



## Module Descriptor

<b>Title</b>	Meeting the Needs of Women and their Families		
<b>Session</b>	2024/25	<b>Status</b>	Published
<b>Code</b>	MIDW 07022	<b>SCQF Level</b>	7
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Health and Life Sciences		
<b>Module Co-ordinator</b>	EA Miller		
<b>Summary of Module</b>			
<p>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.</p> <p>In addition, recognising and responding to emergency situations as part of the multidisciplinary team will be explored in terms of role, responsibilities and theory underpinning clinical skills as appropriate to the role of an MCA.</p> <p>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.</p> <p>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).</p> <p>Key aspects: Theme 1 Understand Breastfeeding; Theme 3 Support Close and loving Relationships; Theme 5 Promote Positive Communication.</p> <p>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;</p> <p>Universal (critical thinking, emotionally intelligent and collaborative); Work-Ready (knowledgeable, effective communicator, motivated); Successful (resilient)</p> <p>Detailed knowledge and understanding of vulnerable groups who access maternity services.</p> <p>Support following fetal loss and bereavement.</p> <p>Support multi-disciplinary team during emergency situations including early detection and recognition of sepsis.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input type="checkbox"/>	
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

<b>Learning Outcomes</b>	
<b>L1</b>	Explore issues in relation to vulnerable client groups during the childbirth continuum
<b>L2</b>	Identify and manage care for a variety of vulnerable client populations
<b>L3</b>	Demonstrate an understanding of how to communicate effectively with vulnerable women and their families.
<b>L4</b>	
<b>L5</b>	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 7</b> 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.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 7</b> 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.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Generic Cognitive skills</b>	<p><b>SCQF 7</b></p> <p>Reflect on the rationale for the skills developed and required for independent self directed study.</p> <p>Utilise the skills of reflection on practice to plan, deliver and evaluate care.</p> <p>Deliver care according to best evidence</p>
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 7</b></p> <p>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.</p> <p>Evaluate data to inform effective care, utilising IT facilities, library, databases and</p> <p>Aula to locate evidence based information to support care and assist midwife</p>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 7</b></p> <p>Under direct supervision of the midwife provide care for vulnerable women and</p> <p>families utilising the maternity services. Work effectively within the multidisciplinary team during obstetric emergencies.</p> <p>Demonstrate working effectively with others in groups or teams to assist in the delivery of evidenced based care</p> <p>Systematically identify and address own learning needs</p>

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
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.	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(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	72

### 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].

NHS Education Scotland (2017) Scottish Multiprofessional Maternity Development Programme Maternal Sepsis. (Online) Available: <http://www.scottishmaternity.org/maternal-sepsis-e-learning.htm> (Accessed 1/3/22)

**(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 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.**

**For the purposes of this module, academic engagement equates to the following:**

Within this module, students are expected to attend for at least 75% 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

<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.
<b>School Assessment Board</b>	Mental Health Nursing Midwifery Health
<b>Moderator</b>	Rachael Ferguson
<b>External Examiner</b>	Sarah Lewis
<b>Accreditation Details</b>	NA
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	1

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
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
<b>Assessment 2</b>
<b>Assessment 3</b>
(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.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Case Study Reflection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100%	

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	hours

### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>