaceutical Society (2018) Professional guidance on the safe and secure handling of medicines. Available at: https://www.rpharms.com/recognition/setting-professional-standards/safe-and-secure-handling-ofmedicines/professional-guidance-on-the-safe-and-secure-handling-of-medicines (Accessed: 12 October 2020).

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: 12 October 2020).

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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, 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. Please refer to UWS Regulatory Framework Attendance Requirements.

Within this module 100% attendance is required for practice placements, although students who attend for at least 80% of the practice placement experience can be assessed. However, all absence in practice is required to be made up to achieve 100% attendance to meet 2,300 hours required for registration as a midwife by NMC (NMC Standards for pre-registration midwifery, 2019; UWS Regulatory Framework, section 1.65 - specific 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	☐ **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	Sheona Brown
External Examiner	L Lawther
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Summative Assessment (component 1) Successful completion of practice placements – (MPAD) Pass / Fail - (UWS Work-based Learning Procedure, section 4.3.1, 2018). (0% weighting).
Assessment 2
Summative Assessment (component 2) Obstetric Emergencies OSCE and Viva Voce - Graded A-E (UWS Assessment Handbook, 2020/2021 p.28). (100% weighting)

N.B. All components of summative assessment must be achieved to pass the module. Formative Assessment Included as part of the MPAD will be a formative written reflection that enables the student to critically analyse their knowledge, understanding, skills and attitudes in relation to professional clinical practice, their role and responsibilities (an obstetric emergency or significant incident). Neonatal Resuscitation OSCE - Peer Reviewed Pass / Fail (UWS Assessment Handbook, 2020/2021 p.31).
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**
Performance/ Studio work/ Placement/ WBL/ WRL assessment	☒	☒	☒	☒	☐	0	2

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Objective Structured Clinical Examinations (OSCEs)	☒	☒	☐	☐	☐	100	0.5

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	2.5 hours

Change Control

What	**When**	**Who**
Change of module co-ordinator to S. Dunn. Assessment component 3 removed and changed to formative (NNR OSCE).	Jan 25	S Dunn

Change of module co-ordinator Change of moderator	Jan 26	Stacey Dunn