Module Descriptor

Title	Critical Skills for Registered Practice		
Session	2026/27	**Status**	Published
Code	MIDW11037	**SCQF Level**	11
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Health and Life Sciences**		
Module Co-ordinator	Sheona Brown		

Summary of Module

To consolidate the application of knowledge and skills within the practice context to become an autonomous practitioner, fit for registration Module content: The 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.

This module will include theory and skills:

Management and leadership

Safe, effective and respectful autonomous practice

Risk assessment

Patient safety

Quality improvement

Decision-making, multidisciplinary team working,

Conflict resolution(assessing and dealing with challenging situations)

Effective communication

Delegation

Raising and escalating concerns

Duty of candour

Preparation for practice supervision

Race and culturally competent care

Time management(prioritising workload

Caseload holding

Consolidation of skills (Adult life support, Neonatal resuscitation, Medicine management, breast feeding).

Discuss the registered practitioner's legal and professional accountability in the administration of IV medication

Demonstrate the ability to safely check, prepare and administer IV medication

Discuss potential complications associated with administration of IV medications, and the appropriate actions to prevent and / or treat these complications

Identify the advantages and disadvantages of IV medicine administration, with consideration to the different vascular access device. 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 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 the following (links):

Practice Supervisors , 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 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): Theme1:Understanding breastfeeding; Theme2:Support infant feeding; Theme3 Support close and loving relationships; Theme4: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) which are; Universal (critical thinking, inquiring, research minded); Work-ready and (knowledgeable, digitally literate, problem solver, enterprising effective communicator, motivated); Successful (autonomous, creative, driven) (I am UWS, 2018). Module content maps to BSc Midwifery 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; • Student Values • Students

Mapped to NMC (2019) Proficiencies: 1.1, 1.2, 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, 2.10, 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.

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	Synthesise detailed knowledge, understanding and skills, safely demonstrating evidence-based best practice in all proficiencies as detailed in NMC Standards of Proficiency for Midwives.
L2	Illustrate an analytical approach to working with multidisciplinary and multiagency colleagues to provide appropriate care, caseload holding including developing skills and knowledge in risk assessment, patient safety, decision making and management.
L3	Critically reflect and develop the provision of safe, person-centred, effective, respectful, and compassionate midwifery care for women, newborn infants and their families.
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.
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** Delivering care based on integration of detailed knowledge and understanding of autonomous midwifery practice inclusive of patient safety issues to deliver respectful, safe and effective care.
Practice: Applied Knowledge and Understanding	**SCQF 11** 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. 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.
Generic Cognitive skills	**SCQF 11** Applying skills of reflective practice utilising an evidence-based approach. Identifying and analysing professional, legal and ethical problems and issues within midwifery practice.

Communication, ICT and Numeracy Skills	**SCQF 11** Utilising and evaluating effective communication skills in working within a multi-professional team. Applying a wide range of IT skills to appropriately support and enhance work. Applying numerical knowledge and skills to deliver safe care in relation to administration of medicines.
Autonomy, Accountability and Working with Others	**SCQF 11** Exercising autonomy and initiative in supervised professional practice. Practising collaboratively within the multi-professional team, demonstrating leadership and management skills to prioritise and take responsibility for care delivered. 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.

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. Exercising autonomy and initiative in supervised professional practice. Practising collaboratively within the multi-professional team, demonstrating leadership and management skills to prioritise and take responsibility for care delivered. 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. This module will be taught by core lectures, tutorials, simulation and guided study will underpin practise sessions. Core lectures with associated tutorial sessions facilitate the theoretical component of the module. 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, 2019).	
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	30
Tutorial / Synchronous Support Activity	10
Laboratory / Practical Demonstration / Workshop	19
Work-based Learning	900

Asynchronous Class Activity	60
Independent Study	286
TOTAL	1304

Indicative Resources

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

Core:

Gopee, N; Galloway, J (2017) Leadership and management in health care. 3rd edn. Los Angeles: Sage

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

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).

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 :

NHS Education for Scotland (2016) Making delegation safe and effective. NES: Edinburgh. [Online]. Available at : https://nesvleprdstore.blob.core.windows.net/nesndpvlecmsprdblob/75d500b9-f1a5-493e-9d74-25e4d30ece98_NESD0757-DELEGATION-RESOURCE-v2.pdf?sv=2018-03-28&sr=b&sig=tH0nn8rLUZ6APR9BpH8zxYhOMpjsi0W0wpLORoheYQk%3D&st=2020-10-28T15%3A12%3A53Z&se=2020-10-28T16%3A17%3A53Z&sp=r (Accessed 28 October 2020).

Pollard, M. (2017) Evidence-Based Care for Breastfeeding Mothers. A resource for midwives and allied healthcare professionals. 2nd edn. London: Routledge

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-of medicines (Accessed: 28 October 2020).

Johns, C. (ed.) (2017) Becoming a Reflective Practitioner. 5th edn. Oxford:Wiley-Blackwell.

NHS Education Scotland (NES). (2019) National Framework for SSSA Standards. Available at:

https://www.nes.scot.nhs.uk/our-work/covid-19-supervision-and-assessment-nursing-and-midwifery/national framework/national-framework-for-sssa/ (Accessed 10 November 2020).

National Institute for Health and Care Excellence (2018) Antenatal and postnatal mental health: clinical management and service guidance Available at: https://www.nice.org.uk/guidance/cg192 (Accessed: 28 October 2020).

National Institute for Health and Care Excellence (2018) Antenatal care for uncomplicated pregnancies [Online]. Available: https://www.nice.org.uk/guidance/cg62 [Accessed: 28 October 2020].

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

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-Baby Friendly-Initiative-University-Standards.pdf. (Accessed: 12 October 2020).

Scottish Government (2017) The Best Start - A five year forward plan for maternity and neonatal services in Scotland. Available at: [https://www.gov.scot/publications/best-start-five-year-forward-plan-maternity-neonatal care-scotland/ (Accessed: 28 October 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 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:

Sudents are expected to attend for at least 75% of the synchronous core teaching activities to be assessed. Within this module 100% attendance is required for practice placements, although students who attend for at least 75% of the practice placement experience can be assessed. However, all absence in practice is required to be made up prior to exiting the programme 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 2020/21).

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.

(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	Susanne Morrision
External Examiner	L Lawther
Accreditation Details	NMC

Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Summative Assessment (component 1) Successful completion of practice placements – (MPAD) Pass / Fail.
Assessment 2
Summative Assessment (Component 2) Multi-station Objective Structured Clinical Examination (OSCE) and Viva Voce – (100% weighting). 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.
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	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Objective Structured Clinical Examinations (OSCEs)	☒	☒	☐	☒	☐	100	1.5

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	1.5 hours

Change Control

What	When	Who
Change to module coordinator Change to moderator	Jan 26	Stacey Dunn