Module Descriptor

Title	Clinical Midwifery Practice 2.2		
Session	2026/27	**Status**	Published
Code	MIDW08024	**SCQF Level**	8
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Health and Life Sciences**		
Module Co-ordinator	Rachael Ferguson		

Summary of Module

This module builds on Clinical Midwifery Practice 1 (1.1, 1.2, 1.3) and focuses on the development of competence in caring for women and newborns experiencing complexity during the antenatal, intrapartum and postnatal periods. Students undertake three clinical placements (including two assessed intrapartum placements complimented by a series of alternative placements in maternity and supporting services) in Part 2, gaining exposure to high-risk care and multidisciplinary teamwork. All placements must be completed as part of the programme.

In this module, students will undertake one Practice Learning Experience. Depending on their programme stream, this will equate to either 252 hours or 216 hours and will take place in Term 2.

The module includes experience of Alternative Perspectives of Maternal and Neonatal Health, women's health settings, neonatal exposure, community elective opportunities, and continuity-of-care experiences. Students work at Developing Independence, performing skills with increasing confidence while still requiring guidance in prioritisation, decision-making, and evaluation.

Within supervised practice, students apply communication strategies for complex situations, undertake advanced assessments, and develop their capability in responding to clinical deterioration and supporting women with complications. Learning aligns with the NMC Standards for Midwives, MPAD domains, UNICEF BFI, SDGs, Realistic Medicine and the RCM Decolonising Midwifery Toolkit. Brightspace hosts digital learning materials, reflection templates, MPAD guidance, 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 practice-based learning, and reflective activities, 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 clinical competency in relation to normal and complex midwifery practice within the antenatal, postnatal, and intrapartum periods and including

care of the newborn baby during the practice learning experience. Application of clinical competency skills are assessed by academic knowledge, competency in providing clinical skills framed within development of professional behaviour (Nursing and Midwifery Council (NMC), Standard 3, 2024). This placement experience module contributes to the United Nations (UN) Sustainable Development Goals (SDGs) 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

Realistic Medicine:

Realistic Medicine is an approach to healthcare that aims to put the person receiving care at the centre of decisions made about their care. Shared decision making and a personalised approach to care are key elements. It also aims to reduce harm, waste and unwarranted variation, whilst acknowledging and managing the inherent risks associated with all healthcare, and championing innovation and improvement.

The relevant resources which link to this module can be found here:

Shared Decision-Making Sway - https://sway.cloud.microsoft/3uW5jaPgQDCCbt7O?ref=Link

Shared Decision-Making Module - https://learn.nes.nhs.scot/24729

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, 5.14.

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	☐ Online / Distance Learning	

[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

			☐ Paisley		☐ 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	Perform specified clinical skills contained within the Midwifery Practice Assessment Document (MPAD) in relation to normal and complex midwifery practice within the antenatal, postnatal and intrapartum periods and including care of the newborn baby.
L2	Develop competence in Nursing and Midwifery Council (NMC) Standards of Proficiency for Midwives and Professional Behaviours in accordance with the Midwifery Practice Assessment Document (MPAD).
L3	Demonstrate effective communication strategies with women and their families experiencing complications during the antenatal, intrapartum and postnatal periods, including care of the newborn and support with chosen method of infant feeding.
L4	Under supervision participate in the delivery of continuity of care and carer using a caseload holding approach.
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** Demonstrate comprehensive knowledge and understanding of monitoring and interpreting maternal, fetal, and newborn wellbeing, integrating theoretical principles with complex clinical midwifery practice. Critically appraise the components of midwifery care including safe, respectful, holistic, and person-centred approaches, and apply these consistently within varied clinical placement settings. Analyse and apply current theory and evidence-based research to inform midwifery care of women and infants experiencing complex or high-risk conditions.
Practice: Applied Knowledge and Understanding	**SCQF 8** Employ cognitive and psychomotor skills to deliver safe and effective midwifery care to women, newborns, and families with increased complexity in care needs. Apply UNICEF Breastfeeding Initiative standards and other relevant guidelines to support mothers in overcoming breastfeeding challenges and sustaining breastfeeding success. Integrate theoretical knowledge with clinical decision-making to perform and refine a range of clinical skills related to the 6 Domains of Practice, documented and critically evaluated within the MPAD.

Generic Cognitive skills	**SCQF 8** Develop and demonstrate skills in the systematic assessment, planning, delivery, and evaluation of care tailored to women and babies with complex or high-risk needs, utilising routine and individualised care-planning strategies through the MPAD. Critically reflect on clinical practice, incorporating physiological, psychological, and management perspectives of complex midwifery and infant nutrition care, supported by an actively maintained reflective portfolio.
Communication, ICT and Numeracy Skills	**SCQF 8** Demonstrate proficiency in a range of communication methods including effective oral, comprehensive written documentation, and critical evaluation of current literature to support clinical decision-making. Demonstrate awareness and application of verbal and non-verbal communication techniques to build rapport, manage sensitive conversations, and navigate potential barriers within diverse clinical contexts. Employ effective communication strategies for complex history taking, risk assessment, and interprofessional collaboration. Apply principles of adult learning to facilitate reflective practice and ongoing professional development, including the interpretation of numerical and graphical clinical data and safe, evidence-based medicines management aligned with NMC and Royal Pharmaceutical Society guidelines.
Autonomy, Accountability and Working with Others	**SCQF 8** Work collaboratively and independently under appropriate supervision to deliver evidence-based midwifery care across the continuum of preconception, antenatal, intrapartum, postnatal periods, and neonatal care, with increasing autonomy. Demonstrate enhanced self-confidence, self-awareness, and professional judgement, actively engaging in reflection and personal development planning aligned with SCQF Level 8 expectations. Practice consistently in accordance with the NMC Code of Professional Standards of Practice and Behaviour (2018), with an emphasis on managing complex professional and ethical issues. Proactively identify, address, and discuss personal and professional learning needs with Practice Supervisors, Academic Assessors, and Practice Assessors to support ongoing competence and development. Foster self-confidence and professional identity that recognises and values diversity, promoting inclusivity and employability within complex healthcare environments.

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.

The key learning and teaching strategy utilised in this module is clinical-based learning by both direct observation of, and participation in, the delivery of clinical care under supervision from a qualified midwife acting as a Practice Supervisor or Practice Assessor.

Students may also participate in clinical simulation scenarios within the clinical setting.

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)
Practice-based Learning	252
Independent Study	4
n/a	
n/a	
n/a	
n/a	
TOTAL	256

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 (complex physiology, communication, skills).

Marshall, J. and Raynor, M. (eds.) (2020) Myles textbook for midwives. 17th edn. Edinburgh: Elsevier.Supports L1–L2 (intervention, high-risk care).Supports L2 (professional behaviours, accountability).

Nursing and Midwifery Council (NMC) (2018) The Code. Available at:https://www.nmc.org.uk/standards/code/

UUNICEF (2019) 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.Supports L3 (feeding support in complex settings).

Recommended Reading

Local health board policies for complex care and intrapartum escalation

NES Realistic Medicine modules

Continuity of Care resources

MPAD support documents

(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 a requirement of the Nursing and Midwifery Council (NMC) that students complete all practice learning hours. Therefore 100% attendance in the Practice Learning Experience is required, although students who attend for at least 80% of the practice placement experience can be assessed. However, all absence in practice is required to be made up prior to exiting the programme to achieve the 100% attendance.

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	Liz Miller
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
Summative Assessment: Successful completion of practice placements – (MPAD) Pass / Fail . 100% Weighting Completion of the Midwifery Practice Assessment Document (MPAD) final assessment for each placement is required. Placements are assessed as pass or fail. The assessment will be undertaken by the Practice Assessor with feedback from all Practice Supervisors that have provided support during the placement. This practice-based module contains 1 practice placement, this placement is assessed and must be passed in order to pass the module. Students will be practicing at Level 8 (SCQF Framework), defined as the "Working towards Dependent Level", meaning students require regular direct supervision and support from Practice Supervisors (PS) and Practice Assessors (PA) for demonstration of practice, further development of physical and social skills, and refinement of professional demeanour and behaviours. Students will be increasingly competent in undertaking clinical skills but still benefit from guidance to build confidence, coordination, and efficiency. As per the Programme Specifications students are entitled to a second diet for placements and a total of two fails across the full 3 year programme. Students with third fail will be exited from the programme. Students will submit a written reflection on caseload holding using a reflective model within MPAD (1,000 words).
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**
Performance/ Studio work/ Placement/ WBL/ WRL assessment	☒	☒	☒	☒	☐	100	0

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%	0 hours

Change Control

What	When	Who