Module Descriptor

Title	Newborn Health		
Session	2026/27	**Status**	Published
Code	MIDW08021	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Magi Heron		

Summary of Module

This module develops students' knowledge and understanding of the compromised, complex, and vulnerable newborn, incorporating anatomy, physiology, pathophysiology, feeding challenges, transitional care needs, and the psychological, cultural and social issues that shape newborn health outcomes. This includes, haematological conditions, jaundice, trauma, respiratory and cardiovascular complications, thermoregulation, late preterm care, infection, congenital abnormalities, hypoglycaemia, NIPE (theory and demonstration), developmental care, safeguarding, and infant mental health.

Students explore the role of the midwife and multidisciplinary team in assessment, planning, and delivery of care for the newborn with additional needs, guided by evidence, clinical guidelines, and family-integrated care principles. UNICEF BFI standards underpin learning relating to breastfeeding, donor milk use, feeding challenges and promoting bonding. The module also aligns with UWS Graduate Attributes, SDGs, Decolonising the Curriculum, and national policy.

Learning is delivered through lectures, tutorials, case-based discussions, asynchronous study and newborn-focused skills activities. Brightspace hosts weekly content, newborn health resources, NIPE preparation materials, and Leganto 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 anatomy and pathophysiology associated with complex neonatal conditions and related feeding challenges including health promotion in the support of breastfeeding underpinned by family integrated care. This module contributes to the United Nations (UN) Sustainable Development Goals (SDGs) SDG-1 No poverty; SDG-2 Zero Hunger; 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: 2.3, 4.11, 4.12

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	Demonstrate knowledge of the anatomy, physiology and pathophysiology associated with complex neonatal conditions.
L2	Determine the needs and management for a newborn infant and the adaptations of care required for the compromised neonate.
L3	Identify the role of the midwife, and the wider multidisciplinary team, in caring for mothers and families with a newborn who has additional care 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	
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** Knowledge and understanding of the pathophysiological processes that affect the neonatal body sytems across the childbirth continuum. Comprehensive knowledge and understanding of evidence based midwifery care and management provided to neonates and their families experiencing complications.
Practice: Applied Knowledge and Understanding	**SCQF 8** Recognising the value of interdisciplinary collaboration when complicated and emergency situations arise. Applying a range of skills to safely and competently assess, plan, provide and evaluate midwifery care to neonates and their families when additional care is required.
Generic Cognitive skills	**SCQF 8** Utilise critical thinking skills to review complex care delivery through applying a problem- solving approach. Source and review current and developing areas in complex midwifery practice.
Communication, ICT and Numeracy Skills	**SCQF 8** Further develop interdisciplinary/multi agency team working with appropriate interpersonal and communication skills required for emergency situations. Display evidence of a range of interpersonal and communicaiton skills that enhance interactions with women and their families when complex situations arise.
Autonomy, Accountability and Working with Others	**SCQF 8** Demonsrate accountability and act autonomously within the scope of midwifery practice when care becomes complicated. Through collaboration, actively engage in interdisciplinary and multiagency team working whe providing complicated and additional care needs.

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)

Blackburn (2020) Maternal, Fetal and Neonatal Physiology. Supports L1 (physiology/pathophysiology).

Polin et al. Fetal and Neonatal Physiology (latest edition). Supports L1–L2 (complex neonatal conditions).

UNICEF BFI Standards (2023). Supports L2–L3 (feeding, bonding, developmental care).

NIPE national guidance (PHE/NHS Screening). Supports L1–L3 (assessment and examination).

Recommended Reading

Myles Textbook for Midwives

Mayes' Midwifery

BAPM Frameworks for Neonatal Care

Local safeguarding and newborn care pathways

(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	Samia Kaddeer
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 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	2

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%	2 hours

Change Control

What	When	Who