Module Descriptor

Title	Midwifery Skills 1		
Session	2026/27	**Status**	Published
Code	MIDW07032	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Susanne Morrison		

Summary of Module

This module focuses on developing core practical skills required for safe and effective midwifery practice, delivered primarily through simulation, skills laboratories, scenario-based learning, and supported classroom teaching. Students learn and practice essential skills including manual handling, communication for history taking and risk assessment, infection control, basic life support, vital sign monitoring, antenatal and postnatal examination, intrapartum assessment, newborn examination, venepuncture, medicine administration, infant feeding, numeracy, and an introduction to obstetric emergencies.

The module integrates key frameworks including NMC standards, UNICEF BFI, Realistic Medicine, UWS Graduate Attributes, SDGs and Decolonising the Curriculum. Learning activities utilise SMOTS for reflective feedback, TURAS for documentation, and Brightspace for digital learning, structured topic blocks, simulation preparation, skill videos and Leganto reading lists.

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 demonstrate effective midwifery skills-fundamentals of midwifery practice -safe holistic care -using simulated practice at UWS laboratories. The skills 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

Realistic Medicine:

Realistic Medicine is an approach to healthcare that aims to put the person receiving care at the centre of decisions made about their care. Shared decision making and a personalised approach to care are key elements. It also aims to reduce harm, waste and unwarranted

variation, whilst acknowledging and managing the inherent risks associated with all healthcare, and championing innovation and improvement.

The relevant resource which links to this module can be found here:

Personalised Approach To Care Turas Page - https://learn.nes.nhs.scot/63081

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, 2.4, 2.5, 2.6, 2.7, 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 4 (Practice).

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	Perform safe and effective midwifery skills when caring for the woman, fetus and newborn.

[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

L2	Demonstrate compassionate care using clear, respectful, verbal and non-verbal communication skills.
L3	Discuss infant feeding in accordance with UNICEF Baby Friendly standards.
L4	Apply numeracy skills to ensure safe medicine administration.
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** Exercising an awareness of the essential components of midwifery care such as safe, respectful, holistic, person-centred care. Understanding of the management of care during preconception, antenatal, intrapartum, postnatal periods and in the healthy neonate. Demonstrates skills in monitoring and recording maternal wellbeing. Demonstrates the application of evidence based research 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 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. Applying and integrating learned theory in relation to performance of specified clinical skills in the simulated learning environment.
Generic Cognitive skills	**SCQF 7** Developing the skills required for assessing, planning, delivering care delivered to women and their babies. Engages in reflective practice to evaluate and enhance professional practice.
Communication, ICT and Numeracy Skills	**SCQF 7** Recognising the verbal and non-verbal skills required for effective communication in midwifery practice, and practising these skills in a simulated learning environment. Demonstrate effective communication skills for history taking and risk assessment. Demonstrating skills in analysis of numerical and graphical information. Develop skills in medicine administration. Utilise TURAS platform.
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. Complying with NMC and Royal Pharmaceutical Society guidelines to carry out professional skills such as effective record keeping and safely administering medicines. Engages with SMOTS to support reflective practice, peer feedback, and self-evaluation.

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. Learning will be primarily skills-focused, delivered through practical simulations within the UWS Skills Laboratories. This will be complemented by lectures to establish core theoretical knowledge and supported by asynchronous activities to enhance and consolidate learning.	
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	6
Tutorial / Synchronous Support Activity	6
Laboratory / Practical Demonstration / Workshop	36
Asynchronous Class Activity	52
Independent Study	100
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 1–4) Macdonald, S. and Johnson, G. (eds.) (2024) Mayes' midwifery. 16th edn. Edinburgh: Elsevier. Supports L1-L2 (assessment, normal observations, clinical procedures). Marshall & Raynor (2020). Myles Textbook for Midwives. Supports L1, L2, L3 (skills, communication, feeding). 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 L3 (feeding and communication).

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-ofmedicines/professional-guidance-on-the-safe-and-secure-handling-of-medicines.Supports L4 (safe drug administration).

Recommended Reading

SIPCEP infection control package

NES Realistic Medicine modules

TURAS numeracy resources

Local maternity skills 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, assessment arrangements, and—where applicable—periods of placement. For modules that are practice or laboratory-based, reasonable adjustments such as adjustable-height benches, accessible equipment, or the assistance of a buddy or helper will be facilitated to support student participation.

All learning materials, activities, and scenarios will reflect societal diversity and a rights-based approach to midwifery practice, ensuring representation and inclusion of the diverse student population. 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	Rachael Ferguson
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
Objective Structured Clinical Examination (OSCE) 100% Weighting Minimum pass mark of 40%
Assessment 2
Safe Medicate Numeracy 0% Weighting Pass/Fail - Requires pass mark of 80%
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**
Objective Structured Clinical Examinations (OSCEs)	☒	☒	☒	☐	☐	100	1

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Class test (written)	☐	☐	☐	☒	☐	0	1

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	2 hours

Change Control

What	**When**	**Who**