



Module Descriptor

Title	Essential Midwifery Practice		
Session	2024/25	Status	Published
Code	MIDW07028	SCQF Level	7
Credit Points	40	ECTS (European Credit Transfer Scheme)	20
School	Health and Life Sciences		
Module Co-ordinator	Sheona Brown		
Summary of Module			
Module Aim:			
To apply knowledge and skills within the practice context to provide safe, respectful, holistic, person-centred care.			
Module Content:			
This module has a focus on essential midwifery, students will be able to demonstrate knowledge and understanding of essential midwifery care. This will be achieved by introducing the foundation of theoretical knowledge and fundamental skills, initially in a simulated environment, followed by consolidation in clinical placement. It will provide and promote childbirth as a normal physiological process. The module will include the following theory and essential skills:			
Normal physiological childbirth (including anatomy and physiology) Preconception, antenatal, intrapartum, postnatal and neonatal care (including epigenetics) Models of maternity care Impact of race and culturally competent care Manual Handling Communication, Infection control (SIPCEP package,) First aid, Basic life support, Vital signs, Antenatal examination of the woman, Postnatal Examination of the woman, Examination of the newborn, Urinalysis and fluid balance, Vaginal examination, Speculum examination, Perineal suturing and perineal care, Administration of medicines, Venepuncture, Breastfeeding, Bed making, Personal hygiene, History taking and risk assessment.			
Introduction to obstetric emergencies, Simulation in the UWS Skills Laboratories using scenario-based learning. The SMOTs system will also be used in conjunction with simulation as a teaching and learning tool.			
This module also includes 3 practice placements (18 weeks) for the assessment of practice proficiencies at dependent level. Completion of the Midwifery Practice Assessment Document (MPAD) is a requirement of clinical placement. Proficiencies are defined in relation to application of academic knowledge to clinical practice and achievement is attained in performing clinical skills and the development and demonstration of professional behaviours (NMC Standards of proficiency for midwives, 2019).			
The student's practice learning experience is guided, supported and monitored by the following (links): Practice Supervisors , Practice Assessor and an Academic Assessor - Standards For Student Supervision and Assessment (NMC, 2018) Standards For Pre-Registration Midwifery Programmes (NMC, 2019) UWS Work-Based And Placement Learning (UWS Regulatory Framework 1.68-1.79 2020-21) School Health and Life Science Practice			

Learning Statement, 2018 School Health and Life Sciences Learning Protocol, 2018. Full details of NMC Standards and UWS regulations that govern work- based learning are available in the module handbook 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 UK Baby Friendly Initiative University Standards (UNICEF,2019): Theme 1:Understanding breastfeeding; Theme 2:Support infant feeding; Theme 3:Support close and loving relationships; Theme 4:Manage the challenges; Theme 5:Promote positive communication. This module will support students to develop characteristics which can contribute to the UWS graduate attributes, which are Universal (critical thinker, analytical, inquiring, culturally aware, emotionally intelligent, ethically minded, collaborative, research minded and socially responsible); Work-ready(knowledgeable, digitally literate, problem solver, effective communicator, influential, motivated, potential leader, enterprising and ambitious and successful (autonomous, incisive, innovative, creative, imaginative, resilient, driven, daring and transformational (I am UWS ,2018).

Module content maps to the Educational Framework for Pre-registration Midwifery adapted from the Framework for Quality Maternal and Newborn Care ,Renfrew et al., 2014) to levels: • Educational Content - Professional and Personal Development; Health and Wellbeing; Midwifery Knowledge and Practice and Complex Care. • Teaching and Learning Strategies • Student Values • Programme Philosophy

NMC Proficiencies (2019): 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.19,

1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.27,2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.10, 2.11,3.3, 3.4, 3.6, 3.7, 3.8, 3.9,

3.10, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.13.1, 3.13.2, 3.13.3, 3.14, 3.15, 3.17.2, 3.17.3, 3.18, 3.19, 3.20, 3.21,

3.22, 3.23, 3.24, 3.25, 3.26, 3.27,4.5, 4.9, 5.6, 5.7, 5.8, 5.9, 5.10, 5.12, 5.13.1, 5.13.2, 5.13.3, 5.13.4,

5.13.5, 5.13.6, Domain 6.

Module Delivery Method	On-Campus¹	Hybrid²	Online³	Work -Based Learning⁴
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campuses for Module Delivery	<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)	

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

Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
L1	Demonstrate knowledge and skills when caring for women during the antenatal, intrapartum, postnatal periods, including care of the neonate.
L2	Demonstrate safe and effective practice in accordance with professional standards and regulations
L3	Discuss infant feeding in accordance with UNICEF Baby Friendly Initiative.
L4	
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)	<p>SCQF 7</p> <p>Exercising an awareness of the essential components of midwifery care such as safe, respectful, holistic, person-centred care.</p> <p>Understanding of the physiological changes and management during preconception, antenatal, intrapartum, postnatal periods and in the healthy neonate.</p> <p>Demonstrates knowledge and understanding of how to monitor and record maternal wellbeing from the theoretical principles related to the midwifery skills.</p> <p>Demonstrating knowledge and understanding of theory and evidence-based research relating to normal midwifery care.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 7</p> <p>Adopting a range of strategies including utilising cognitive and psychomotor skills and applying knowledge of essential midwifery practices to provide optimal care to women, newborn infants and their families.</p> <p>Practising with a understanding of UNICEF Breastfeeding Initiative Learning Outcomes to enable mothers to develop a close and loving relationship with their babies and successfully establish and maintain breastfeeding.</p> <p>Applying and integrating learned theory with clinical practice in relation to performance of specified clinical skills in the practice placement setting.</p>
Generic Cognitive skills	<p>SCQF 7</p> <p>Developing the skills required for assessing, planning, delivering and evaluating care delivered to women and their babies.</p> <p>Understanding the rationale for normal midwifery care from both the physiological and management perspective.</p>

	Developing the skills of reflection on practice. Utilising TURAS platform for recording theoretical and practical reflections.
Communication, ICT and Numeracy Skills	<p>SCQF 7</p> <p>Demonstrating skills in a variety of communication methods such as oral presentation, writing academic essays, record keeping, searching and evaluating literature from a range of sources.</p> <p>Recognising the verbal and non-verbal skills required for effective communication in midwifery practice. Awareness of potential barriers to effective communications and strategies to overcome them.</p> <p>Demonstrate effective communication skills for history taking and risk assessment.</p> <p>Understanding of an adult learning approach to integration of theory and practice. Demonstrating skills in analysis of numerical and graphical information. Develop skills in medicine administration.</p>
Autonomy, Accountability and Working with Others	<p>SCQF 7</p> <p>Working collaboratively with peers and colleagues to deliver evidence-based care during preconception, antenatal, intrapartum, postnatal periods and in the healthy neonate.</p> <p>Developing self-confidence, self-awareness, reflection, personal development planning and an ability to identify personal and professional boundaries to enhance employability.</p> <p>Working in partnership with practice supervisors and practice assessors to acquire an understanding of current professional practice.</p> <p>Complying with NMC and Royal Pharmaceutical Society guidelines carry out professional skills such as effective record keeping and safely administering medicines.</p>

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching
<p>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.</p> <p>This module will be offered using a hybrid learning approach. A variety of teaching methods and media will be utilised. Core lectures will lay the foundation for learning, complimented by planned tutorials and asynchronous online or class activities.</p> <p>Students will also undertake 18 weeks (37.5 hours per week on average – spread throughout the academic year) within practice placement areas to integrate learned theory to enhance practice knowledge, understanding, skills, attitudes and behaviours required for safe, effective and respectful care to women, their babies and families within the practice area.</p> <p>During your practice placements responsibility for supervision and assessment will lie with a Practice Supervisor, Practice Assessor and an Academic Assessor (NMC, 2018). Reasonable adjustments can be made for students who have been assessed as requiring specific adjustments or disability support in either the academic setting or in the practice placement environments.</p>

Learning Activities	Student Learning Hours
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)
Work-based Learning	675
Laboratory / Practical Demonstration / Workshop	40
Lecture / Core Content Delivery	30
Asynchronous Class Activity	50
Independent Study	280
Please select	
TOTAL	1075

Indicative Resources
<p data-bbox="193 819 1394 882">The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p data-bbox="193 904 1394 967">The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p data-bbox="193 990 1394 1021">Core:</p> <p data-bbox="193 1043 1394 1075">Johnson, R. and Taylor, W. (2016) Skills for midwifery Practice. 4th edn. Edinburgh: Elsevier.</p> <p data-bbox="193 1097 1394 1160">Lumsden, H. and Holmes, D. (eds)(2010) Care of the Newborn by Ten Teachers. London: Hodder Arnold.</p> <p data-bbox="193 1182 1394 1214">Macdonald, S. and Johnson, G. (eds.) (2023) Mayes' midwifery. 16th edn. Edinburgh: Elsevier</p> <p data-bbox="193 1236 1394 1299">Marshall, J. and Raynor, M. (eds.) (2020) Myles textbook for midwives. 17th edn. Edinburgh: Elsevier.</p> <p data-bbox="193 1321 1394 1384">Pollard, M. (2023) Evidence-based care for breastfeeding mother. A resource for midwives and allied health professionals. 3rd edn. London: Routledge</p> <p data-bbox="193 1406 1394 1438">Recommended:</p> <p data-bbox="193 1460 1394 1523">Dahlen, H Kumar-Hazard E, and Schmied V (Eds) (2020) Birthing outside the system: the canary in the coal mine Abingdon New Your Routledge</p> <p data-bbox="193 1545 1394 1720">Draper, E.S., Gallimore, I.D., Smith, L.K., Kurinczuk, J.J., Smith, P.W., Boby, T., Fenton, A.C. and Manktelow, B.N. (eds.) on behalf of the MBRRACE-UK Collaboration. MBRRACE-UK perinatal mortality surveillance Report, UK Perinatal Deaths for Births from January to December 2017. Leicester: The Infant mortality and morbidity Studies, Department of Health Sciences, University of Leicester. 2019. Available at: https://www.npeu.ox.ac.uk/mbrance-uk/reports</p> <p data-bbox="193 1742 1394 1805">Feeley, C, (2023) Supporting Physiological birth choices in midwifery practice (Electronic book): the role of workplace culture, politics and ethics New York Routledge</p> <p data-bbox="193 1827 1394 2002">Gallimore ID, Matthews RJ, Page GL, Smith LK, Fenton AC, Knight M, Smith PW, Redpath S, Manktelow BN, on behalf of the MBRRACE-UK Collaboration. MBRRACE-UK Perinatal Mortality Surveillance, UK Perinatal Deaths of Babies Born in 2022: State of the Nation Report. Leicester: The Infant Mortality and Morbidity Studies, Department of Population Health Sciences, University of Leicester. 2024.</p> <p data-bbox="193 2024 1394 2087">Nursing and Midwifery Council (NMC) (2018) The Code. Available at: https://www.nmc.org.uk/standards/code/</p>

Rankin, J.(2017) Physiology in Childbearing with Anatomy and Related Biosciences. 4th edn. Oxford: Elsevier.

Rankin, J. (2020) Myles midwifery anatomy and physiology workbook. 2nd edn. Oxford Broadstreet: Elsevier.

Royal Pharmaceutical Society (2018) Professional guidance on the safe and secure handling of medicines. Available at: <https://www.rpharms.com/recognition/setting-professional-standards/safe-and-secure-handling-of-medicines/professional-guidance-on-the-safe-and-secure-handling-of-medicines>.

Scottish Government (2017) The Best Start a five-year forward plan for maternity and neonatal care in Scotland: Executive Summary. Edinburgh Available at : <http://www.gov.scot/Resource/0051/00513178.pdf>

Spilby, H. and Munro, J. (eds) (2009) Evidence based midwifery: Applications in context. Oxford: Wiley-Blackwell.

UNICEF (2019) UNICEF UK baby friendly initiative university standards. Available at: <https://www.unicef.org.uk/babyfriendly/wp-content/uploads/sites/2/2019/07/Guide-to-the-Unicef-UK-BabyFriendly-Initiative-University-Standards.pdf>.

(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 to be assessed. Please refer to UWS Regulatory Framework Attendance Requirements.

Within this module 100% attendance is required for practice placements, although students who attend for at least 80% of the practice placement experience can be assessed. However, all absence in practice is required to be made up prior to exiting the programme to achieve 100% attendance to meet 2,300 hours required for registration as a midwife by NMC (NMC Standards for pre-registration midwifery, 2019; UWS Regulatory Framework, section 1.65 - specific attendance requirements).

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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<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.
School Assessment Board	Mental Health Nursing, Midwifery and Health
Moderator	Liz Miller
External Examiner	S Lewis
Accreditation Details	NMC
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Work Based Learning
Assessment 2
Objective Structured /Clinical Examination (OSCE)
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
Work Based Learning Clinical Placements x 3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	1

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Objective Structured /Clinical Examination (OSCE)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	1

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

Change Control

What	When	Who
References updated	August 24	Sheona Brown