Module Descriptor

Title	Midwifery Skills 2		
Session	2026/27	**Status**	Published
Code	MIDW08020	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Rachael Ferguson		

Summary of Module

This module develops the advanced clinical skills required to provide safe, effective, and respectful care during complex, high-risk, and emergency situations across the childbirth continuum. Students engage in simulation-based learning, algorithm-based assessment, scenario teaching, and skills laboratory sessions. This includes the ABCDE approach, maternal collapse, obstetric emergencies (PPH, shoulder dystocia, eclampsia, breech, cord prolapse, uterine rupture), stabilisation and transfer, HDU care concepts, shock, major haemorrhage, intravenous cannulation, urinary catheterisation, oxygen therapy, psychological aspects of emergencies, and high-risk infant feeding support.
SMOTS technology supports reflective practice, self-evaluation, and competency development. The module builds on Skills 1 and prepares students for increased autonomy in practice placements. Content aligns with UNICEF BFI, NMC Standards, Realistic Medicine, SDGs, UWS Graduate Attributes, and the RCM Decolonising Midwifery Toolkit. Brightspace hosts weekly emergency skills content, simulation preparation materials, skill checklists, 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 and develop an understanding of the complex midwifery skills required to deliver safe, holistic and person- centred care to childbearing women, babies and families experiencing complex/high risk situations. Application of this theory is supported by simulated practice and scenario-based learning within UWS skills laboratories. 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: 1.1, 2.4, 2.5, 2.6, 2.7, 3.10, 4.11, 4.12, 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 (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	Apply theory to practice through participation in complex care for childbearing women and infants with complications.
L2	Demonstrate critical knowledge and appropriate application of the evidence-based management and care of obstetric emergency situations.
L3	Show effective communication skills and appropriate multidisciplinary team referrals for women and infants with complex needs.

[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

L4	Interpret and apply numeracy skills to support safe and effective 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 8** Demonstrates in-depth knowledge of theories underpinning the management of emergencies, critical care, and life-saving interventions. Demonstrates understanding of theoretical frameworks and evidence-based research relevant to high-risk midwifery and neonatal care.
Practice: Applied Knowledge and Understanding	**SCQF 8** Recognises deviations from normal and initiates appropriate interventions. Demonstrates proficient performance of a range of complex clinical skills in both simulated and real-world settings. Applies theoretical knowledge to clinical practice in the performance of essential skills required for the care of women and babies in high-risk situations. Apply knowledge of the UNICEF Baby Friendly Initiative to support breastfeeding and bonding in mothers and neonates with complex needs.
Generic Cognitive skills	**SCQF 8** Applies problem-solving and evidence-based approaches to manage obstetric emergencies and critical situations safely. Assesses, plans, implements, and evaluates care for high-risk women and their babies in line with established care-planning frameworks. Critically appraises evidence-based guidelines and protocols related to the management of high-risk midwifery care. Engages in reflective practice to evaluate and enhance professional practice.
Communication, ICT and Numeracy Skills	**SCQF 8** Uses a range complex communication skills to support women and families experiencing compromised childbirth or neonatal health due to maternal illness, pregnancy complications, stillbirth, or fetal abnormality. Communicates effectively with peers and members of the multiprofessional team to ensure safe, coordinated care. Analyses and interprets clinical data to inform evidence-based decision-making and optimise care delivery. Performs drug and fluid calculations accurately and safely to support medication administration. Employs a range of digital and information technologies to enhance the quality and safety of care. Utilise TURAS platform.

Autonomy, Accountability and Working with Others	**SCQF 8** Supervises, prioritises, and manages the clinical care of high-risk women and their babies with confidence and accountability under supervision. Identifies deviations from normal parameters and initiates appropriate referrals to relevant multiprofessional and multi-agency teams. Practises in accordance with NMC professional, legal, and ethical standards, demonstrating the ability to manage complex ethical and professional dilemmas with informed judgment. Engages with SMOTS to support reflective practice, peer feedback, and self-evaluation. Develops self-awareness and confidence by recognising individual strengths and areas for growth to support employability. Demonstrates adaptability and preparedness for employment within complex and evolving healthcare environments through lifelong learning, personal development planning, and resilience.

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-L3

Marshall, J. and Raynor, M. (eds.) (2020) Myles textbook for midwives. 17th edn. Edinburgh: Elsevier. Supports L1–L3

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.

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

Recommended Reading

NES / TURAS emergency care modules

NHS high-risk maternity clinical guidelines

SMOTS reflection resources

Additional module-specific readings originally included

(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	Sheona Brown
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
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 90%

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**