Module Descriptor

Title	Complex Midwifery Care		
Session	2026/27	**Status**	Published
Code	MIDW08019	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Beth Peters		

Summary of Module

This module develops students' understanding of the pathophysiology, clinical presentations, and midwifery management of medical and obstetric conditions that increase risk during pregnancy, labour, and the postnatal period. This includes fetal monitoring, risk management, cardiac disease, diabetes, obstetric emergencies (e.g., obstructed labour, malposition, haemorrhage, sepsis), hypertensive disorders, multiple pregnancy, early pregnancy complications, and thromboembolic disease.

Students analyse and apply guidance from national reports and policies including MBRRACE (Felker et al., 2024), NICE guidelines, and evidence-based practice to develop critical decision-making and comprehensive care planning. Clinical, psychological, cultural, and social aspects of complex care are integrated to support holistic, person-centred midwifery practice.

The module aligns with UWS Graduate Attributes, UNICEF BFI standards, SDGs, Realistic Medicine, and the RCM Decolonising the Curriculum Toolkit. Learning takes place through hybrid delivery using lectures, tutorials, case-based learning, asynchronous study, and Brightspace-hosted digital resources, with Leganto providing structured reading lists mapped to 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 of complex midwifery pathophysiology and resultant care related to medical and obstetric disorders which can impact the expectant and birthing mother. This module contributes to the United Nations (UN) Sustainable Development Goals (SDGs) SDG-3 Good Health and Wellbeing; SDG-4 Quality Education; SDG-5 Gender Equality; SDG-10 Reducing Inequalities.

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: 3.1, 2.8, 4.13.

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), Section 3 (Assessment) 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	Explore pathological factors which contribute to increased risk in pregnancy and childbirth.
L2	Demonstrate how specific conditions impacts the midwives role in supporting women with these complications.
L3	Explain the needs and management for high-risk pregnancy and the adaptations of care required for pregnant women and their fetus.
L4	

[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

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 8** Developing a detailed understanding of medical and obstetric factors which complicate pregnancy and childbirth for women and infants.
Practice: Applied Knowledge and Understanding	**SCQF 8** Assessing, planning, implementing and evaluating individualised, person centred care pathways. This includes the applying UNICEF BFI Principles to inform care delivery to women.
Generic Cognitive skills	**SCQF 8** 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 whilst maintaining evidence based practice.
Communication, ICT and Numeracy Skills	**SCQF 8** 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.
Autonomy, Accountability and Working with Others	**SCQF 8** 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 with complications. Developing self confidence and self awareness to enhance employability.

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 delivered using a hybrid approach, combining face-to-face and online learning to support flexibility and engagement. A variety of teaching methods and media will be used to promote active learning and critical thinking. Core lectures will provide foundational knowledge, supported by structured tutorials and asynchronous activities such as case-based discussions, reflective tasks, and digital resources. These approaches will encourage independent learning and the application of theory to practice. Learning activities are designed to foster SCQF Level 8 capabilities, including analysis, autonomy, and evidence-informed decision-making.

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	36
Asynchronous Class Activity	10
Independent Study	154
n/a	
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 1–3) Baston , H & Hall, J. (2019) Midwifery Essentials: Medical Conditions. Volume 8. Elsevier. Supports L1–L3 Bothamley, J & Boyle , M (2020) Medical Conditions Affecting Pregnancy and Childbirth. 2nd edn. Talor & Francis. Supports L1–L3 Boyle, M & Bothamley, J. (2018) Critical Care in Childbearing. Talor and Francis. Supports L2–L3 Felker, A., Patel, R., Kotnis, R., Kenyon, S., & Knight, M. (Eds.). (2024). Saving lives, improving mothers' care: Lessons learned to inform maternity care from the UK and Ireland confidential enquiries into maternal deaths and morbidity 2020-22. MBRRACE-UK. https://www.npeu.ox.ac.uk/assets/downloads/mbrrace-uk/reports/maternal-report-2024/MBRRACE-Supports L1–L2 (risk factors, complex care) NICE Guidelines relevant to complex pregnancy. Supports L2–L3 (NICE.Org). Wylie, L. & Anderson, A. (2026) The Midwives' Guide to Key Medical Conditions: Pregnancy and Childbirth. 3rd Edn. Elsevier Health. Supports L1-L3 Recommended Reading Macdonald, S. and Johnson, G. (eds.) (2024) Mayes' midwifery. 16th edn. Edinburgh: Elsevier Marshall, J. and Raynor, M. (eds.) (2020) Myles textbook for midwives. 17th edn. Edinburgh: Elsevier. Local maternity escalation and emergency 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	Magi Heron
External Examiner	L Lawther
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Short answer scenario-based class test 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**
Class test (written)	☒	☒	☒	☐	☐	100	3

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%	3 hours

Change Control

What	**When**	**Who**
