

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Critical Skills for Registered Practice			
Code: MIDW11037	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 40	ECTS: (European Credit Transfer Scheme)
School:	School of health & Life Sciences		
Module Co-ordinator:	Magi Hunter		
Summary of Module			
<p>Module Aim: To consolidate the application of knowledge and skills within the practice context to become an autonomous practitioner, fit for registration.</p> <p>Module Content: This module aims to consolidate the application of knowledge and skills within the realities and complexities of registered midwifery practice through analysis of the theoretical and practical concepts of professional autonomy and accountability. The module will include the following theory and skills:</p> <ul style="list-style-type: none"> • Management and leadership • Safe, effective and respectful autonomous practice • Clinical Governance (Risk assessment; Patient safety; Quality improvement) • Decision-making • Multidisciplinary team working • Management of change • Conflict resolution (assessing and dealing with challenging situations) • Effective communication • Delegation • Raising and escalating concerns • Duty of candour • Time management (prioritising workload) • Caseload holding • Preparation for Practice Supervision • Race and culturally competent care • Consolidation of skills (Adult life support; Neonatal resuscitation; Medicine management; Breastfeeding) <p>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 includes 3 practice placements (24 weeks) for the assessed practice proficiencies at independent level to ensure fitness for practice at point of registration. 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).</p>			

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Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1		Term 2		Term 3	
	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	. Synthesise knowledge, understanding and skills and safely demonstrating evidence-based best practice in all proficiencies as detailed in NMC Standards of Proficiency for Midwives (NMC, 2019).
L2	. Illustrate an analytical approach to working with multidisciplinary and multiagency colleagues to provide appropriate care, including caseload holding, developing expert skills and knowledge in risk assessment, patient safety, decision making, leadership and change management to provide safe, person-centred, effective, respectful and compassionate midwifery care for women, newborn infants and their families.
L3	Critically reflect and develop excellence in attributes of resourcefulness, courage, flexibility and strength, self-care, critical and strategic thinking, emotional intelligence, and leadership skills required for their professional midwifery career

L4	Evidence a critical approach to continuing professional development and know how they can contribute to others' development and education, including the women they care for, other students and colleagues. Employability Skills and Personal Development Planning (PDP) Skills
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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 Level 11</p> <p>Delivering care based on integration of extensive detailed knowledge and critical analysis of autonomous midwifery practice inclusive of patient safety issues to deliver respectful, safe and effective care.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11</p> <p>Synthesise detailed knowledge and understanding of effective clinical decision-making skills in a range of midwifery situations including skills of problem-solving, risk assessment and risk management.</p> <p>Practising with a critical knowledge 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 Level 11</p> <p>Applying skills of reflective practice utilising an evidence-based approach.</p> <p>Identifying and analysing routine professional, legal and ethical problems and issues within midwifery practice.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <p>Utilising effective communication skills in working within a multi-professional team.</p> <p>Applying a wide range of IT skills to appropriately support and enhance work.</p> <p>Applying numerical knowledge and skills to deliver safe care in relation to administration of medicines.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 11</p> <p>Exercising autonomy and initiative in supervised professional practice.</p> <p>Practising collaboratively within the multi-professional team, demonstrating leadership and management skills to analyse,</p>

	<p>prioritise and take responsibility for care delivered.</p> <p>Seeking guidance where appropriate, managing legal, ethical, professional issues and delivery of care in accordance with current NMC and/or ethical codes and practice guidelines.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching	
<p>This module will be taught by core lectures, tutorials, simulation and guided study will underpin practise sessions.</p> <p>Core lectures with associated tutorial sessions facilitate the theoretical component of the module.</p> <p>Students will undertake 24 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 fit for practice at point of registration. During your practice placements responsibility for supervision and assessment will lie with a Practice Supervisor, Practice Assessor and an Academic Assessor (NMC, 2018).</p> <p>Reasonable adjustments can be made for students who have been assessed as requiring specific adjustments.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Work Based Learning/Placement	900
Laboratory/Practical Demonstration/Workshop	18
Lecture/Core Content Delivery	30
Tutorial/Synchronous Support Activity	6
Asynchronous Class Activity	60

Independent Study	286
	1300 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Please see module library link</p>	
<p>(*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)</p>	
Attendance and Engagement Requirements	
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following: 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).</p> <p>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.</p> <p>Within this module, students are expected to attend for at least 75% of the practice placement experience to be assessed. All absence in practice is required to be made up to achieve 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 2020/21).</p>	

Equality and Diversity
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p> <p>Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..</p>
(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, Midwifery & Health
Assessment Results (Pass/Fail)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
School Assessment Board	Mental Health, Midwifery & Health
Moderator	Dawn Cameron
External Examiner	L Lawther
Accreditation Details	NMC
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
<p>This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box. Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.</p>
<p>Assessment 1 - Summative Assessment (Component 1): Successful completion of practice placements (MPAD) - Pass / Fail - (UWS Work-based Learning Procedure, section 4.3.1, 2018).</p>

Assessment 2 - Summative Assessment (Component 2):
Multi-station OSCE and Viva Voce - Breast feeding, BLS and Medicine administration (worth 20 credits) Graded A-E (UWS Assessment Handbook, 2020/21, p27). (100% weighting)

Assessment 3 - Formative Assessment
SafeMedicate (Must be passed at 100%). Passing numeracy at 100% and medicine administration is an NMC Standard. Students will have to evidence this engagement through the Safe medicate online assessments.

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Performance/ Studio work/ Placement/ WBL/ WRL assessment	√	√	√	√		0	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Objective Structured Clinical Examinations (OSCEs)	√		√	√		100	1.5

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	1.5 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template		
Updated contact hours		
Updated Student Attendance and Engagement Procedure		
Updated UWS Equality, Diversity and Human Rights Code		
Guidance Note 23-24 provided		
General housekeeping to text across sections.		

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Version Number: MD Template 1 (2023-24)