

Session: 2023/24

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Title of Module: Reflecting on Essential Midwifery Practice			
Code: MIDW10013	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 40	ECTS: 20 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Sheona Brown		
Summary of Module			
<p>Module Aim: To critically apply knowledge and skills within the practice context to provide safe, respectful, holistic, person-centred care.</p> <p>Module Content: This module has a focus on essential midwifery, students will be able to critically demonstrate knowledge and understanding of essential midwifery. This will be achieved by introducing the theoretical knowledge and fundamental skills initially in a simulated environment, followed by consolidation in clinical placement. The module will include the following theory and essential skills:</p> <ul style="list-style-type: none">• Normal physiological childbirth (including anatomy and physiology) • Preconception, antenatal, intrapartum, postnatal and neonatal care (including epigenetics) • Models of maternity care • Impact of race and culturally competent care • Manual handling • Communication • Infection control (SIPCEP package) • First aid • Basic life support • Vital signs • Antenatal examination of the woman • Postnatal examination of the woman • Examination of the newborn • Urinalysis and fluid balance • Vaginal examination • Speculum examination • Perineal suturing and perineal care • Administration of medicines • Venepuncture • Breastfeeding • Bed making • Personal hygiene • History taking and risk assessment • Introduction to obstetric emergencies• Simulation in the UWS Skills Laboratories using scenario-based learning. The SMOTs system will also be used in conjunction with simulation as a teaching and learning tool. This module also includes 3 practice placements (18 weeks) for the assessed practice to proficiencies at dependent level. Completion of the Midwifery Practice Assessment Document (MPAD) forms an essential element of the clinical practice placements. Proficiencies are defined in relation to application of academic knowledge clinical practice and achievement is attained in performing clinical skills and the development and demonstration of professional behaviours (NMC Standards of proficiency for midwives, 2019).• The student's practice learning experience is guided, supported and monitored by:<ul style="list-style-type: none">• Practice Supervisors, a Practice Assessor and an Academic Assessor - Standards for student supervision and assessment (NMC, 2018).• Standards for pre-registration midwifery programmes (NMC, 2019).• UWS work-based and placement learning (UWS Regulatory Framework, section 1.68-1.79, 2020/21).• School Health and Life Science Practice Learning Statement, 2018.• School Health and Life Sciences Learning Protocol, 2018.Full details of NMC Standards and UWS Regulations that govern work-based learning are available in the module handbook. The holistic promotion, support and maintenance of breastfeeding will be reviewed and assessed in relation to an overall, comprehensive and detailed knowledge and understanding of UNICEF UK Baby Friendly Initiative University Standards (UNICEF, 2019) – Theme 1: Understand breastfeeding; Theme 2: Support infant feeding; Theme 3: Support close and loving relationships; Theme 4: Manage the challenges; Theme 5: Promote positive communication. This module will support students to develop characteristics which			

can contribute to the UWS graduate attributes, which are Universal (critical thinker, analytical, inquiring, culturally aware, emotionally intelligent, ethically minded, collaborative, research-minded and socially responsible); Work ready (knowledgeable, digitally literate, problem solver, effective communicator, influential, motivated, potential leader, enterprising and ambitious) and Successful (autonomous, incisive, innovative, creative, imaginative, resilient, driven, daring and transformational (I am UWS, 2018). Module content maps to the Educational Framework for Pre-registration Midwifery adapted from the Framework for Quality Maternal and Newborn Care, Renfrew et al., 2014) to levels: • Educational Content - Professional and Personal Development; Health and Wellbeing; Midwifery Knowledge and Practice and Complex Care. • Teaching and Learning Strategies. • Student Values. • Programme Philosophy. • Students.

- NMC (2019) Proficiencies: 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.27, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.10, 2.11, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.13.1, 3.13.2, 3.13.3, 3.14, 3.15, 3.17.2, 3.17.3, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27, 4.5, 4.9, 5.6, 5.7, 5.8, 5.9, 5.10, 5.12, 5.13.1, 5.13.2, 5.13.3, 5.13.4, 5.13.5, 5.13.6, Domain 6.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
			✓		
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1	✓	Term 2	✓	Term 3	✓	

Learning Outcomes: (maximum of 5 statements)	
<p>On successful completion of this module the student will be able to:</p> <p>L1. Demonstrate critical application of knowledge and skills when caring for women during the antenatal, intrapartum, postnatal periods, including care of the neonate.</p> <p>L2. Appraise safe and effective practice in accordance with professional standards and regulations.</p> <p>L3. Evaluate infant feeding practices in accordance with UNICEF Baby Friendly Initiative.</p>	
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	<p>During completion of this module, there will be an opportunity to achieve core skills in:</p>
<p>Knowledge and Understanding (K and U)</p>	<p>SCQF Level 10.</p> <p>Exercising an awareness of the essential components of midwifery care such as safe, respectful, holistic, person-centred care.</p> <p>Critically understand the physiological changes and management during preconception, antenatal, intrapartum, postnatal periods and in the healthy neonate.</p> <p>Demonstrating detailed knowledge and understanding of how to monitor and record maternal wellbeing from the theoretical principles related to the midwifery skills.</p> <p>Critically applying and reviewing the theory and evidence-based research relating to normal midwifery care.</p>
<p>Practice: Applied Knowledge and Understanding</p>	<p>SCQF Level 10.</p> <p>Applying critical knowledge, skills and understanding whilst adopting a range of strategies, including utilising cognitive and psychomotor skills, and applying knowledge of essential midwifery practices to provide optimal care to women, newborn infants and their families.</p> <p>Practising 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 establish and maintain breastfeeding.</p> <p>Critically applying and integrating learned theory with clinical practice in relation to performance of specified clinical skills in the practice placement setting.</p>
<p>Generic Cognitive skills</p>	<p>SCQF Level 10.</p> <p>Critically reviewing and evaluating the skills required for assessing, planning and delivering care delivered to women and their babies.</p> <p>Demonstrating a detailed understanding of the rationale for normal midwifery care from both the physiological and management perspective.</p> <p>Developing and demonstrating the skills of reflection on practice.</p> <p>Utilising TURAS platform for recording theoretical and practical reflections.</p>
<p>Communication, ICT and Numeracy Skills</p>	<p>SCQF Level 10.</p> <p>Critically evaluating a wide range of skills in communication methods such as oral presentation, writing academic essays, record keeping, searching and evaluating literature from a range of sources.</p> <p>Critically applying an understanding of the verbal and non-verbal skills required for effective communication in midwifery practice. Awareness</p>

	<p>of potential barriers to effective communications and strategies to overcome them.</p> <p>Demonstrating effective communication skills for history taking and risk assessment.</p> <p>Demonstrating an understanding of an adult learning approach to integration of theory and practice.</p> <p>Interpreting, using and evaluating a wide range of numerical skills and graphical data related to practice.</p> <p>Developing skills in medicine administration.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 10.</p> <p>Exercising autonomy whilst working collaboratively with peers and colleagues to deliver evidence-based care during preconception, antenatal, intrapartum, postnatal periods and in the healthy neonate. Demonstrating self-confidence, self-awareness, reflection, personal development planning and an ability to identify personal and professional boundaries to enhance employability.</p> <p>Practicing with a critical understanding in partnership with practice supervisors and practice assessors to acquire an understanding of current professional practice.</p> <p>Complying to NMC and Royal Pharmaceutical Society guidelines carry out professional skills such as effective record keeping and safely administering medicines.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published

Learning and Teaching	
<p>This module will be offered using a blended learning approach. A variety of teaching methods and media will be utilised. Core lectures will lay the foundation for learning, complimented by planned tutorials and asynchronous online or class activities.</p> <p>Students will also undertake 18 weeks (37.5 hours per week on average – spread throughout the academic year) within practice placement areas to integrate learned theory to enhance practice knowledge, understanding, skills, attitudes and behaviours required for safe, effective and respectful care to women, their babies and families within the practice area. During your practice placements responsibility for supervision and assessment will lie with a Practice Supervisor, Practice Assessor and an Academic Assessor (NMC, 2018).</p> <p>Reasonable adjustments can be made for students who have been assessed as requiring specific adjustments or disability support in either the academic setting or in practice placement environments.</p>	
<p>Learning Activities</p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours</p> <p>(Normally totalling 200 hours):</p> <p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Work Based Learning/Placement	675

Laboratory/Practical Demonstration/Workshop	40
Lecture/Core Content Delivery	30
Asynchronous Class Activity	50
Independent Study	280
	1075 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Core:

Johnson, R. and Taylor, W. (2016) Skills for midwifery practice. 4th edn. Edinburgh: Elsevier.

Lumsden, H. and Holmes, D. (eds.) (2010) Care of the newborn by ten teachers. London: Hodder Arnold.

Macdonald, S. and Johnson, G. (eds.) (2023) Mayes' midwifery. 16th edn. Edinburgh: Elsevier.

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

Pollard, M. (2017) Evidence-based care for breastfeeding mothers: A resource for midwives and allied health professionals. 2nd edn. London: Routledge.

Recommended:

Draper, E.S., Gallimore, I.D., Smith, L.K., Kurinczuk, J.J., Smith, P.W., Boby, T., Fenton, A.C. and Manktelow, B.N. (eds.) on behalf of the MBRRACE-UK Collaboration. MBRRACE-UK perinatal mortality surveillance report, UK perinatal deaths for births from January to December 2017. Leicester: The infant mortality and morbidity studies, Department of Health Sciences, University of Leicester. 2019. Available at: <https://www.npeu.ox.ac.uk/mbrance-uk/reports> (Accessed: 15 October 2020).

Knight, M., Bunch, K., Tuffnell, D., Shakespeare, J., Kotnis, R., Kenyon, S. and Kurinczuk, J.J. (eds.) on behalf of MBRRACE-UK. Saving lives, improving mothers' care - Lessons learned to inform maternity care from the UK and Ireland confidential enquiries into maternal deaths and morbidity 2015-17. Oxford: National Perinatal Epidemiology Unit, University of Oxford 2019. Available at: <https://www.npeu.ox.ac.uk/mbrance-uk/reports> (Accessed: 15 October 2020).

Nursing and Midwifery Council (NMC) (2018) The code. Available at: <https://www.nmc.org.uk/standards/code/> (Accessed: 15 October 2020).

Rankin, J. (2017) Physiology in childbearing with anatomy and related biosciences. 4th edn. Oxford: Elsevier.

Rankin, J. (2020) Myles midwifery anatomy and physiology workbook. 2nd edn. Oxford: Elsevier.

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-of-medicines/professional-guidance-on-the-safe-and-secure-handling-of-medicines (Accessed: 15 October 2020).

Scottish Government (2017) The Best Start a five-year forward plan for maternity and neonatal care in Scotland: Executive summary. Edinburgh. Available at: <http://www.gov.scot/Resource/0051/00513178.pdf> (Accessed: 15 October 2020).

Spilby, H. and Munro, J. (eds.) (2009) Evidence based midwifery: Applications in context. Oxford: Wiley-Blackwell.

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-Baby-Friendly-Initiative-University-Standards.pdf> (Accessed: 15 October 2020).

(**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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

In line with the Academic Engagement and Attendance Procedure, for the purposes of this module, academic engagement equates to the following:

Students are academically engaged if they regularly participate in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources and complete assessments which are submitted on time (UWS Academic Engagement Procedure; UWS Regulatory Framework, section 1.64 Academic Engagement and Attendance).

It is expected that students will attend all scheduled classes or participate with all delivered elements as part of their engagement with their programme of study.

Within this module, students are expected to attend for at least 75% of the synchronous core teaching activities to be assessed. Please refer to UWS Regulatory Framework Attendance Requirements.

Within this module 100% attendance is required for practice placements, 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 100% attendance to meet 2,300 hours required for registration as a midwife by NMC (NMC Standards for pre-registration midwifery, 2019; UWS Regulatory Framework, section 1.65 - specific attendance requirements).

Supplemental Information

Programme Board	Mental Health, Midwifery and Health
Assessment Results (Pass/Fail)	No
Subject Panel	MHMH L9-11
Moderator	Liz Miller

External Examiner	S Lewis
Accreditation Details	NMC
Version Number	1.03

Assessment: (also refer to Assessment Outcomes Grids below)
Successful completion of practice placements (MPAD) - Pass / Fail - (UWS Work-based Learning Procedure).
Examination of Mother and Baby OSCE and Viva Voce - Graded A-E (UWS Assessment Handbook). 100% Weighting
Formative Assessment: Included as part of the MPAD will be a formative written reflection that enables the student to critically analyse their knowledge, understanding, skills and attitudes in relation to professional clinical practice, their role and responsibilities (communication; antenatal; labour 1st, 2nd or 3rd stage; postnatal; examination at birth, daily examination). Formative SafeMedicate (Must be passed at 100%). Passing numeracy at 100% and medicine administration is an NMC Standard. Students will have to evidence this engagement through the Safe medicate online assessments
(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Performance/ Studio work/ Placement/ WBL/ WRL assessment	✓	✓	✓	0	1	
Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Objective Structured Clinical Examinations (OSCEs)	✓	✓		100	1.25	
Combined Total For All Components				100%	2.25 hours	

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

Module content reflects societal diversity and a rights-based approach to midwifery practice. To promote accessibility, anticipatory adjustments have been made to teaching and learning strategies and assessment. Further reasonable adjustments can be made for students who have been assessed as requiring specific adjustments.

UWS Equality and Diversity Policy

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)