Module Descriptor

Title	Midwifery Skills 3		
Session	2026/27	**Status**	Published
Code	MIDW09044	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Sheona Brown		

Summary of Module

This final-year skills module consolidates students' advanced clinical capability across the childbirth continuum, enabling preparation for autonomous midwifery practice. This includes, advanced antenatal, intrapartum and postnatal skills; assessment and escalation in complex situations; counselling and communication in challenging contexts; perineal care; suturing; advanced newborn assessment; and management of obstetric emergencies.

Students use simulation, scenario-based learning, digital technology (including SMOTS), algorithm-based practice, and reflective feedback to refine competence and confidence. Emphasis is placed on prioritisation, leadership, intrapartum risk identification, interpreting CTG traces using national frameworks, supporting complex infant feeding needs, documentation, safe drug administration and trauma-informed communication.

The module aligns with UNICEF BFI, UWS Graduate Attributes, SDGs, Realistic Medicine, and the RCM Decolonising the Curriculum Toolkit. Brightspace hosts weekly skill themes, preparation materials for simulation, digital recordings for feedback, 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 demonstrate consolidation of the application of knowledge and practical skills that underpin autonomous and holistic care throughout all aspects of the childbirth continuum. Application of 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

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

Reducing Harm And Waste - https://learn.nes.nhs.scot/63083

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, 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 (Practice).

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 ☐	

[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

Long-thin Delivery over more than one Term	Term 1 – Term 2	☒	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Employ leadership and management skills within the professional role of the midwife.
L2	Examine current knowledge in midwifery skills with application to contemporary practice.
L3	Integrate effective communication and conflict resolution strategies to support safe, person-centred care in multidisciplinary settings.
L4	Critically apply numeracy and judgement to safely manage 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 9** Demonstrate integrated and detailed knowledge of autonomous midwifery practice, critically applying principles of safety and ethical professionalism to provide respectful, safe, and effective care across a range of clinical contexts.
Practice: Applied Knowledge and Understanding	**SCQF 9** Practices with a critical awareness of the UNICEF Baby Friendly Initiative learning outcomes, supporting mothers to foster secure, loving relationships with their infants and to breastfeed effectively. Demonstrates the application of comprehensive knowledge and critical understanding of effective clinical decision-making in diverse midwifery contexts, incorporating advanced problem-solving, risk assessment, and risk management strategies.
Generic Cognitive skills	**SCQF 9** Conducts comprehensive assessment, planning, implementation, and evaluation of care for women and neonates. Engages in critical reflection to continuously assess and enhance the quality and effectiveness of professional midwifery practice.
Communication, ICT and Numeracy Skills	**SCQF 9** Demonstrates advanced and context-sensitive communication skills to provide compassionate, individualised support to women and families. Engages in effective, collaborative communication with peers and multidisciplinary team members to facilitate the delivery of safe, coordinated, and holistic care. Applies precise and reliable methods in performing drug and fluid calculations to ensure the safe and effective administration of medications. Integrates a range of digital and information technologies to promote high standards of patient safety, care quality, and professional accountability.

	Utilise TURAS platform.
Autonomy, Accountability and Working with Others	**SCQF 9** Demonstrates autonomy and initiative, contributing effectively to collaborative working as part of a multi-disciplinary team. Applies leadership and management skills to prioritise care needs, take responsibility for care delivery, and seek appropriate guidance when required. Exercises sound judgement in managing legal, ethical, and professional responsibilities, ensuring care is delivered in line with current NMC standards, ethical frameworks, and relevant practice guidelines. Engages with SMOTS to support reflective practice, peer feedback, and self-evaluation.

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 Macdonald, S. and Johnson, G. (eds.) (2024) Mayes' midwifery. 16th edn. Edinburgh: Elsevier: Supports L1-L4

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

RCOG / NHS obstetric emergency guidelines. 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 L3 (communication and complex feeding support)

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 modules

Local maternity guidelines

(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 L9-11
Moderator	Susanne Morrison
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 Professional Examinations (OSPREs) 100% Weighting Minimum pass mark of 40%
Assessment 2
Safe Medicate Numeracy 0% Weighting Pass/Fail - Requires pass mark of 100%
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 Professional Examinations (OSPREs)	☒	☒	☒	☐	☐	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**