Module Descriptor

Title	Perinatal Mental Health and Wellbeing		
Session	2026/27	**Status**	Pending
Code	MIDW08022	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Salwa Agyen-Frempong		

Summary of Module

This module develops students' knowledge and skills to promote positive mental health and wellbeing for women, newborns, partners, and families, and to recognise, assess, and respond to psychological compromise or deterioration across the perinatal period. The Summary incorporates all original content, including PMDD, anxiety, stress, depression, psychosis, PTSD, trauma, suicide, adverse childhood experiences, gender-based violence, infertility, bereavement, infant mental health, newborn bonding, breastfeeding-related mental health (including D-MER), and evidence-based treatment and management strategies.

Students evaluate current national policy, government reports, and service provision, and critically engage with interdisciplinary and multiagency perspectives including mental health teams, perinatal mental health specialists, psychologists, domestic abuse services, infertility specialists, bereavement midwives, and lived-experience contributors. The module aligns with UNICEF BFI (especially communication, feeding, and attachment), SDGs, UWS Graduate Attributes, and Decolonising the Curriculum frameworks.

Learning is delivered via hybrid methods including lectures, tutorials, interprofessional contributions, scenario-based learning and asynchronous tasks on Brightspace, with Leganto providing structured, mapped readings.

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 core theories, concepts and principles of mental health issues related to the childbirth continuum. This module contributes to the United Nations (UN) Sustainable Development Goals (SDGs) SDG-1 Reducing Poverty; 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

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: 3.9, 3.10, 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).

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 strategies that promote positive mental health and evaluate how to recognise and respond to signs of compromise or deterioration.
L2	Assess and explain the prevalence, predisposing factors, aetiology and related pathophysiology and impact of poor mental health in women throughout the continuum of care, recognising the diversity of individual circumstances.
L3	Appraise the concept of newborn health and associated relationship in maternal perinatal mental health.
L4	Utilise evidence-based practice approaches to analyse available treatment methods and critically evaluate management strategies.

[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** Demonstrating detailed knowledge of core theories, concepts and principles of mental health issues related to the childbirth continuum. Has an awareness and a firm grasp of the main current perinatal mental health and infant mental health issues through utilising the current evidence base.
Practice: Applied Knowledge and Understanding	**SCQF 8** Adopting a range of strategies and application of knowledge of mental health issues to provide optimal care of women, newborn infants and their families and to promote positive mental health and wellbeing. Practicing with a critical understanding of UNICEF Breastfeeding Initiative Learning Outcomes to enable mothers to develop a close and loving relationship with their babies and successfully breastfeed their babies.
Generic Cognitive skills	**SCQF 8** Critically analysing and evaluating evidence-based practice pertaining to the psychological, sociological, emotional, cultural and spiritual concepts in relation to perinatal mental health.
Communication, ICT and Numeracy Skills	**SCQF 8** Utilising effective communication skills when working with the interdisciplinary / multiagency team. Utilising I.T. facilities, library, databases, the virtual learning platform and a range of electronic platforms to locate, evaluate and incorporate evidence into practice.
Autonomy, Accountability and Working with Others	**SCQF 8** Working collaboratively with others to deliver appropriate care to women, newborn infants, partners and their families. Utilising appropriately the systems of referral of women to other members of the interdisciplinary / multiagency team within own level of competence.

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	24
Tutorial / Synchronous Support Activity	12
Asynchronous Class Activity	40
Independent Study	124
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 1–4)

National Bereavement Care Pathways (2024) National bereavement care pathways for pregnancy and baby loss. Available: https://www.nbcpscotland.org.uk/ : Supports L1-L4

National Institute for Health and Care Excellence (2020) Antenatal and postnatal mental health: clinical management and service guidance. Available at: https://www.nice.org.uk/guidance/cg.Supports L1–L4.

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-Baby-Friendly-Initiative-University-Standards.pdf : Supports L1, L3 (attachment, feeding, emotional wellbeing) Supports L2–L4

Recommended Reading

McDonald, S. and Johnson, G. (2024) Mayes' Midwifery. 16th edn. Edinburgh: Bailliere Tindall

Marshall, J. and Raynor, M. (eds.) (2020) Myles textbook for midwives. 17th edn. Edinburgh: Elsevier (Accessed: 9 September 2024).

Local perinatal mental health pathways

NES trauma-informed practice resources

(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	Charlotte Pace
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
Written Essay (3,000 words) 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**
Essay	☒	☒	☒	☒	☐	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