Module Descriptor

Title	Holistic Midwifery		
Session	2026/27	**Status**	Published
Code	MIDW09043	**SCQF Level**	9
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Health and Life Sciences**		
Module Co-ordinator	Charlotte Pace		

Summary of Module

This module enables students to integrate holistic, evidence-based and relationship-centred midwifery practices at an advanced undergraduate level. It draws on psychological, sociological, physiological, spiritual, cultural, and environmental perspectives to explore what influences the childbirth experience.

Students examine how holistic models of care support maternal autonomy, reduce intervention, enhance wellbeing and strengthen attachment. Topics include fear and anxiety, previous trauma, decision-making tools, birth planning, perinatal transition, cultural safety, spiritual considerations, alternative therapies, aromatherapy principles, active birth strategies, waterbirth, pain management, and the midwife's role in optimising the environment.

This module aligns with UNICEF BFI, SDGs, UWS Graduate Attributes, Decolonising the Curriculum, and Realistic Medicine by promoting personalised, respectful, culturally responsive care. Learning is delivered through hybrid methods supported by Brightspace, where digital resources, reflective tasks and Leganto reading lists are embedded.

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 the global landscape of midwifery and culturally responsive midwifery care through strategic planning, advocacy, and effective communication. 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

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:

Outcomes That Matter To People - https://sway.cloud.microsoft/QGUHqu9D5Dw4mAVs?ref=Link

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: 1.2, 2.3, 2.8, 3.9, 4.12, 4.13, 5.16.

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

[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

L1	Critically evaluate the contribution of international organisations in supporting and promoting midwifery practice within a global context.
L2	Debate ethical, legal, health and gender-related issues that influence midwifery care across diverse social, national, and international settings.
L3	Examine the midwife's role in delivering holistic, culturally responsive care to marginalised women and families.
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 9** Understanding cultural complexities and healthcare systems. Evaluating the influence of WHO, UNICEF, and others on maternity care. Assessing gender concerns, FGM, child marriage, and reproductive rights. Applying evidence-based approaches for vulnerable women. Linking maternal/neonatal health with global goals.
Practice: Applied Knowledge and Understanding	**SCQF 9** Applying global health principles to support diverse maternity needs. Designing practical solutions for integrating cultural awareness into midwifery practice. Strengthening relationships with women, families, and healthcare professionals. Using case studies to navigate complex issues in maternity care. Translating professional knowledge into accessible support for women and families.
Generic Cognitive skills	**SCQF 9** Evaluating complex midwifery issues, ethical dilemmas, and global maternity care frameworks. Designing solutions through an SBAR and action plan to improve culturally responsive care. Applying research to justify midwifery practices and policy decisions. Assessing inequalities, gender issues, and international healthcare structures. Continuously improving practice based on self-evaluation and professional feedback.
Communication, ICT and Numeracy Skills	**SCQF 9** Conveying complex midwifery concepts clearly, including through the SBAR and action plan and video project. Utilising ICT tools for research, video production, and professional documentation in midwifery practice.

	Interpreting statistical data on maternal and neonatal outcomes, supporting evidence-based decision-making. Engaging in discussions, debates, and partnership working with professionals, women, and families. Tailoring communication for diverse audiences, ensuring inclusivity and accessibility in midwifery care.
Autonomy, Accountability and Working with Others	**SCQF 9** Exercising independent judgment in culturally responsive midwifery care while adhering to ethical guidelines. Taking responsibility for clinical decisions, advocacy, and ensuring safe, inclusive maternity care. Engaging with multidisciplianry teams, women, families, and global midwifery networks to enhance care outcomes. Developing action plans that support practitioners in delivering respectful, evidence-based care. Continually assessing and improving midwifery approaches based on professional feedback and evolving healthcare 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 9 capabilities, including critical analysis, autonomy, and evidence-informed decision-making. Students will be expected to engage with complex global midwifery issues, reflect on their professional development, and communicate effectively across diverse contexts.	
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	40
Tutorial / Synchronous Support Activity	14
Personal Development Plan	18

Asynchronous Class Activity	30
Independent Study	198
n/a	
TOTAL	300

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)

Buckley, S. (2015) Hormonal Physiology of Childbearing.: https://pubmed.ncbi.nlm.nih.gov/26834435/. Supports L1–L3

Byrom, S. & Downe, S (2018) The Roar Behind the Silence. Printer and Marin Ltd. 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. Supports L2–L3 (relationship-based & responsive care)

NICE guidelines on intrapartum and antenatal care. https://www.nice.org.uk/guidance/ng235 Supports L1–L2

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.

RCM position statements on physiological birth : https://www.rcmnormalbirth.org.uk/

(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 L9-11
Moderator	Laura Coltart
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
Students will complete a presentation supported by a critical discussion to demonstrate their rationale, evidence base, and application to practice. 100% weighting 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**
Presentation	☒	☒	☒	☐	☐	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**