



## Module Descriptor

Title	Complex Midwifery		
Session	2024/25	Status	
Code	MIDW08014	SCQF Level	8
Credit Points	30	ECTS (European Credit Transfer Scheme)	15
School	Health and Life Sciences		
Module Co-ordinator	M Heron		
<b>Summary of Module</b>  This module is an essential component related to all other modules within the midwifery programme. It runs alongside and is supported by the 'Complex Care in Practice' module (MIDW08016).  The module supports development of understanding of the relevant pathophysiology related to medical, obstetric and neonatal disorders and complications which can impact both mother and baby during pregnancy and childbirth. It provides the necessary knowledge to provide respectful high-risk care for women and their babies with consideration of the physical, psychological, social and cultural issues.  The support and maintenance of breastfeeding is also explored in relation to knowledge and understanding of UNICEF Baby Friendly Initiative Standards in relation to complex situations.			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<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)	

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

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

<b>Learning Outcomes</b>	
<b>L1</b>	Examine pathophysiological factors which contribute to increased risk in pregnancy and childbirth
<b>L2</b>	Explore physical, psychological, social and cultural issues which contribute to a range of clinical complications in childbearing women and their infants.
<b>L3</b>	Describe in detail the management and care for women and infants with complications
<b>L4</b>	
<b>L5</b>	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 8</b> Developing a detailed understanding of medical and obstetric factors which complicate pregnancy and childbirth for women and infants.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 8</b> Assesing, planning, implementing and evaluating individualised, person centred care pathways. Applying UNICEF BFI principles to inform care delivery to women and infants.
<b>Generic Cognitive skills</b>	<b>SCQF 8</b> Identifying and analysing the pathophysiological condition of a woman and her infant, recognising when this requires referral to other members of the multi-disciplinary team while maintaining evidence based practice.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 8</b> Developing the written and oral skills required to care for women and their families when pregnancy and childbirth is complicated by concurrent disease processes, using a variety of IT and databases effectively to search and extract contemporary evidence to inform practice. Developing numeracy skills related to drug administration and feed calculations.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 8</b> Understanding the requirements for professional compliance with current NMC guidance. Working in collaboration with members of multi-professional/multi-agency staff to provide appropriate care for women and their infants. Developing self- confidence and self awareness to enhance employability.

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
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	<b>Other</b> As per programme specification criterial for progression to SCQF Level 8	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
<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 ofefred using a blended appraoch. Core lectures will lay the foundation for learning, complicated by planned tutorials and asynchronous online or class activities. To promote inclusiveness and flexibility, anticipatory adjustments have been made to teaching, learning strategies and assessment. Further reasonable adjustments can be made for students who have been assessed as requiring specific adjustments for disability support in either the academic setting or clinical practice placements environments.</p>	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
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)
Lecture / Core Content Delivery	80
Asynchronous Class Activity	80
Tutorial / Synchronous Support Activity	40
Independent Study	100
Please select	
Please select	
<b>TOTAL</b>	<b>300</b>

<b>Indicative Resources</b>
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>CORE TEXT:</p> <p>Baston, H., &amp; Durward, H. (2017). Examination of the newborn: a practical guide (3rd Edition). London: Routledge.</p> <p>Blackburn, S. T. (2018) Maternal, fetal, &amp; neonatal physiology: a clinical perspective. (5th Edition). Amsterdam: Elsevier Saunders.</p> <p>Campbell, D. (2018) Physical examination of the newborn at a glance. New Jersey: Wiley Blackwell.</p> <p>Marshall, J. &amp; Raynor, M. (eds) (2020). Myles' Textbook for Midwives. (17th Edition). Elsevier Edinburgh.</p> <p>Raynor., M, Marhsall., J &amp; Jackson., K. (eds) (2012). Midwifery Practice: Critical Illness, complications and emergencies: Case Book. Berkshire: McGraw-Hill.</p> <p>Wylie, L. and Bryce, H. (2016) Midwives' Guide to Key Medical Conditions: Pregnancy and Childbirth (2nd Edition). Edinburgh: Churchill Livingstone. Elsevier Edinburgh</p>

**(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:**

It is expected that students will attend all scheduled classes or participate with all delivered elements as part of their engagement with their programme of study. Within this module, students are expected to attend for at least 75% of the synchronous core teaching activities 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](#).**

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**

<b>Divisional Programme Board</b>	<b>Mental Health Nursing Midwifery Health</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	HLS
<b>Moderator</b>	L Howie
<b>External Examiner</b>	L Lawther
<b>Accreditation Details</b>	SCQF
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	

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

#### **Assessment 1**

Summative Assessment

Essay- 3500 words (100%)

Minimum pass - 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	200

### Component 2

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"/>		

### 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