Module Descriptor

Title	Essential Midwifery		
Session	2026/27	**Status**	Published
Code	MIDW07030	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Lynn McInally		

Summary of Module

This module provides foundational theoretical knowledge of essential midwifery and neonatal care, supporting understanding of childbirth as a normal physiological process. Content includes the physiology of pregnancy and birth, mechanisms of labour, antenatal and postnatal care, communication skills, screening, infant feeding, models of care, and culturally responsive midwifery practice.

Students explore key professional frameworks including Best Start, Baby Friendly Initiative, NMC Standards, Realistic Medicine, UWS Graduate Attributes, SDGs and the Decolonising Midwifery Education Toolkit. Lectures, tutorials and online activities delivered via Brightspace support the application of theoretical concepts in preparation for practice.

Brightspace hosts all learning materials, weekly content blocks, formative quizzes, and case-based activities. Leganto is used to organise Essential and Recommended Reading lists aligned to module learning outcomes.

MAPPING:

UWS Graduate Attributes:

This module supports the development of UWS graduate attributes by fostering academic, personal, and professional growth in midwifery students. Through engagement with theoretical content students will enhance their ability to think critically, communicate effectively, and act with integrity and compassion. The module contributes to the development of graduates who are Universal, Work Ready, and Successful, in alignment with the "I am UWS" framework, and prepares students for professional registration and lifelong learning within midwifery practice.

Sustainable Development Goals:

Educate students to develop an understanding essential midwifery care underpinned by theoretical foundations and fundamental skills in a simulated environment promoting childbirth as a normal physiological process. This module contributes to the United Nations (UN) Sustainable Development Goals (SDGs) SDG-3 Good Health and Wellbeing; SDG-4 Quality Education. United Nations (2023) Sustainable Development: The 17 Goals. Available from https://sdgs.un.org/goals

United Nations Children's Fund (UNICEF) Baby Friendly Initiative University Standards:

The Baby Friendly Initiative (BFI) strives to support families with infant feeding and developing close and loving relationships so that all babies get the best possible start in life (UNICEF 2023).

The module contents link to the following BFI themes/standards: 1.1, 1.2, 3.9, 3.10, 4.11, 5.14, 5.15.

Decolonising The Curriculum:

The initiative of Decolonising Midwifery Education and Practice aims to promote inclusive, culturally responsive care, to raise awareness of disparities and enhance outcomes for women, birthing people, and babies from the global majority. It also aims to enhance the learning experience for all students, as well as improve the educational experience for global majority students. This BSc Midwifery module aligns with the Royal College of Midwives Decolonising Midwifery Education Toolkit (2023) Section 2 (Curriculum) and Section 3 (Assessment).

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	Outline how to care for women during the antenatal, intrapartum and postpartum period.
L2	Describe how midwifery care aligns to newborn health and wellbeing.
L3	Recognise the role of the midwife in promoting physiological childbirth and supporting maternal and newborn wellbeing.
L4	
L5	

Employability Skills and Personal Development Planning (PDP) Skills

[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

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** Exercising an awareness of the essential components of midwifery care such as safe, respectful, holistic, person-centred care. Understanding of the physiological changes and management during preconception, antenatal, intrapartum, postnatal periods and in the healthy neonate. Demonstrates knowledge and understanding of how to monitor and record maternal wellbeing from the theoretical principles related to the midwifery skills. Demonstrating knowledge and understanding of theory and evidence based research relating to normal midwifery care.
Practice: Applied Knowledge and Understanding	**SCQF 7** 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. 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.
Generic Cognitive skills	**SCQF 7** Developing the skills required for assessing, planning, delivering and evaluating care delivered to women and their babies. Understanding the rationale for normal midwifery care from both the physiological and management perspective. Developing the skills of reflection on practice. Utilising TURAS platform for recording theoretical and practical reflections.
Communication, ICT and Numeracy Skills	**SCQF 7** 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. 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. Demonstrate effective communication skills for history taking and risk assessment. 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.
Autonomy, Accountability and Working with Others	**SCQF 7** Working collaboratively with peers and colleagues to deliver evidence-based care during preconception, antenatal, intrapartum, postnatal periods and in the healthy neonate.

	Developing self-confidence, self-awareness, reflection, personal development planning and an ability to identify personal and professional boundaries to enhance employability. Working in partnership with practice supervisors and practice assessors to acquire an understanding of current professional practice. Complying with NMC and Royal Pharmaceutical Society guidelines carry out professional skills such as effective record keeping and safely administering medicines.

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. This module will be offered using a hybrid learning approach, combining face-to-face and online learning to support flexibility and engagement. 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. Learning activities are designed to foster SCQF Level 7 capabilities.	
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	26
Tutorial / Synchronous Support Activity	10
Asynchronous Class Activity	24
Independent Study	140
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Essential Reading (Mapped to LOs) Macdonald, S. and Johnson, G. (eds.) (2024) Mayes' midwifery. 16th edn. Edinburgh: Elsevier Supports L1–L2. Marshall, J. and Raynor, M. (eds.) (2020) Myles textbook for midwives. 17th edn. Edinburgh: Elsevier. L1-L3.

Rankin, J.(2024) Physiology in Childbearing with Anatomy and Related Biosciences. 5th edn. Oxford: Elsevier.Supports L1–L2

UNICEF (2024) 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. Supports L1-L2.

Recommended Reading

Jordan (2010) Pharmacology for Midwives: The evidence base for Safe Practice 2nd edn. MacmIllan International

K2 package resources

SIPCEP modules

Local maternity care guidelines

(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:

The Nursing and Midwifery Council (NMC) require students complete 2300 hours of theoretical preparation. Therefore, there is an expectation that students attend all scheduled activities associated with the module. This includes on campus and synchronous online sessions.

Whilst we understand that there may be times when conflicting priorities make participation challenging, students require to attend for at least 80% of the synchronous core teaching sessions to be assessed.

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.

This module is appropriate for all students.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, and reasonable adjustment can be made for individual students with different needs.

To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. The School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure, and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate. All learning materials, activities and scenarios will reflect societal diversity and a rights-based approach to midwifery practice to reflect the diversity of students.

Professional programmes have Standards of Proficiency which detail the knowledge, skills and understanding required to be met to permit professional registration to be able to practise safely and effectively in the profession. As an education provider for this professional

programme, UWS is not able to adjust these standards. However, we can make reasonable adjustments to assist students in meeting these standards. The Nursing and Midwifery Council (2019) have additional information regarding reasonable adjustments which can be found here: https://www.nmc.org.uk/supporting-information-on standards-for-student-supervision-and-assessment/student-empowerment/what-to expect/reasonable-adjustments-if-applicable/
(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	Salwa Agyen-Frempong
External Examiner	C Kenyon
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written Essay (2,000 words) Weighting 100% Minimum pass mark of 40%
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**
Essay	☒	☒	☒	☐	☐	100	0

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%	0 hours

Change Control

What	When	Who