| Title of Module: Role of the Maternity Care Assistant | | | |
|---|---|---|---|
| Code: MIDW07024 | SCQF Level: 7 (Scottish Credit and Qualifications Framework) | Credit Points: 20 | ECTS: 10 (European Credit Transfer Scheme) |
| School: | School of Health and Life Sciences | | |
| Module Co-ordinator: | Liz Miller | | |

| Summary of Module |
|---|
| The aim of this module is to enable the student to recognise and understand the role and responsibilities of the Maternity Care Assistant (MCA) in relation to caring for women, their babies and their family adopting a woman centred approach. <br><br> Initially students will be assimilated into University life and receive support in relation to study skills, IT literacy, accessing literature and utilising University facilities (for example library). Students will recognise their role in assisting and supporting the multi-disciplinary team in the delivery of high quality evidence-based maternity care and be introduced to ethical, legal and professional responsibilities in relation to communication, continuity of care, confidentiality, consent, accountability, conflict and professional behaviour. <br><br> Students will explore the concept of compassionate care to underpin their responsibilities of maintaining dignity, respect and non-judgemental attitudes and behaviour. <br><br> As a result this module will support students to develop characteristics which can contribute to the UWS graduate attributes which are Universal (critical thinking, emotionally intelligent and collaborative); Work ready (knowledgeable, potential leader and problem solving) and Successful (autonomous, innovative, resilient, and transformational) (I am UWS, 2018) <br><br> Key aspects of UNICEF Standards (2019) included in this module are Themes 1, Understanding breastfeeding Theme,2. Enabling mothers to breastfeed, Theme 3 Close and loving relationships,  Theme 5 Communication <br><br> • To examine in detail the role and responsibilities of the Maternity Care Assistant |

| Module Delivery Method | | | | | |
|---|---|---|---|---|---|
| Face-To-Face | Blended | Fully Online | HybridC | HybridO | Work-based Learning |
|  | ✓ |  |  |  |  |

**Face-To-Face**
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 | |

[Top of Page]

| Learning Outcomes: (maximum of 5 statements) |
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| On successful completion of this module the student will be able to:<br>L1. Describe the role and responsibilities of the Maternity Care Assistant as an effective team member of the multidisciplinary team..<br>L2. Explain and demonstrate the importance of professional, ethical and legal issues within maternity care.<br>L3. Demonstrate undertsanding of effective communication with team members, women and families to facilitate care and identify and discuss the barriers to effective communication.<br>L4. Understand concepts of evidence based and reflective practice as applied to women centred 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.<br>Understanding and application of an adult learning approach to integration of theory and practice. Acquiring detailed knowledge and understanding of the impact of lifestyle on the childbirth process. |
| Practice: Applied Knowledge and Understanding | SCQF Level 7.<br>Demonstrating fundamental caring skills necessary to assist and support the midwife to deliver effective midwifery care. Integration of theory to practice in relation to supporting women with lifestyle choices. |
| Generic Cognitive skills | SCQF Level 7.<br>Developing the skills required for independent self directed study; Learning to apply the processes of problem solving and reflection; Learning to use evidence based practice. |
| Communication, ICT and Numeracy Skills | SCQF Level 7.<br>Demonstrating and utilising a wide range of communication skills, including verbal, non-verbal and written to communicate with women, their families and the multi-professional team. |
| Autonomy, Accountability and Working with others | SCQF Level 7.<br>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. | | |
| **Pre-requisites:** | Before undertaking this module the student should have undertaken the following: | | |
| | **Module Code:** | **Module Title:** | |
| | **Other:** | | |
| **Co-requisites** | **Module Code:** | **Module Title:** | |

* Indicates that module descriptor is not published.

[Top of Page]

| **Learning and Teaching** | |
|---|---|
| The overall teaching and learning strategy is one of blended learning where core lectures delivered face to face are complimented and supported by a comprehensive package of on line information and activities. Core lectures will be supported with student led seminar discussions to facilitate group interaction and develop confidence in debate. Specific clinical skills will be taught using simulation within designated 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** (Normally totalling 200 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 |
| Personal Development Plan | 3 |
| Asynchronous Class Activity | 72 |
| Independent Study | 90 |
| Laboratory/Practical Demonstration/Workshop | 7 |
| | 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. and Sharp, P. (2017) A Beginners Guide to Evidence Based Practice in Health and Social Care. 3rd Edn. Magraw-Hill: Berkshire. Jasper, M. (2013) Beginning Reflective Practice.2nd Edn. Cheltenham: Nelson Thorne. | |

Johnson, R. and Taylor, W. (2016) Skills for Midwifery Practice. 4th ed. Edinburgh : Elsevier.

NHS Education Scotland (NES) (2010) Maternity Care Assistants in Scotland: A Skills Passport. Edinburgh. NES

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 Government (2019) Code of Conduct for Health Care Support Workers. Edinburgh: Scottish Government.

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).

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.

[Top of Page]

## Supplemental Information

| Programme Board | Midwifery & Specialist Nursing |
|---|---|
| Assessment Results (Pass/Fail) | No |
| Subject Panel | Midwifery&Specialist Nursing L7-8 |
| Moderator | Dawn Cameron |

| External Examiner | S Lewis |
|---|---|
| Accreditation Details | |
| Version Number | 1.07 |

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

Students will submit two 1,000 word short answers that will be marked and feedback given to inform overall summative assessment final mark and grade.
Students will be summatively assessed by means of a written assignment worth 100% total weighting of assessment and will be submitted via Turnitin to utilise newly devloped IT skills.
Word Count total 2,000 words.

(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) | Learning Outcome (4) | Weighting (%) of Assessment Element | Timetabled Contact Hours | |
|---|---|---|---|---|---|---|---|
| Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log | ✓ | ✓ | ✓ | ✓ | 100 | 1 | |
| | **Combined Total For All Components** | | | | 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)