Module Descriptor

Title	Delivering Holistic Care to Women and Babies		
Session	2026/27	**Status**	Published
Code	MIDW07021	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Liz 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-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☐
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. Teaching and learning strategy is a hybrid approach with core lectures delivered face to face. Student led discussions will compliment core lectures and develop student skills of analysis and debate. Core lectures will be further complimented and supported by a comprehensive package of on line information and activities. Specific skills will be undertaken using simulation in dedicated skills laboratories.	
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
Asynchronous Class Activity	92
Independent Study	70
TOTAL	200

Indicative Resources

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

Aveyard, H. (2023) A Beginners Guide to Evidence Based Practise in Health and Social Care. 4th 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 (2022)Foundations for Health Promotion (Public Health and Health Promotion). 5th Edn. Edinburgh: Bailliere Tindall.

Scriven, A. (ed) (2023) Ewles and Simnett Promoting Health A Practical Guide (8th 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 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:

Within this module, students are expected to attend for at least 80% of the synchronous / core teaching activities / tutorials.

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	☐ **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 L7-8
Moderator	Rachael Ferguson
External Examiner	C Kenyon
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

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**
Demonstrations/ Poster presentations/ Exhibitions	☒	☒	☒	☒	☐	100	1

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%	1 hours

Change Control

What	When	Who