Module Descriptor

Title	Role of the Maternity Care Assistant		
Session	2026/27	**Status**	Published
Code	MIDW07024	**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

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.

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.

Students will explore the concept of compassionate care to underpin their responsibilities of maintaining dignity, respect and non-judgemental attitudes and behaviour.

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)

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.

To examine in detail the role and responsibilities of the Maternity Care Assistant.

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	Describe the role and responsibilities of the Maternity Care Assistant as an effective team member of the multidisciplinary team.
L2	Explain and demonstrate the importance of professional, ethical and legal issues within maternity care.
L3	Demonstrate understanding of effective communication with team members, women and families to facilitate care and identify and discuss the barriers to effective communication.
L4	Understand concepts of evidence based and reflective practice as applied to women centred care.
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** 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 7** 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.

[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** 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 7** 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 7** 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.

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 teaching and learning strategy is one of hybrid 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** (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	72
Independent Study	90
TOTAL	200

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

Aveyard, H. and Sharp, P. (2023) A Beginners Guide to Evidence Based Practice in Health and Social Care. 4th Edn. Magraw-Hill: Berkshire.

Jasper, M. (2013) Beginning Reflective Practice.2nd Edn. Cheltenham: Nelson Thorne.

Johnson, R. and Taylor, W. (2023) Skills for Midwifery Practice. 5th 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:1/3/24).

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

(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
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.
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**
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log	☒	☒	☒	☒	☐	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