|  |
| --- |
| Application Pack |
| Midwife Accreditation Standards 2009 |

Contents

[Submission preparation 1](#_Toc448923387)

[Program details 2](#_Toc448923388)

[Declaration 5](#_Toc448923389)

[Standard One: Governance 6](#_Toc448923390)

[Standard Two: Academic staffing 10](#_Toc448923391)

[Standard Three: Students 13](#_Toc448923392)

[Standard Four: Course length and structure 16](#_Toc448923393)

[Standard Five: Curriculum content 19](#_Toc448923394)

[Standard Six: Approaches to teaching and learning 22](#_Toc448923395)

[Standard Seven: Student assessment 25](#_Toc448923396)

[Standard Eight: Professional experience 28](#_Toc448923397)

[Standard Nine: Research 36](#_Toc448923398)

# Submission preparation

The relevant accreditation standards for this application pack are the:

[*Midwives: Standards and Criteria for the Accreditation of Nursing and Midwifery Courses Leading to Registration, Enrolment, Endorsement and Aurthorisation in Australia – with Evidence Guide, February 2009*](http://www.anmac.org.au/sites/default/files/documents/ANMC%20Accreditation%20Standards%20-%20Midwives%20-%20November%202010.pdf)

When preparing documentation for review it is important to keep in mind:

* readability – present documents in a clear and concise manner
* accessibility – readers may not have access to specialised software
* searchability – readers will need to be able to easily find the evidence that you’ve provided using search tools, bookmarks, tabs or accurately referenced pages.

Your submission will be divided into two sections:

* Part 1 – Application Pack
* Part 2 – Evidence in-line with the Accreditation Standards.

To complete the application pack fill in the ‘evidence’ column by referencing the location of the information in your evidence documents, include appendix number, title, page numbers, and paragraph numbers as required or provide a hyperlink to the relevant sections. If you are submitting a modification to your currently accredited program you are only required to complete the standards that are directly relevant to the changes you are planning to make.

The glossary and abbreviations for these accreditation standards may provide further clarification and are available on the ANMAC website.

You are required to provide ANMAC with one hard copy of your submission documents and one electronic copy (USB or cloud based). Please make sure the electronic copy of the application pack is provided in Word format not as a PDF.

Send your completed submission to:

Executive Director
Accreditation & Assessment Services
Australian Nursing & Midwifery Accreditation Council
GPO Box 400
CANBERRA CITY ACT 2601

# Program details

### Contact information

|  |  |
| --- | --- |
| EDUCATION PROVIDER |  |
| ADDRESS OF HEAD OFFICE |  |
| HEAD OF DISCIPLINE (NAME AND TITLE) |  |
| PHONE NUMBER |  |
| EMAIL |  |
| PROGRAM CONTACT PERSON (NAME AND TITLE) |  |
| PHONE NUMBER |  |
| EMAIL ADDRESS |  |

### Program information

|  |  |
| --- | --- |
| PROGRAM |  |
| PROGRAM ABBREVIATION |  |
| PROGRAM OF STUDY COURSE CODE |  |
| REGISTRATION TYPE | Midwife |
| QUALIFICATION TYPE | Choose an item. |
| PROGRAM TYPE | Entry |
| ACCREDITATION TYPE | Choose an item. |
| SITES WHERE PROGRAM IS TO BE OFFERED |  |
| NO. OF STUDENTS TO BE ENROLLED PER COHORT |  |
| NO. OF COHORTS PER YEAR |  |
| PROGRAM LENGTHPart time, full time where applicable |  |
| MODES OF DELIVERY |  |
| ENTRY LEVEL ENGLISH LANGUAGE PROFICIENCY REQUIREMENT |  |

### ANMAC use only

|  |  |
| --- | --- |
| ANMAC ASSOCIATE DIRECTOR FOR PROFESSIONAL PROGRAMS |  |
| SUBMISSION RECEIVED |  |
| PRELIMINARY REVIEW DATE |  |
| ASSESSMENT TEAM (AT) MEMBERS |  |
| DATE OF FIRST TELECONFERENCE |  |
| DATE SITE VISIT INFORMATION AND COLLATED REVIEW SENT TO EDUCATION PROVIDER |  |
| DATE OF SITE VISIT(S) |  |
| DATE(S) FURTHER EVIDENCE RECEIVED |  |
| DATES OF FOLLOW UP MEETINGS |  |
|  |  |
|  |  |
|  |  |
|  |  |

### Program/units – theoretical and experiential learning

|  |  |  |  |
| --- | --- | --- | --- |
| Program/unit codes (list all) | Program/unit title | No. of theoretical hours – lectures and tutorials | No. of experiential hours |
| Laboratory & simulation | Professional experience off campus |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Total** |  |  |

# Declaration

Academic integrity means honesty and responsibility in scholarship. This principle forms the foundation of the education system. The intellectual property of an education institution is central to the work and structures that support the business of the institution and it is essential that this work is protected. This declaration indicates acknowledgement of and adherence to this fundamental principle.

|  |
| --- |
| Academic integrity of submissionI, [insert name] declare that all documentation in this submission, or in support of this submission, is true and correct and is the original work of [insert name of education provider] except in so far as acknowledgement is made to other sources. I acknowledge that any reporting requirements, including the submission of an Annual Declaration confirming that the program is being delivered as accredited, is a general condition of accreditationSignature:Date: |

# Standard One: Governance

The course provider demonstrates policies, procedures, processes and practices in regard to: quality assurance and improvement; course design and management; consultation and collaboration; and ensuring resources adequate to course implementation.

### Statement of Intent

That courses have adequate governance arrangements to produce graduates with the required graduate competency outcomes, as detailed in the *ANMC National Competency Standards for the Midwife*.

The course provider is required to demonstrate or confirm:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. Current quality assurance and accreditation in the relevant education sector in Australia - midwifery courses must show evidence of Australian university quality assurance and accreditation.

*Evidence Gide:**Confirmation of successful completion of the Australian Universities Quality Agency (AUQA) audit report, including date of expiration of approval (M). Listing on the current AQF register. Account of any restrictions on accreditation status (M).* |  |  |
| * 1. Course development, monitoring, review, evaluation and quality improvement.

*Evidence Guide:**Current template for school course review documentation, such as evaluation, quality improvement plan, reports or descriptions of ways in which these processes have impacted or will impact on course design and delivery. Documentation of the need for and viability of the course relative to the jurisdiction in which the course is to be delivered (eg evidence of consultation with industry and support for course in region(s) where it is to be offered). Scoping study.*  |  |  |
| * 1. Collaborative approaches to course organisation and curriculum design between academic staff, students, consumers and key stakeholders.

*Evidence Guide:**Collaboration activities – Advisory Committee membership and Monitoring Committee membership. Documentation of collaborative curriculum development – Terms of Reference for committees and minutes of meetings.* |  |  |
| * 1. That students are provided with facilities and resources sufficient in quality and quantity to the attainment of the required graduate competency outcomes.

*Evidence Guide:**Evidence of resources (cross reference with standard 8, criterion 1).* |  |  |
| * 1. How shared formal agreements between the education provider and any health service providers where students gain their professional experience are developed and reviewed and justification of their requirements.

*Evidence Guide:**Guidelines that prescribe content of agreements. Meeting minutes of negotiation of agreements.*  |  |  |
| * 1. How risk assessments of and risk minimisation strategies for any environment where students are placed to gain their professional experience are developed.

*Evidence Guide:**Guidelines or policies for risk assessments. Risk minimisation strategies.* |  |  |
| * 1. That credit transfer or the recognition of prior learning (RPL) is consistent with both AQF national principles and the expected outcomes of regulatory authorities for practice.

*Evidence Guide:**Credit transfer and RPL policies – including description of how curriculum is ‘matched’ to determine RPL. (M). Examples of RPL for an overseas registered midwife. Documentation that identifies process and outcomes for RPL.* |  |  |
| * 1. The equivalence of course outcomes for courses taught in Australia in all delivery modes in which the course is offered (courses delivered on-campus or in mixed-mode, by distance or by e-learning methods).

*Evidence Guide:**Description of processes to ensure equivalence of course outcomes. Documentation of arrangements for online courses to satisfy professional experience component of course (M).* |  |  |
| * 1. The equivalence of course outcomes for cross-border education in all delivery modes in which the course is offered (courses delivered on-campus or in mixed-mode, by distance or by e-learning methods).

*Evidence Guide:**Description of processes to ensure equivalence of course outcomes. Documentation of arrangements for offshore courses to satisfy professional experience component of course (M) (eg breakdown of onshore and offshore teaching). Declaration regarding teaching and assessment in English (also standard 4, criterion 7, final placement in Australia).* |  |  |
| * 1. Monitoring of staff performance and ongoing academic staff development, and evidence of staff having current relevant professional registration.

*Evidence Guide:**Copies of policies and descriptions of processes for staff performance review, for identifying and dealing with staff non-compliance of requirements for maintaining midwifery registration (or other professional registration where applicable). Descriptions of staff professional development activities. Policies regarding personal staff performance development plans.*  |  |  |

# Standard Two: Academic staffing

The course provider demonstrates policies, procedures, processes and practices to demonstrate that staff are qualified and prepared for their roles and responsibilities in relation to teaching, supervising, and assessing students.

### Statement of Intent

That staff are qualified and sufficient in number to provide students with the support and the expertise necessary to attain their graduate competency outcomes to produce safe and competent practitioners.

The course provider is required to demonstrate that:

| Criteria | Evidence | ANAC office use only |
| --- | --- | --- |
| * 1. The Head of Discipline responsible for midwifery curriculum development is a midwife academic with current registration and endorsement as a midwife, who maintains active involvement in the midwifery profession and who demonstrates strong links with contemporary midwifery education and/or research.

*Evidence Guide:**Position descriptions indicating minimum qualifications and requirement for current practising certificate. Sample copies of curriculum vitae.* |  |  |
| * 1. Academic staff members hold a tertiary qualification relevant to their midwifery profession as a minimum qualification and are midwives with a current practising certificate.

*Evidence Guide:**Position descriptions indicating requirement for minimum qualifications and current practising certificate. Description of processes for checking that staff maintain current practising certificate. Sample copies of relevant current practising certificates.* |  |  |
| * 1. In cases where an academic staff member’s qualifications do not include midwifery their qualifications are relevant to the education of the given students (eg. in cross-disciplinary courses).

*Evidence Guide:**List of current academic staff, including teaching experience, qualifications and courses taught (M).* |  |  |
| * 1. Academic staff hold a qualification that is higher than the qualification for which the students they educate are studying (or justification of where exceptions to this criterion should be made).

*Evidence Guide:**As per criterion 3.* |  |  |
| * 1. Academic staff are qualified to fulfil their teaching responsibilities, including current competence in area of teaching.

*Evidence Guide:**As per criterion 3.* |  |  |
| * 1. Staffing arrangements around course delivery are aligned with course outcomes.

*Evidence Guide:**Policies for staff recruitment. Justification of staff selection against course delivery (cross reference with standard 8, criterion 4).* |  |  |

# Standard Three: Students

The course provider demonstrates policies, procedures, processes and practices which establish: equal opportunities for all midwifery students to successfully meet the requirements for registration as a midwife; that midwifery students are informed pre-enrolment of specific entry requirements or learning styles that the course may require; and that midwifery students are aware of regulatory authorities’ requirements for entry to practice.

### Statement of Intent

That courses are underpinned by equal opportunity principles in terms of recruitment, enrolment and support of students and establish that students are given the opportunity to make informed course selections pre-enrolment, understanding any:

* + - Specific requirements of the provider for entry to the course
		- Specific teaching and learning approaches through which the course is delivered, or
		- Regulatory authorities’ requirements for registration.

The course provider is required to demonstrate that:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| Recruitment: |  |  |
| * 1. That students are informed of specific requirements for right of entry to midwifery professional experience placements.

*Evidence Guide:**Course handbook or equivalent with details of requirements for police checks, vaccination etc for professional experience placement, including processes for non-compliance (M).* |  |  |
| * 1. That students are informed of regulatory authorities’ criteria for registration to practice.

*Evidence Guide:**Course handbook or equivalent with details of requirements – English language requirements, demonstration of good character, immunisation compliance – and links to regulatory authority information and criteria for registration to practice (M).* |  |  |
| Enrolment |  |  |
| * 1. That Aboriginal and Torres Strait Islander students are encouraged to enrol.

*Evidence Guide:**Equal opportunity policies with regard to admission. Evidence of university policy and course application (M).* |  |  |
| * 1. That students from other groups under-represented in the midwifery profession, especially those from culturally and linguistically diverse groups, are encouraged to enrol.

*Evidence Guide:**As per criterion 3.* |  |  |
| * 1. That students who have diverse academic, work and life experiences are encouraged to enrol.

*Evidence Guide:**As per criterion 3.* |  |  |
| Support |  |  |
| * 1. That provision is made for the range of support needs for Aboriginal and Torres Strait Islander students.

*Evidence Guide:**Description of student support services for Aboriginal and Torres Strait Islander students. University policy and course application (M).* |  |  |
| * 1. That provision is made for the range of support needs of students: from other groups under-represented in the midwifery profession; from diverse academic, work and life experiences and achievements; of diverse social and cultural backgrounds; and of diverse ages.

*Evidence Guide:**Description of student support services for students from diverse cultural and linguistic backgrounds, for mature age students etc. Disability support services. University policy and course application (M).* |  |  |
| * 1. That all students have equal opportunity to gain all graduate competency outcomes regardless of the mode of course delivery.

*Evidence Guide:**Course handbook or equivalent with details of mode(s) of delivery of courses, including professional experience requirements and information technology requirements (M).* |  |  |

# Standard Four: Course length and structure

The course provider demonstrates policies, procedures, processes and practices to establish theoretical and practical learning opportunities for the achievement of the midwifery graduate competency outcomes.

### Statement of Intent

That the course structure is sufficient to gain the midwifery graduate competency outcomes and that substantial midwifery experience is incorporated into the course to promote early engagement and to allow final preparation for the transition to professional midwifery practice.

The course provider is required to demonstrate or confirm:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. For courses leading to registration as a midwife the minimum qualification must be a university-based bachelor’s degree (or where relevant a post graduate qualification).

*Evidence Guide:**Course handbook or equivalent with details of course length and structure (M).* |  |  |
| * 1. The minimum length of the bachelor degree (or where relevant a post graduate qualification) must be equivalent to three years full time, planned across the full calendar year to enable optimal exposure to continuity of care experience.

*Evidence Guide:**As per criterion 1.* |  |  |
| * 1. The minimum length of the pre-registration midwifery course must be 12 months full time where the midwifery student is a registered nurse.

*Evidence Guide:**As per criterion 2.* |  |  |
| * 1. The course must ensure midwifery continuity of care and effective development of midwifery graduate competency outcomes for midwifery students.

*Evidence Guide:**Copy of full course outline (M).* |  |  |
| * 1. Theory and practice must be integrated throughout midwifery courses in equal proportions (50% theory and 50% practice).

*Evidence Guide:**As per criterion 4, indicating that theory includes teaching hours and independent study and that practice includes both professional experience placement and continuity of care experiences following individual women. Map, grid and/or table of total professional experience outcomes in relation to graduate competency outcomes (M).* |  |  |
| * 1. The midwifery professional experience placement must be included as early as is educationally sound to facilitate early engagement with the professional context.

*Evidence Guide:**Description of professional experience arrangements in the first year of the course.* |  |  |
| * 1. Extended midwifery professional experience placement, including continuity of care experience, must be included towards the end of the course of study in Australia to consolidate graduate competency outcomes and to facilitate transition to professional midwifery practice.

*Evidence Guide:**Description of length and timing (date) of last professional experience placement of course. Location of placement (cross reference with standard 1, criteria 8 and 9, on course equivalence).* |  |  |

# Standard Five: Curriculum content

The course provider demonstrates policies, procedures, processes and practices to establish that the curriculum promotes a woman-centred midwifery philosophy as the foundation of practice within a framework of primary health care in order to comprehensively achieve the graduate competency outcomes.

### Statement of Intent

That the curriculum meets the requirements of midwifery as a practice-based discipline by integrating content and philosophy developed from the International Definition of a Midwife (adopted by the International Confederation of Midwives in July 2005) and the ANMC National Competency Standards for the Midwife and relevant midwifery codes and standards.

The course provider is required to demonstrate that:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. The curriculum has been mapped against the ANMC’s National Competency Standards for midwives to demonstrate how the graduate competency outcomes are to be achieved.

*Evidence Guide:**Map, grid and/or table of competency standards against specific curriculum content/units, including cross referencing with standard 4, criterion 5, where applicable (M).* |  |  |
| * 1. The selection, organisation, sequencing and delivery of learning experiences provide students with the opportunity to attain all required graduate competency outcomes.

*Evidence Guide:**Rationale and philosophy for course content and organisation of units.* |  |  |
| * 1. The curriculum addresses specifically the history and health and culture of Aboriginal and Torres Strait Islander Peoples as well as the principles of cultural safety.

*Evidence Guide:**Identification of Aboriginal and Torres Strait Islander content in the course with explicit reference to the ANMC position statement on ‘Inclusion of Aboriginal and Torres Strait Islander Peoples Health and Cultural Issues in Courses Leading to Registration and Enrolment’ (M).* |  |  |
| * 1. Central focus of the course is on midwifery and contemporary midwifery practice addressing, across the length of the course, how woman-centred care and primary health care principles underpin the ANMC competency standards across these four domains:
* Legal and professional practice
* Midwifery as primary practice
* Midwifery as primary healthcare
* Reflective and ethical practice.

*Evidence Guide:**Detailed description of course content relative to the requirements indicated, including reference to relevant current reports. Identification of contemporary legal, professional and published information sources in support of the content (M) (cross reference with standard 4, criterion 4, where applicable).* |  |  |
| * 1. Evidence-based approaches applied to theory and practice.

*Evidence Guide:**Identification of content focused on or related to evidence-based practice across the course (M). Benchmarking against selected examples of national and international best practice. Examples of research and evidence-led curriculum.* |  |  |
| * 1. A variety of practice-based learning opportunities are offered, especially in professional experiences that espouse a midwifery philosophy and promote midwifery models of care both in the community and in hospitals.

*Evidence Guide:**Description and examples of range of learning experiences used across the course. Lesson plans indicating range of learning experiences used across the course (cross reference with standards 6 and 8, where applicable).* |  |  |

# Standard Six: Approaches to teaching and learning

The course provider demonstrates policies, procedures, processes and practices to establish that the course is consistent with contemporary teaching and learning best practice.

### Statement of Intent

That woman-centred, evidence informed, primary health care approaches to teaching and learning underpin the course and teaching and learning approaches provide Australian and international best practice perspectives on midwifery.

The course provider is required to demonstrate:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. The course curriculum design and framework and expected learning outcomes.

*Evidence Guide:**Curriculum framework with teaching and learning outcomes identified (cross reference with standard 4, criterion 4 (M). Examples of unit outlines (M).* |  |  |
| * 1. Congruence between content, practical application, competency achievement and teaching and learning strategies.

*Evidence Guide:**Description of how congruence between content, practical application, competency achievement and teaching and learning strategies is achieved. Copy of course vision and/or philosophy (M).*  |  |  |
| * 1. Understanding of current Australian and international best practice teaching and learning approaches.

*Evidence Guide:**Statement and description of current Australian and international teaching and learning approaches relative to course teaching and learning approaches. Staff publications in teaching and learning (cross reference with standard 9).* |  |  |
| * 1. Learning opportunities with other maternity care practitioners, to a) promote ongoing referral, consultation and learning collaborations and effective liaison with community agencies and b) to ensure that a primary health care model of maternity care provision underpins midwifery education.

*Evidence Guide:**Lesson plans indicating interprofessional learning and teaching approaches between maternity care practitioners. Examples from curriculum of opportunities for collaborative learning.* |  |  |
| * 1. A commitment to the development of midwifery graduates with the capacity for autonomous learning, critical analysis and evaluation, reflective and ethical practice, and professional advocacy, responsibility and accountability.

*Evidence Guide:**Lesson plans indicating the strategies used to promote the development of graduates with the capacity for autonomous learning, critical analysis and evaluation, reflective and ethical practice, and professional advocacy responsibility and accountability (cross reference with standard 4, criterion 4, where applicable).* |  |  |
| * 1. A commitment to the development of graduates who have the capacity to continue to learn throughout their careers.

*Evidence Guide:**Lesson plans indicating strategies used to promote development of graduates who continue to learn throughout their careers. Examples of modelling of lifelong learning philosophy.* |  |  |
| * 1. Varied and relevant learning experiences that can accommodate differences in student learning styles.

*Evidence Guide:**As per standard 5, criterion 6.* |  |  |
| * 1. That the approaches to teaching and learning achieve the stated course outcomes.

*Evidence Guide:**Identification and examples of evaluation strategies for teaching and learning approaches. Reports and results of these strategies. Course experience questionnaires. Student destination surveys.* |  |  |

# Standard Seven: Student assessment

The course provider demonstrates policies, procedures, processes and practices to establish that the course incorporates a variety of approaches to assessment that are suited to the nature of the learning experiences and that achieve the required learning outcomes.

### Statement of Intent

That assessment is explicitly and comprehensively linked to the attainment of midwifery graduate competency outcomes, is consistent with best practice assessment approaches and uses diverse assessment techniques.

The course provider is required to demonstrate:

|  |  |  |
| --- | --- | --- |
| Criteria | Evidence | ANMAC office use only |
| * 1. That graduates have achieved each graduate competency outcome on completion of the course.

*Evidence Guide:**Matrix/statement of achievement demonstrating where competency standards have been met within the course.* |  |  |
| * 1. That the level and number of assessments are consistent with determining the achievement of the graduate competency outcomes.

*Evidence Guide:**Examples of how competence is being assessed across the curriculum, aligned with mapping of competencies against content as required in standards 4 and 5.* |  |  |
| * 1. A variety of assessment types and tasks, applied in formative and summative assessments, across the course to enhance individual and collective learning.

*Evidence Guide:**Description and/or list of range of assessment types used. Lesson plans and/or unit outlines indicating range of assessment types used.* |  |  |
| * 1. A variety of assessment contexts, to ensure demonstration of targeted skills leading to competence.

*Evidence Guide:**Description and/or list of range of assessment contexts used, including those in structured or simulated environments. Lesson plans and/or unit outlines indicating range of assessment contexts used, including those in structured or simulated environments.* |  |  |
| * 1. Assessment in the professional experience context to demonstrate competence in the provision of midwifery care.

*Evidence Guide:**Identification and description of formative and summative assessments undertaken in professional experience context. Examples of assessments. Lesson plans and/or unit outlines indicating assessments used in professional experience context.*  |  |  |
| * 1. Procedural fairness, validity and transparency of assessment.

*Evidence Guide:**Validation models for assessment. Description and justification for chosen assessment tools. Policies for dealing with lack of progression, misadventure, grievance. Identification of how this is demonstrated within university quality assurance process.* |  |  |
| * 1. That the education provider remains ultimately accountable for the assessment of students in relation to their professional experience assessment.

*Evidence Guide:**Statement acknowledging education provider’s accountability for student assessment in the professional experience context.* |  |  |
| * 1. That assessments reflect collaborative arrangements between students, midwives, academics and health service providers.

*Evidence Guide:**List of collaborative activities and stakeholders involved. Description of processes to engage stakeholders.* |  |  |

# Standard Eight: Professional experience

The course provider demonstrates policies, procedures, processes and practices to establish that midwifery professional experience provides the learning conditions in which students can achieve the midwifery graduate competency outcomes.

### Statement of Intent

That professional experience promotes learning and that the conditions in which it is provided are risk assessed and risk managed. Professional experience must ensure a woman-centred approach and meet specified minimum requirements.

The course provider is required to demonstrate:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. Shared formal agreements between the education provider and all health service providers where students gain their professional experience.

*Evidence Guide:**Shared formal agreements, or a sample signed copy of a formal agreement together with a register of agreements (including date when agreements were first developed and when they are due to expire) between the education provider and any health service providers where students gain their professional experience, based on the policies demonstrated in relation to standard 1, criterion 5 (M).* |  |  |
| * 1. Risk assessment of and risk minimisation for all environments where students are placed to gain their professional experience.

*Evidence Guide:**Description of and guidelines for parameters of student activity when on professional experience placement, based on the policies demonstrated in relation to standard 1, criterion 6 (M).* |  |  |
| * 1. Collaborative approaches to evaluation of student professional experience placements.

*Evidence Guide:**Post-placement evaluation of students’ experience of the professional experience environment for quality-improvement purposes (cross reference with standard 6, criterion 8, where applicable).* |  |  |
| * 1. Supervision models for professional experience placement and the relationship of the models to achievement of learning outcomes.

*Evidence Guide:**Description and justification of how students are supervised on professional experience placement with reference to how the nature and degree of supervision impacts on learning outcomes.* |  |  |
| * 1. Effective and ethical recruitment processes that enable women to participate freely in the continuity of care experiences for students, and enable students to link up readily with women who consent to participate.

*Evidence Guide:**Policies regarding ethical recruitment of women. Description of processes used to assist students to link with women who consent to participate in continuity of care experiences.*  |  |  |
| * 1. That academic staff engaged in supporting and/or assessing students on professional experience placements are experienced in and prepared for the role.

*Evidence Guide:**Outline of preparation programs and resources for staff. Policies regarding minimum experience and qualifications. Preparation and development of models and resources for assessors.* |  |  |
| * 1. That midwives engaged in supporting and/or assessing students on professional experience placements are prepared for and supported in the role.

*Evidence Guide:**Outline of preparation programs and resources for midwifes conducting student assessment in the professional experience context. Policies regarding their minimum experience and qualifications.*  |  |  |
| The course provider is required to demonstrate the inclusion of periods of professional experience in their course so students can complete all these minimum supervised professional experience requirements, regardless of the length of course: |
| * 1. Twenty (20) continuity of care experiences. Specific requirements of these include:
1. Enabling students to experience continuity with individual women through pregnancy, labour and birth and the postnatal period, irrespective of the availability of midwifery continuity of care models.
 |  |  |
| 1. Participation in continuity of care models involving contact with women that commences in early pregnancy and continues up to four to six weeks after birth.
 |  |  |
| 1. Supervision by a midwife (or in particular circumstances a medical practitioner qualified in obstetrics).
 |  |  |
| 1. Consistent, regular and ongoing evaluation of each student’s continuity of care experiences.
 |  |  |
| 1. A minimum of eight (8) continuity of care experiences towards the end of the course and with the student fully involved in providing midwifery care with appropriate supervision.
 |  |  |
| 1. Engagement with women during pregnancy and at antenatal visits, labour and birth as well as postnatal visits according to individual circumstances. Overall, it is recommended that students spend an average of 20 hours with each women across her maternity care episode.
 |  |  |
| 1. Provision by the student of evidence of their engagement with each woman.

*Evidence Guide:**Description and identification of continuity of care opportunities within the course, including identification of where they meet the requirements established in a) to g), as detailed above (cross reference with standard 4, criterion 4, where applicable).* |  |  |
| * 1. Attendance at 100 antenatal visits with women, which may include women being followed as part of continuity of care experiences.

*Evidence Guide:**Description and identification of antenatal opportunities within the course (cross reference with standard 4, criterion 4, where applicable).* |  |  |
| * 1. Attendance at 100 postnatal visits with women and their healthy newborn babies, which may include women being followed as part of continuity of care experiences.

*Evidence Guide:**Description and identification of postnatal opportunities within the course (cross reference with standard 4, criterion 4, where applicable).* |  |  |
| * 1. ‘Being with’ 40 women giving birth, which may include women being followed as part of continuity of care experiences.

*Evidence Guide:**Description and identification of opportunities within the course for students ‘being with’ 40 women giving birth, where:*1. *‘being with’ a woman refers to a woman-centred approach where the midwifery student is directly and actively involved with the woman as she spontaneously gives birth to her baby vaginally and inclusive of the student attending to third stage and facilitating initial mother and baby interaction.*
2. *this cannot be achieved by individual students, this number may be reduced to a minimum of 30 women giving birth spontaneously, provided that the student assists with at least 20 further births.*

*Cross reference with standard 4, criterion 4, where applicable.* |  |  |
| * 1. Experience of caring for 40 women with complex needs across pregnancy, labour and birth and the postnatal period, which may include women the student is following through as part of their continuity of care experiences.

*Evidence Guide:**Description and identification of opportunities within the course for students to experience caring for 40 women with complex needs, as per the criterion (cross reference with standard 4, criterion 4, where applicable).* |  |  |
| * 1. Experience in the care of babies with special needs.

*Evidence Guide:**Description and identification of opportunities within the course for students to experience caring for babies with special needs (cross reference with standard 4, criterion 4, where applicable).* |  |  |
| * 1. Experience in women’s health and sexual health.

*Evidence Guide:**Description and identification of opportunities within the course for students to experience women’s health and sexual health (cross reference with standard 4, criterion 4, where applicable).* |  |  |
| * 1. Experience in medical and surgical care for women and babies.

*Evidence Guide:**Description and identification of opportunities within the course for students to experience medical and surgical care for women and babies (cross reference with standard 4, criterion 4, where applicable).* |  |  |
| * 1. Experience in:
	2. Antenatal screening investigations and associated counselling
	3. Referring, requesting and interpreting results of relevant laboratory tests
	4. Administering and/or prescribing medicines for midwifery practice\*
	5. Actual or simulated midwifery emergencies, including maternal and neonatal resuscitation
	6. Actual or simulated vaginal breech births
	7. Actual or simulated episiotomy and perineal suturing
	8. Examination of the newborn baby
	9. Provision of care in the postnatal period up to four to six weeks following birth, including breastfeeding support
	10. Perinatal mental health issue including recognition, response and referral.

\* understanding that midwives cannot prescribe in all jurisdictions*Evidence Guide:**Description and identification of opportunities within the course for students to experience the requirements listed a) to i). Cross reference with standard 4, criterion 4, where applicable.* |  |  |

# Standard Nine: Research

The course provider demonstrates policies, procedures, processes and practices to establish that graduates are educated in midwifery inquiry and that the contribution of the academic staff to the education course is informed by research and scholarship.

### Statement of Intent

That students are exposed to, and their learning informed by, current research and that they develop the skills themselves to undertake research, apply it to their practice and share it with the women with whom they work.

The course provider is required to demonstrate that midwifery academics:

| Criteria | Evidence | ANMAC office use only |
| --- | --- | --- |
| * 1. Use current research in teaching and learning.

*Evidence Guide:**Description of current research relative to course teaching and learning approaches. Description of processes of course development committees.* |  |  |
| * 1. Are actively engaged in research and scholarship and with course development and delivery.

*Evidence Guide:**List of staff research activities, including publications (cross reference with standard 6, criterion 3), and any involvement in curriculum development committees. Teaching portfolios.* |  |  |
| * 1. Encourage and support midwifery students to develop skills in midwifery inquiry, which includes evidence-based practice.

*Evidence Guide:**Lesson plans and unit outlines identifying content focused on or related to midwifery inquiry across the course.* |  |  |
| * 1. Help to develop students’ awareness of the ethics of research and applying research to practice.

*Evidence Guide:**Lesson plans and unit outlines identifying content focused on or related to the ethics and application of research across the course.* |  |  |
| * 1. Induct students, as future professionals, into a culture of midwifery inquiry.

*Evidence Guide:**Student seminar series programs. Faculty research grants and activities. Departmental staff-student forums.* |  |  |

|  |
| --- |
| Further Comments |