

## University of the West of Scotland

### Module Descriptor

**Session: 2023/24**

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Status: Published

<b>Title of Module: Meeting the Needs of Women and their Families</b>
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<b>Code: MIDW07022</b>	<b>SCQF Level: 7</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Liz Miller		

<b>Summary of Module</b>
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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 multidisciplinary 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.

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>HybridO</b>	<b>Work-based Learning</b>
	✓				
<b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.					



**Blended**

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

**Fully Online**

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

**HybridC**

Online with mandatory face-to-face learning on Campus

**HybridO**

Online with optional face-to-face learning on Campus

**Work-based Learning**

Learning activities where the main location for the learning experience is in the workplace.

**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)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
	✓	

**Learning Outcomes: (maximum of 5 statements)**

On successful completion of this module the student will be able to:

- 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.

**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 Level 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 Level 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.
Generic Cognitive skills	SCQF Level 7.

	<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>
Communication, ICT and Numeracy Skills	<p>SCQF Level 7.</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 Moodle to locate evidence based information to support care and assist midwife</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 7.</p> <p>Under direct supervision of the midwife provide care for vulnerable women and families utilising the maternity services. Work effectively within the multi-disciplinary 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>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<p>The overall approach to learning and teaching within this module is blended learning. Core lectures will facilitate the delivery of key professional standards. Seminar discussions will be used following core lectures to develop reflective skills. Skills acquisition will be undertaken using a simulated approach within a designated skills laboratories.</p> <p>Students will be supported by a comprehensive package of on line activities, guided study and reflective activities.</p>	
<p><b>Learning Activities</b></p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b></p> <p>(Normally totalling 200 hours):</p> <p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
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
	200 Hours Total

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

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

**Core Text**

Aveyard, H. (2017) A Beginners Guide to Evidence Based Practise in Health and Social Care. 3rd Edn. Berkshire: Magraw-Hill.

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. (2017) Mayes' Midwifery. 15th 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)

#### Recommended Reading:

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

Powell, C. (2016) Safeguarding and Child Protection for Nurses, Midwives and Health Visitors. A Practical Guide. (2nd Edition) Berkshire: Open University Press.

Scriven, A. (ed) (2017) Ewles and Simnett Promoting Health A Practical Guide (7th Edition). Edinburgh: Bailliere Tindall Elsevier

Steen, M. & Thomas, M. (eds) (2016) Mental health across the lifespan: a handbook. New York: Routledge.

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: 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)

## Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Students are academically engaged if they are regularly engaged with timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time (UWS Academic Engagement Procedure 2020.21; UWS Regulatory Framework 2020.21, section 1.64 Academic Engagement and Attendance).

Within this module, students are expected to attend for at least 75% of the synchronous / core teaching activities / tutorials.

## Supplemental Information

<b>Programme Board</b>	Midwifery & Specialist Nursing
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Midwifery&Specialist Nursing L7-8
<b>Moderator</b>	Dawn Cameron
<b>External Examiner</b>	S Lewis
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	1.07 Updated graduate attributes, updated equality and diversity and attendance requirements, updated indicitive resources

### Assessment: (also refer to Assessment Outcomes Grids below)

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

(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 Handbook.)

### Assessment Outcome Grids (Footnote A.)

#### Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case study	✓	✓	✓	100	1
<b>Combined Total For All Components</b>				100%	1 hours

#### Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

#### Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).  
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

### Equality and Diversity

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.

UWS Equality and Diversity Policy

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to

the attention of the School)