

Session: 2022/23

Last modified: 07/07/2022 13:48:43

<b>Title of Module: Practice Education</b>			
<b>Code: MIDW07023</b>	<b>SCQF Level: 7</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 60</b>	<b>ECTS: 30</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>			
<p>This is a work-based module to facilitate the integration of taught theory within the academic modules to clinical practice. Through actively delivering care to women and their families within the clinical setting, the student will achieve the skills competencies contained within the Maternity Care Assistant Competency Framework (NES, 2010) and fulfil the Code of Conduct for Healthcare Support Workers in Scotland (Scottish Government, 2009).</p> <p>The student will undertake a range of specified clinical tasks and skills within the clinical environment under the direct supervision of the midwife as part of the multi-disciplinary maternity team providing antenatal, intranatal, postnatal and neonatal care for women and their families. This module facilitates skills practice within the clinical setting to develop competence, confidence and safe clinical practice. Required skills are detailed within the NES (2010) Skills Passport.</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;          Universal (critical thinking, emotionally intelligent and collaborative); Work-Ready (knowledgeable, effective communicator, motivated); Successful (resilient)</p> <ul style="list-style-type: none"> <li>Acquisition of specified clinical skills.</li> </ul>			

<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>
	✓				
<p><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.</p> <p><b>Blended</b> 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</p> <p><b>Fully Online</b> 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.</p> <p><b>HybridC</b> Online with mandatory face-to-face learning on Campus</p>					

**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 <b>normally</b> 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		

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Learning Outcomes: (maximum of 5 statements)	
On successful completion of this module the student will be able to: L1. Apply learned theory to clinical skills in relation to the role and responsibilities of the maternity care assistant. L2. Provide evidence-based care prescribed by the midwife, to meet the needs of women and babies during the ante, intra and postnatal periods, appropriate for the maternity care support worker. L3. Reflect on personal and professional development in relation to skills acquisition and delivery of care	
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. Demonstrating knowledge and understanding of theory and evidence-based practice in relation to specified clinical skills, communication and the role and responsibilities of the MCA.
Practice: Applied Knowledge and Understanding	SCQF Level 7. Integration of learned theory with clinical practice in relation to performance of specified clinical skills according to the Maternity Care Assistant Competency Framework (NES, 2010).
Generic Cognitive skills	SCQF Level 7. Assessing, planning, delivering and evaluating care. Use strategies of problem solving and reflective practise to support care delivery.
Communication, ICT and Numeracy Skills	SCQF Level 7. Demonstrating skills in a variety of communication methods such as oral and written communication and record keeping. Recognising the verbal and non-verbal skills required for effective communication and

	techniques to overcome barriers. Deliver compassionate and respectful care.	
Autonomy, Accountability and Working with others	SCQF Level 7. Under supervision, undertaking clinical care of women and their babies. Taking accountability for own actions and omissions Identify other professional roles and work effectively with the multi-professional team Demonstrate confidentiality, empathy, respect and dignity and the health and safety of the wellbeing of women, babies and their families	
<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.

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<b>Learning and Teaching</b>	
This is a long, thin work based module spanning the length of the programme where students are expected to develop clinical confidence and competence whilst working within their own NHS Boards (UWS Workbased Learning Policy, 2020). It comprises three 6 week summatively assessed clinical placements and students work under the direct supervision of a midwife. Students will have a named midwifery practice supervisor/ assessor and be supported by a UWS quality assurance lecturer.	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Work Based Learning/Placement	500
Personal Development Plan	3
Asynchronous Class Activity	97
	600 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Core Reading: Healthcare Associated Infection (HAIs) standards (2015) Healthcare Improvement Scotland. (Online) Available: <a href="http://www.healthcareimprovementscotland.org/our_work/inspecting_and_regulating_care/hei_policies_and_procedures/hai_standards_2015.aspx">http://www.healthcareimprovementscotland.org/our_work/inspecting_and_regulating_care/hei_policies_and_procedures/hai_standards_2015.aspx</a> (Accessed 1/3/22).  Johnson, R. and Taylor, W. (2016) Skills for Midwifery Practice. 4th ed. Edinburgh : Elsevier.	

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>  
(Accessed: 1/3/22).

OR

McDonald, S. and Johnson, G. (2017) Mayes' Midwifery. 15th edn. Edinburgh: Bailliere Tindall.

Nursing and Midwifery Council (NMC) (2018) The Code. Professional standards of practice and behaviour for nurses, midwives and Nursing associates. Available:  
<https://www.nmc.org.uk/standards/code/> . (Accessed: 1/3/22).

Scottish Executive Health Department (2010) Maternity Care Assistants in Scotland: A Competency Framework. Edinburgh: NES.

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).

Recommended Reading:

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

Scottish Government (2017) The Best Start - A Five Year Forward Plan for Maternity and Neonatal Services in Scotland. Available: <https://www.gov.scot/publications/best-start-five-year-forward-plan-maternity-neonatal-care-scotland/> (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 achieve 80% attendance within each practice placement area in order to be assessed.

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### 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>	Liz Miller
<b>External Examiner</b>	S Lewis
<b>Accreditation Details</b>	
<b>Version Number</b>	1.08

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<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
<p>There are 3 components for this module assessment. Each component comprises a summatively assessed 6 week clinical placement. The final module mark determined from an average aggregate of the 3 component marks. Each component must be successfully passed in order to successfully complete the module. (UWS Regulatory Framework, 2020/21).  The student will be required to demonstrate the achievement of competency as determined by the Maternity Care Assistant Competency Framework (NES, 2010), The Code of Conduct for Healthcare Support Workers (Scottish Government, 2009) and the Skills Passport (NES, 2010).</p>
<p>(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)</p>

#### Assessment Outcome Grids (Footnote A.)

<b>Component 1</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>	
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	✓	✓	✓	100	0	
<b>Combined Total For All Components</b>				100%	0 hours	

#### Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

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<p>Note(s):</p> <ol style="list-style-type: none"> <li>More than one assessment method can be used to assess individual learning outcomes.</li> <li>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 &amp;/or Professional requirements.</li> </ol>
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## 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

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

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