



## Module Descriptor

|                            |  |   |           |
|----------------------------|--|---|-----------|
| <b>Title</b>               | Reflecting on Essential Midwifery Practice |   |           |
| <b>Session</b>             | 2024/25                                    | <b>Status</b>                                 | Published |
| <b>Code</b>                | MIDW10013                                  | <b>SCQF Level</b>                             | 10        |
| <b>Credit Points</b>       | 40   | <b>ECTS (European Credit Transfer Scheme)</b> | 20        |
| <b>School</b>              | Health and Life Sciences                   |   |           |
| <b>Module Co-ordinator</b> | Sheona Brown                               |   |           |

### Summary of Module

**Module Aim:** To critically apply knowledge and skills within the practice context to provide safe, respectful, holistic, person-centred care.

**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:

- 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:
  - 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                     | On-Campus <sup>1</sup>  |                                     | Hybrid <sup>2</sup>  |                                     | Online <sup>3</sup>   |                                     | Work -Based Learning <sup>4</sup> |  |
|--|---|-------------------------------------|--|-------------------------------------|---|-------------------------------------|-----------------------------------|--|
|  | <input type="checkbox"/>  |                                     | <input checked="" type="checkbox"/>  |                                     | <input type="checkbox"/>  |                                     | <input type="checkbox"/>          |  |
| Campuses for Module Delivery               | <input type="checkbox"/> Ayr<br><input type="checkbox"/> Dumfries |                                     | <input checked="" type="checkbox"/> Lanarkshire<br><input type="checkbox"/> London<br><input type="checkbox"/> Paisley |                                     | <input type="checkbox"/> Online / Distance Learning<br><input type="checkbox"/> Other (specify) |                                     |                                   |  |
| Terms for Module Delivery                  | Term 1  | <input checked="" type="checkbox"/> | Term 2   | <input checked="" type="checkbox"/> | Term 3  | <input checked="" type="checkbox"/> |                                   |  |
| Long-thin Delivery over more than one Term | Term 1 – Term 2   | <input type="checkbox"/>            | Term 2 – Term 3  | <input type="checkbox"/>            | Term 3 – Term 1   | <input type="checkbox"/>            |                                   |  |

### Learning Outcomes

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

|           |   |
|-----------|---|
| <b>L1</b> | Demonstrate critical application of knowledge and skills when caring for women during the antenatal, intrapartum, postnatal periods, including care of the neonate. |
| <b>L2</b> | Appraise safe and effective practice in accordance with professional standards and regulations.   |
| <b>L3</b> | Evaluate infant feeding practices in accordance with UNICEF Baby Friendly Initiative.   |
| <b>L4</b> |   |
| <b>L5</b> |   |

| <b>Employability Skills and Personal Development Planning (PDP) Skills</b> |  |
|--|--|
| <b>SCQF Headings</b>   | <b>During completion of this module, there will be an opportunity to achieve core skills in:</b>   |
| <b>Knowledge and Understanding (K and U)</b>                               | <p><b>SCQF 10</b></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>  |
| <b>Practice: Applied Knowledge and Understanding</b>                       | <p><b>SCQF 10</b></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> |
| <b>Generic Cognitive skills</b>  | <p><b>SCQF 10</b></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. Utilising TURAS platform for recording theoretical and practical reflections.</p>   |

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|---|---|
| <b>Communication, ICT and Numeracy Skills</b>           | <p><b>SCQF 10</b></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 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> |
| <b>Autonomy, Accountability and Working with Others</b> | <p><b>SCQF 10</b></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.</p> <p>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>   |

|                      |                    |                     |
|----------------------|--------------------|---------------------|
| <b>Prerequisites</b> | <b>Module Code</b> | <b>Module Title</b> |
|                      | <b>Other</b>       |                     |
| <b>Co-requisites</b> | <b>Module Code</b> | <b>Module Title</b> |

|   |
|---|
| <p><b>Learning and Teaching</b></p>   |
| <p>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.</p> <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> |

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.

| <b>Learning Activities</b>   | <b>Student Learning Hours</b>  |
|--|--|
| During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | (Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Work-based Learning  | 675  |
| Laboratory / Practical Demonstration / Workshop  | 40   |
| Lecture / Core Content Delivery  | 30   |
| Asynchronous Class Activity  | 50   |
| Independent Study  | 280  |
| Please select  |  |
| <b>TOTAL</b>   | <b>1075</b>  |

### Indicative Resources

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

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. (2023) Evidence-based care for breastfeeding mother. A resource for midwives and allied health professionals. 3rd edn. London: Routledge

Recommended:

Dahlen, H Kumar-Hazard E, and Schmied V (Eds) (2020) Birthing outside the system: the canary in the coal mine Abingdon New Your Routledge

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/mbrpace-uk/reports>

Feeley, C, (2023) Supporting Physiological birth choices in midwifery practice (Electronic book): the role of workplace culture, politics and ethics New York Routledge

Gallimore ID, Matthews RJ, Page GL, Smith LK, Fenton AC, Knight M, Smith PW, Redpath S, Manktelow BN, on behalf of the MBRRACE-UK Collaboration. MBRRACE-UK Perinatal Mortality Surveillance, UK Perinatal Deaths of Babies Born in 2022: State of the Nation

Report. Leicester: The Infant Mortality and Morbidity Studies, Department of Population Health Sciences, University of Leicester. 2024.

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

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 Broadstreet: 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>.

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>

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-BabyFriendly-Initiative-University-Standards.pdf>.

**(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 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).

### **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](#).**

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

**(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

|   |   |
|---|---|
| <b>Divisional Programme Board</b>       | <b>Mental Health Nursing Midwifery Health</b>   |
| <b>Overall Assessment Results</b>       | <input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded   |
| <b>Module Eligible for Compensation</b> | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><b>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.</b> |
| <b>School Assessment Board</b>          | Mental Health Nursing, Midwifery and Health   |
| <b>Moderator</b>                        | Liz Miller  |
| <b>External Examiner</b>                | S Lewis   |
| <b>Accreditation Details</b>            | NMC   |
| <b>Module Appears in CPD catalogue</b>  | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No   |
| <b>Changes / Version Number</b>         | 1   |

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

Work based learning (placement)

#### Assessment 2

Objective Structured Clinical Examinatin (OSCE)

#### 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 |
|---------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Work based learning (placement) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 0                                   | 1                        |

### Component 2

| Assessment Type                                 | LO1                                 | LO2                                 | LO3                      | LO4                      | LO5                      | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|---|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Objective Structured Clinical Examinatin (OSCE) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 100                                 | 1                        |

| Component 3                              |                          |                          |                          |                          |                          |                                     |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Assessment Type                          | LO1                      | LO2                      | LO3                      | LO4                      | LO5                      | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                     |                          |
| <b>Combined total for all components</b> |                          |                          |                          |                          |                          | 100%                                | hours                    |

### Change Control

| What                     | When      | Who          |
|--------------------------|-----------|--------------|
| Module Resources updated | August 24 | Sheona Brown |
|                          |           |              |
|                          |           |              |
|                          |           |              |
|                          |           |              |