**Module Descriptor**

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| **Title** | Clinical Midwifery Practice 3.3 | | |
| **Session** | 2026/27 | **Status** | Published |
| **Code** | MIDW09048 | **SCQF Level** | 9 |
| **Credit Points** | 10 | **ECTS (European Credit Transfer Scheme)** | 5 |
| **School** | **Health and Life Sciences** | | |
| **Module Co-ordinator** | Sheona Brown | | |

**Summary of Module**

This final-year practice module focuses on consolidating students' confidence, competence, and professional accountability across the full continuum of midwifery care. Students undertake supervised practice to demonstrate safe, effective, autonomous midwifery practice in relation to normal and complex antenatal, intrapartum and postnatal care, including care of the newborn.

Students will undertake one Practice Learning Experience equating to a total of 288 hours, taking place in Term 3.

Students progress to working at Independent level, demonstrating leadership, critical thinking and decision-making, safe prioritisation, escalation, and interprofessional communication. Continuity of care experiences support the integration of caseload based care, relationship building, advocacy, and personalised care. Exposure to complex care environments, multiprofessional collaboration, newborn assessment, safeguarding, infant feeding, and responding to emergencies under supervision forms a core part of practice learning.

The module aligns with NMC Standards for Midwives (2019, updated 2024), UNICEF BFI, SDGs, UWS Graduate Attributes, Realistic Medicine, and the RCM Decolonising the Curriculum Toolkit. Brightspace is used for practice preparation activities, reflection templates, professional behaviour guidance, and Leganto-supported 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 management and leadership in relation to clinical competency in relation to intrapartum, inpatient, intrapartum periods 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:

Value-Based Health & Care - https://learn.nes.nhs.scot/63101

VBH&C Module - https://learn.nes.nhs.scot/72839

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

Managing Risk - https://learn.nes.nhs.scot/63087

Managing Risk Elearning Module - In development

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 3 (Assessment) and Section 4 (Practice).

| **Module Delivery Method** | **On-Campus**[1] ☐ | **Hybrid**[2] ☐ | **Online**[3] ☐ | **Work -Based Learning**[4] ☒ |
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| **Campuses for Module Delivery** | ☐ Ayr<br>☐ Dumfries | ☒ Lanarkshire<br>☐ 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

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| | | | ☐ 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** | |
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| **L1** | Competently perform specified clinical skills contained within the Midwifery Practice Assessment Document (MPAD) at independent level in relation to normal and complex midwifery practice within the antenatal, postnatal and intrapartum periods and including care of the newborn baby. |
| **L2** | Demonstrate competence at independent level 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 skilled and effective communication strategies with multi agency and multi disciplinary teams and 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** | Demonstrate in depth knowledge and skills related to leadership, workload management including prioritising workload. |
| **L5** | |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **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**<br>Understand and act in accordance with the Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates, and fulfil all registration requirements. Understand and act in accordance with relevant legal, regulatory, and governance requirements, policies, and ethical frameworks including any mandatory reporting duties.<br>Understand the midwife's role in optimising normal physiological processes and working to promote positive outcomes and prevent complications.<br>Understand and demonstrate the midwife's role in caring for and supporting women and newborn infants requiring medical, obstetric, neonatal, mental health, social care, and other services.<br>Develop knowledge of positive role modelling and leadership. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 9**<br>Working independently towards being an accountable, autonomous and professional midwife.<br>Practice with a critical understanding of the UNICEF Breastfeeding Initiative Learning Outcomes to enable mothers to develop a close and |

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| | loving relationship with their babies and successfully establish and maintain breastfeeding.<br><br>Apply and integrate learned theory within a clinical practice setting in relation to performance of specified clinical skills, these skills will relate to the 6 Domains of Practice and be recorded in the MPAD. |
| **Generic Cognitive skills** | **SCQF 9**<br><br>Strengthening the skills required for assessing, planning, delivering and evaluating care delivered to women and their babies in accordance with routine care-planning strategies and through the use of the Midwifery Practice Assessment Document (MPAD). Reflecting on practice, the rationale for normal and complex midwifery and infant nutritional care from both the physiological and management perspective with active completion of a personal reflective portfolio. |
| **Communication, ICT and Numeracy Skills** | **SCQF 9**<br><br>Demonstrating independence in skills in a variety of communication methods such as oral, written, record keeping and evaluating literature from a range of resources. Recognising the verbal and non-verbal skills required for effective communication in midwifery practice.<br><br>Awareness of and ability to negotiate potential barriers to effective communication and implement strategies to overcome them. Demonstrate effective communication skills for history taking and risk assessment Understanding of adult learning approaches and an ability to integrate theory to practice. Including demonstrating skills in analysis of numerical and graphical information and a development of skills in medicines administration that comply with guidance from NMC and Royal Pharmaceutical Society guidelines. |
| **Autonomy, Accountability and Working with Others** | **SCQF 9**<br><br>Working collaboratively with Practice Supervisors and Practice Assessors to deliver evidence-based care during preconception, antenatal, intrapartum, postnatal periods and in the health neonate. Strengthening self-confidence, self-awareness, reflection, personal development planning and an ability to identify personal and professional boundaries at an independent level. Practicing in accordance with NMC Code of Professional Standards of Practice and Behaviour for Nurses, Midwives and Nursing Associates (2018).<br><br>Identifying and addressing own learning needs through active discussion and reflection with Practice Supervisor, Academic Assessor and Practice Assessor. |

| **Prerequisites** | **Module Code** | **Module Title** |
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| | **Other** | |
| **Co-requisites** | **Module Code** | **Module Title** |

| **Learning and Teaching** |
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| 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.<br><br>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. | |
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| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Practice-based Learning | 288 |
| Independent Study | 2 |
| n/a | |
| n/a | |
| n/a | |
| n/a | |
| **TOTAL** | 290 |

| **Indicative Resources** |
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| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**<br>Essential Reading: (supports L1–L3<br>Macdonald, S. and Johnson, G. (eds.) (2024) Mayes' midwifery. 16th edn. Edinburgh: Elsevier. Supports L1-L4<br>Marshall, J. and Raynor, M. (eds.) (2020) Myles textbook for midwives. 17th edn. Edinburgh: Elsevier. Supports L1-L3.<br>Nursing and Midwifery Council (NMC) (2018) The Code. Available at:https://www.nmc.org.uk/standards/code/Supports L2–L4<br>UNICEF (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 (communication & feeding support)<br>Local NHS guidelines relevant to complex pregnancy and intrapartum care. Supports L1–L2<br>Recommended Reading<br>TURAS Realistic Medicine modules<br>Local safeguarding policies<br>Continuity-of-care 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** |
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| **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:** |
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| 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** |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>This module is appropriate for all students.<br><br>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.<br><br>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.<br><br>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**

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| **Divisional Programme Board** | **Mental Health Nursing Midwifery Health** |
| **Overall Assessment Results** | ☒ **Pass / Fail** ☐ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**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** | Stacey Dunn |
| **External Examiner** | L Lawther |
| **Accreditation Details** | NMC |

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| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | 1 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| Summative Assessment: Succesful completion of practice placements - (MPAD) Pass/Fail.<br><br>100% Weighting<br><br>Completion of the Midwifery Practice Assessment Document final assessment for each placement is required. Placements are assessed as pass or fail.<br><br>The assessment will be undertaken by the Practice Assessor with feedback from all Practice Supervisors that have provided support during the placement.<br><br>This practice-based module contains 1 practice placement, this placement must be passed in order to pass the module. Students will be practicing at Level 9 (SCQF Framework) this is defined as "Independent Level" meaning the student is able to work at independent level and is confident in coordinating care and requires minimal indirect supervision.<br><br>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. |
| **Assessment 2** |
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| **Assessment 3** |
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| (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.<br><br>(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** | | | | | | | |
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| **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** |
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| 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 |
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