Module Descriptor

Title	Meeting the Needs of Women and their Families		
Session	2026/27	**Status**	Published
Code	MIDW07022	**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 focuses on supporting vulnerable women experiencing lifestyle issues including; teenagers, addiction problems, gender based violence, women with disabilities, ethnic minorities, people trafficking/FGM and poverty and deprivation. Issues in relation to child protection will also be explored.

In addition, recognising and responding to emergency situations as part of the multidiciplinary team will be explored in terms of role, responsibilities and theory underpinning clinical skills as appropriate to the role of an MCA.

Also explored is the need to respond and support appropriately women following fetal loss and bereavement. Communication in relation to having difficult conversations around these situations is included.

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.

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)

Detailed knowledge and understanding of vulnerable groups who access maternity services.

Support following fetal loss and bereavement.

Support multi-disciplinary team during emergency situations including early detection and recognition of sepsis.

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	Explore issues in relation to vulnerable client groups during the childbirth continuum.
L2	Identify and manage care for a variety of vulnerable client populations.
L3	Demonstrate an understanding of how to communicate effectively with vulnerable women and their families.
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)	**SCQF 7** Understand and apply an adult learning approach to integration of theory and practice. Detailed knowledge and understanding of vulnerable groups and the impact of vulnerability on pregnancy and childbirth.
Practice: Applied Knowledge and Understanding	**SCQF 7** Apply knowledge and understanding of fundamental caring skills necessary to assist and support the midwife to deliver effective midwifery care. Integrate theory with practise in relation to parenthood education, communication, infant feeding and management of care in relation to vulnerable groups.

[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. Utilise the skills of reflection on practice to plan, deliver and evaluate care. Deliver care according to best evidence
Communication, ICT and Numeracy Skills	**SCQF 7** Demonstrate and utilise a wide range of communication skills in relation to working with women from vulnerable groups. Identify potential barriers to communication and develop strategies to overcome these. Evaluate data to inform effective care, utilising IT facilities, library, databases and Aula to locate evidence based information to support care and assist midwife
Autonomy, Accountability and Working with Others	**SCQF 7** Under direct supervision of the midwife provide care for vulnerable women and families utilising the maternity services. Work effectively within the multidisciplinary team during obstetric emergencies. Demonstrate working effectively with others in 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. The overall approach to learning and teaching within this module is hybrid learning. Core lectures will facilitatethe delivery of key professional standards. Seminar discussions will be used following core lectures to develop reflective skills. Skills acquistion will be undertaken using a simulated approach within a designated skills laboratories. Students will be supported by a comprehensive package of on line activities, guided study and reflective activities.	
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:

Marshall, J. and Raynor, M. (2020) Myles Textbook for Midwives. 17th Edn. Edinburgh: Churchill Livingstone. Available: http://www.vlebooks.com/vleweb/product/openreader?id=WestScot&isbn=9780702076442 OR

McDonald, S. and Johnson, G. (2023) Mayes' Midwifery. 16th edn. Edinburgh: Bailliere Tindall.

National Bereavement Care Pathways (2020) National bereavement care pathways for pregnancy and baby loss. Available: https://www.nbcpscotland.org.uk/ (Accessed: 07 October 2020).

Nursing and Midwifery Council (NMC) (2018) The Code. Professional standards of practice and behaviour for nurses, midwives and Nursing associates [Online] Available: https://www.nmc.org.uk/standards/code/ [Accessed: 01 March 2022].

(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
The assessment is a written reflection where students are expected to reflect on an episode of care they have participated in. Word Count: 3,000 words. The written reflection is worth 100% total weighting and will be submitted through Turnitin
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**
Case study	☒	☒	☒	☐	☐	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