



United Nations Population Fund

Midwifery Faculty Development Program

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Midwifery Faculty Development Program

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Faculty Development Program

Overview of Faculty Development

A critical component of improving the quality of midwifery care provision is improving the quality of, or building capacity in, midwifery education (Renfrew et al., 2014; ten Hoop-Bender et al., 2014; West, Homer, & Dawson, 2016). The development and strengthening of those who teach is one important strategy to improve the quality of care provided by maternity health professionals and in turn, to reduce maternal and newborn mortality (Renfrew et al., 2014; ten Hoop-Bender et al., 2014; West et al., 2016). This is known as Faculty development. Faculty development describes a range of teaching and learning quality improvements and is defined broadly as the provision of a range of activities that educational institutions provide to support ongoing education and development of academic staff and systems (Bhatnagar, Srivastava, & Singh, 2010). Faculty development is also referred to as staff development and encompasses activities undertaken to improve skills, knowledge and behaviours as teachers and educators recognising that these may be individual pursuits or undertaken as part of a team (Steinert et al., 2016).

Faculty development involves both formal and informal strategies and practices all aimed at improving professional education practices. Some faculty development activities include formal programs of study; peer coaching or mentoring; work-based observation; communities of practice; online learning; and, the more traditional workshops and courses (Steinert et al., 2016). Faculty or staff development can also be viewed as capacity building and many programs that set out to build capacity, particularly in health professionals' education, focus on a program of Faculty development. A program of Faculty development is often seen as being critical in improving the teaching quality and enhancing teaching effectiveness (Bhatnagar et al., 2010; Steinert et al., 2016; WHO, UNFPA, ICM, & UNICEF, 2019)

The World Health Organization's (WHO) Strengthening Midwifery Education Action Plan sets out three strategic priorities for midwifery education and strategic priority three (c) is as follows:

Coordination and alignment between midwifery stakeholders at global, regional and country levels to align education and training processes, knowledge, research, evidence-based materials, indicators and investment (WHO et al., 2019, p. 36)

This priority includes a "focus on Faculty" to improve the quality of midwifery education and in doing so increasing quality of midwifery graduates and midwifery care provision. One of the suggested strategies in the Strengthening Midwifery Education Action Plan is to provide an environment where educators are able to maintain clinical expertise and competence through a practice-teach-practice cycle as the current system of education provision often does not allow for, or support, continuation in professional practice. The action plan provides strategies that aim to improve all midwifery educators' standards to an acceptable international level through adapting and utilising the WHO Midwifery Educator Core Competencies tool to assess educators and provide support so that they may meet the expected international standard set out in the WHO Midwifery Core Educator Competencies and the ICM Global Standards for Midwifery Education (International Confederation of Midwives, 2013a, 2013c).

This 'focus on Faculty' provides high-level support for a program of midwifery Faculty development. Faculty development programs differ from country to country but there are commonalities with many of the programs. There are a number of different approaches to building midwifery educator capacity in low- and middle-income countries (LMIC) (West et al., 2016). This includes identifying the role of curricula review/update in improving educators' skills and knowledge and this was often

through engagement with national or international technical advice during the review process. Improving skills and building capacity in leadership, management and research is essential as is the role of collaborative processes such as communities of practice in providing support and development to midwifery Faculty (West et al., 2016). Other common content of Faculty development programs includes innovative teaching methods including the role simulation might have in health professionals' education; innovative assessment methods and practices; teaching in the clinical environment; and, integration of evidence into teaching and practice. The WHO (2013b) recommend including topics such as clinical teaching; group facilitation; organisational development; management and leadership; assessment and evaluation strategies; change management; and, promoting evidence-based practice/medicine.

A wide variety of strategies have been used to deliver or facilitate Faculty development programs aimed at enhancing teaching effectiveness or building educator capacity and these include but are not limited to the following:

- Self-directed activities such as reading, reflecting, reviewing exemplary practice or acting on feedback
- Observing experienced and exemplary teachers/educators in action
- Reviewing personal teaching by recording and reflecting on actions or receiving feedback from peers
- Participation in brief but focussed learning opportunities such as *lunch and learn sessions* or *journal clubs*
- Active participation in workshops and seminars
- Undertaking formal courses/programs/studies in teaching and learning methodologies, assessment practices and/or curriculum development
- Being involved in mentoring programs to support teaching development
- Involvement in communities of practice or collaborative support groups

(Bhatnagar et al., 2010; Erlandsson, Doraiswamy, Wallin, & Bogren, 2018; West et al., 2016)

Whilst there is recognition that a wide variety of strategies can be utilised to deliver Faculty development programs these must take into consideration the specific needs of the country, the profession, the institution, the teacher and the learner (Bhatnagar et al., 2010; Steinert et al., 2016; World Health Organization, 2013b).

Currently, many countries across the region rely on external support to produce high-quality and fit-for-purpose midwifery education curricula and therefore programs. The Faculty Development Program aims to build in-country expertise in this important area of midwifery education. In many countries, midwifery is now accepted as a new cadre of health professionals distinct from nursing. In some countries this recognition occurred quite quickly and nursing teachers, without midwifery qualifications, were expected to introduce midwifery curricula without any additional training or support. Despite best efforts of Faculty members, this situation did not support focussed midwifery training and the production of graduates with the expected competencies of a midwife. This situation further supports the need for a midwifery Faculty development program to ensure Faculty are qualified and supported to plan, implement and deliver midwifery education to the highest standard.

A number of key features contribute to program effectiveness (Steinert et al., 2016):

1. The use of evidence-informed educational design and multiple instructional methods
2. Inclusion of experiential learning and opportunities to apply the learning in the workplace

3. Providing opportunities to support learners in reflection and reviewing feedback
4. Ability to undertake projects to apply learning into practice
5. Supporting the development of community building through the provision of a supportive learning environment and collaborative activities
6. Using a longitudinal program design to support putting learning into practice and relationship building
7. The ability to access institutional support either in financial terms or release for duties to undertake programs.

Faculty development can be a useful tool in enhancing teaching effectiveness, improving the quality of a program and its graduates and in the success of curriculum reforms.

Current Faculty Development Programs across Asian region

Bangladesh

Bangladesh recently moved from having nurses with (or without) a midwifery qualification providing maternal health care, to supporting and introducing a 'direct-entry' midwifery degree in an effort to provide a well-trained and high-quality midwifery workforce and as such the cadre of midwifery in Bangladesh is relatively new. Whilst the introduction of midwifery is seen as a step in the right direction for ensuring a quality maternal health service provision some challenges in training this new cadre of health professionals were identified. Whilst very skilled in nursing, these teachers may not have had any experience in midwifery either in theory or in practice, yet were being called upon to train this new generation of midwives to a recognised international standard. Other challenges identified related to historical methods for teaching and learning that were included a focus on rote-learning, memorising and limited support for the development of critical thinking or reasoning. In addition, it was noted that the Faculty had very little interaction with the clinical practice sites and this was identified as a priority to promote the integration of theory and clinical practice.

In 2016 through the support of UNFPA, 30 Faculty members were enrolled in an online Master's degree in Sexual and Reproductive Health Rights offered by Dalarna University in Sweden. The Master's program provided learning opportunities on topics such as sexual and reproductive health rights; contemporary teaching and learning methodologies; leadership and management; and, research methodologies and integrating evidence into practice. The aim of the program was to go beyond traditional building capacity and move to an innovative sustainable approach (Bogren, Doraiswamy, & Erlandsson, 2017).

The need for a supportive mentoring approach was also identified and a program of mentoring Faculty members undertaking the Master's program was commenced. The online and face-to-face blended program involved an initial face-to-face visit followed by twice-weekly online mentoring to support the implementation and delivery of the midwifery program, and an on-site intensive training visit to support Faculty in developing clinical teaching skills. Evaluation of the mentoring program indicates the potential to scale-up this type of program to improve midwifery programs in countries where midwifery training is new or being re-introduced (Erlandsson et al., 2018).

In addition to the mentoring program, a further program of Faculty development involving a 28 day competency-based training program on curriculum development, midwifery skills and evidence based practice was delivered across 20 institutions providing midwifery training and is being further rolled out across the country through utilising a train-the-trainer approach. Furthermore, other Universities across Bangladesh are partnering with International institutions and delivering structured Faculty Development programs.

As demonstrated in Bangladesh, a combined and sustained approach to developing Faculty is required to support the development of midwifery education from being a part of a nursing program to supporting and developing high-quality midwifery education that meets international standards and provides high-quality midwives and midwifery care for women and families.

Cambodia

Whilst not formally a Faculty Development Program the recent Bridging Program conducted in Cambodia by the University of Health Sciences in Phnom Penh has several components common to many Faculty Development Programs. The course was developed to provide a bridging program to upgrade midwives with an Associate Degree Midwifery (ADM) to a Bachelor Science Midwifery (BSM). However, the target group for the inaugural cohort was midwifery lecturers, educators and potential leaders. This was a deliberate capacity building approach by the Ministry of Health and the University of Health Science and was made possible with support from UNFPA.

The Bridging course syllabus was a collaborative design with technical expertise provided by international and national experts, local Ministries (Health and Education) and relevant non-Government Organisations including UNFPA, WHO, AVI (Australian Volunteers International). The syllabus included modules such as Communication and Pedagogy, where contemporary teaching and learning methodologies were examined. Other modules included Leadership and Management and Research in Midwifery. The Ministry of Health and the University of Health Sciences agreed that the initial two cohorts for the program would be the educators and leaders in midwifery in a deliberate attempt to build capacity in midwifery Faculty and educators. The Faculty Development focussed modules were designed to be co-taught with International and National teachers, further building capacity in the current Faculty. The Bridging Program commenced in April 2018 and as such the first cohort have not completed so no formal evaluation is available.

Conclusion

Current international midwifery education publications recommend a 'focus on Faculty' or Faculty development as a strategy to increase midwifery education quality and therefore the quality of midwifery care provision. Faculty development programs can include self-directed activities and formal development opportunities. Key features of effective programs include the use of evidence-informed educational design and multiple instructional methods and using a longitudinal program design to support putting learning into practice and relationship building. This program uses evidence-based principles that support effective Faculty development so that midwifery educators are qualified and supported to plan, implement and deliver midwifery education to the highest standard.

Faculty Development Program

Introduction

This Faculty development program has been designed to provide a structured approach to building capacity and competence in midwifery faculty. The quality of midwifery graduates relies upon effective program development and implementation and this relies on knowledgeable and competent teachers. Teachers need to be supported with continuing professional development to ensure they keep up to date with changes both in the profession of midwifery and in education. It is well recognised that many Faculty members come to teaching with sound clinical expertise but lacking the educational theory and practice to design, develop and implement curricula and this Faculty Development Program is specifically designed to support the development of knowledge and skills in curricula development, renewal, implementation and evaluation.

The Faculty development program is designed to be modular or ladderised, in that Faculty members can complete modules independently or as an entire program. This flexibility should assist with completion of the program even where competing demands exist. The program can be personalised to suit each Faculty member's needs and could also be undertaken as a collaborative learning group to provide peer-support. The program focusses on both theoretical and practical aspects of learning and teaching in midwifery and provides activities/assessments that support the development of knowledge and skills and align to program outcomes.

Importantly, each of the modules within the program can be implemented as it stands or adapted in terms of mode of delivery to suit each country's specific context of practice. Flexibility in design promotes flexible learning approaches and encourages adaptation of the program or modules to suit individual and/or collective professional development needs. Potentially, modules could be developed with credit points and lead to a formal qualification if institutional accreditation occurs.

Program Intended Learning Outcomes (PILO)

Whilst each module has its own learning outcomes to which content and assessments can be aligned and mapped, for those who undertake the program in its entirety there are overall learning outcomes. Following completion of all modules within the program, participants should be able to:

1. Analyse key concepts in the design of effective pre-service health professional curricula and apply these in practice
2. Apply curriculum mapping techniques to promote constructive alignment of learning objectives, content and assessments
3. Plan and develop effective learning environments for student learning
4. Critique pedagogical theories, models and frameworks and their application to own context of practice
5. Identify the role mentoring and supervision plays in supporting students' learning in clinical practice
6. Plan, design, develop, implement and evaluate midwifery education modules/activities that have a focus on active learning and simulation
7. Identify, access and utilise resources that assist in the development of scholarly activities
8. Undertake critical reflection on own teaching practices and plan opportunities for development

Program Outline

The complete Faculty Development Program comprises of six linked and aligned modules that can be completed in entirety or single modules undertaken according to identified needs. Whilst there is no

absolute order for completion, it is recommended to undertake in the order presented as some information in the earlier modules will be beneficial when completing later modules.

	Module	Descriptor	PILO
1.	Curriculum Development and Review	Curriculum development and review/renewal forms an integral part of a midwifery faculty member's role. The curriculum is the foundation document that supports teaching and learning. Based on an agreed framework and professional competencies, a curriculum provides both philosophical intent and professional direction to ensure that knowledge and required skills are delivered in an integrated and standardised manner. This module will develop understanding and skills in the development of midwifery curricula. Participants will examine different models and frameworks for developing midwifery curricula and practise utilizing the ICM Model Curriculum Outlines for use in their context of practice.	1,2,7,8
2.	Developing Midwifery Graduate Attributes	Models of midwifery education need to evolve to meet changing needs of the profession. This requires a constant process of review and re-evaluation of curricula. Programs that lead to midwifery registration must not only meet national and international standards, but also commit to producing graduates who meet program-specific graduate attributes. These attributes are pivotal in providing clear direction for the development of higher-level abilities in graduates. Visionary graduate attributes provide the opportunity to prepare graduates to function and flourish in a fast changing social and professional environment and to prepare them as future clinicians. This module explores midwifery graduate attributes and provides a framework for the development of these attributes.	1,2,4,8
3.	Designing Modules of Learning	Well-designed learning modules support the delivery of content and flexibility in teaching. Designing, developing and implementing modules/units/subjects is a core activity of midwifery Faculty. Participants will critically examine the role of teaching plans in both learning design for teachers and as instruction tools or directions for learners. As part of the module, participants will redesign a module they are familiar with to include student-centred learning and contemporary teaching methodologies and assessment practices.	1,2,4,6,8
4.	Authentic Assessment Processes and Practice	Assessment is a powerful influence on learning and can form an important strategy amongst a variety of teaching and learning approaches. Authentic assessment activities are based in the practice environment or a simulated environment, and require	1,2,3,6,8

		students to apply theoretical knowledge to practice, while using appropriate psycho-motor skills and developing critical thinking ability. Authentic assessments mimic what is expected of midwifery graduates once they enter practice and in addition to demonstration of skills, they may also include written reports, case presentation, policy development, critical review of evidence and other professional activities. Authentic assessment approaches ensure assessments are designed to both support further learning and to assess knowledge gained in learning modules. This module supports participants to explore contemporary methods of assessment that encourage learners to take a deep approach to learning.	
5.	Contemporary Learning and Teaching in Midwifery Education	This module develops an understanding of contemporary theories of learning and teaching. Participants will examine evidence-based approaches to learning and teaching and analyse models and methodologies that suit their context of practice. The module will provide support for engaging learners in active learning and construction of knowledge. Modern pedagogies that focus on learner-centred approaches will be explored. Emerging teaching methodologies in healthcare, such as simulation will be examined. This module provides both theory development and practice opportunities.	1,3,4,6,7,8
6.	Clinical Teaching – Mentoring and Role-modelling	This module provides participants with an opportunity to reflect on how best to support student learning in clinical environments, including simulated midwifery practice. Participants will examine current approaches to supporting students in the practice environment including facilitation models, the preceptor approach, mentoring and the importance of role-modelling excellent practice. Participants will undertake an analysis of barriers and enablers in ensuring the clinical placement is an enabling learning environment for students and for the midwifery profession.	3,5,8

Program Learning and Teaching Strategies

Dependant on development and design of the modules, teaching and learning strategies could include all or any of the following:

Online Learning Modules/Guides

Using interactive learning software, modules will provide participants with direction and resources to guide their learning and development. Pre-recorded mini-lectures will be available for participants to access at their convenience and available repeatedly. Links will be provided to resources and structured reflective activities will be provided to guide learning. Development of learning contracts will enable learning to be individualised to each participant's needs.

Intensive Workshop Sessions or Masterclasses

Face-to-face workshop sessions or master class tutorials emphasise group discussion and a collaborative approach to learning. Tutorials may feature a range of experts and leaders to prompt research-inspired group discussion of contemporary academic practice and extend participants' reflection on learning to include national and international perspectives.

Online or Distance Education Learning Guide

The guide provides participants with an overall plan for the module, learning strategies and resources to enable achievement of expected learning outcomes. The guide includes preparatory activities, lecture overviews, and participant directed activities including identification of individual goals and plans to achieve these. Access to websites, online videos and literature contribute to these learning resources.

Program Modules

Module 1: Curriculum Development and Review

Overview

A 'curriculum is a systematic and intended packaging of competencies (i.e. knowledge, skills and attitudes that are underpinned by values) that learners should acquire through organised learning experiences both in formal and non-formal settings' (United Nations Educational Scientific and Cultural Organization (UNESCO), 2017). A good curriculum is important to encourage life-long learning and to develop the relevant professional social skills and attitudes. In addition to learning the required professional knowledge, skills, attitudes and behaviours, professional curriculum also play a role in the development of personal attributes and societal change (United Nations Educational Scientific and Cultural Organization (UNESCO), 2017)

Midwives can make a significant contribution to improving sexual, reproductive and maternal health and reducing maternal and newborn mortality but only if they are adequately educated, regulated and supported by a professional association (UNFPA, ICM, & WHO, 2014). The International Confederation of Midwives (ICM) clearly defines and sets out essential competencies for midwifery practice and provides a framework for reviewing midwifery curricula to ensure programs that provide pre-service midwifery education are designed so that students demonstrate the development of competencies (International Confederation of Midwives, 2013b, 2019).

All curricula require a cyclical process of review and renewal so that what is being taught keeps pace with new evidence and changes in professional practice. With a recognition that health professional teachers are often not well prepared for teaching and academia, the follow outline intends to provide a basis for a Faculty development module on curriculum development and review

Module Outline

Module Description

Curriculum development and review/renewal forms an integral part of a midwifery faculty member's role. The curriculum is the foundation document that supports teaching and learning. Based on an agreed framework and professional competencies, a curriculum provides both philosophical intent and professional direction to ensure that knowledge and required skills are delivered in an integrated and standardised manner. This module will develop understanding and skills in the development of midwifery curricula. Participants will examine different models and frameworks for developing midwifery curricula and practise utilizing the ICM Model Curriculum Outlines for use in their context of practice.

Module Learning Objectives

Upon completion of this module participants should be able to:

1. Outline a systematic approach to the development of midwifery curriculum
2. Identify philosophical frameworks used in midwifery curricula and justify a framework that may suit their context of practice
3. Compare the ICM Midwifery Services Framework and the Quality Maternal Newborn Care Framework and discuss how these frameworks could be incorporated into the midwifery curricula
4. Locate and critique national and international resources available that support midwifery curriculum development
5. Utilise the ICM Model Curriculum Outlines to develop a curriculum outline suitable for their context of practice

6. Examine and critique a current midwifery curriculum in relation to the ICM Model Curriculum Outlines

Links to Program Intended Learning Outcomes (PILO)

This module maps to the following Program Intended Learning Outcomes:

1	Analyse key concepts in the design of effective pre-service health professional curricula and apply these in practice
2	Apply curriculum mapping techniques to promote alignment of learning objectives, content and assessments
7	Identify, access and utilise resources that assist in the development of scholarly activities
8	Undertake critical reflection on own teaching practices and plan opportunities for development

Content/Program

- What is curriculum
- Health professionals' curriculum frameworks
- Midwifery curriculum frameworks
- Incorporating a midwifery philosophy in curriculum development
- Curriculum development processes
- WHO Strengthening Midwifery Essential steps in curriculum development
- Curriculum development stakeholders
- ICM Midwifery Services Framework
- Quality Maternal Newborn Care Framework
- Resources used in the development of midwifery curriculum
- Utilising ICM Model Curriculum outlines

Assessments

1. Annotated Bibliography of curriculum development resources (SLO 3&4)

This assessment supports the development of critical searching skills. Through completion of the assessment, a collection of resources is developed, and this can be used in the development or review of midwifery curriculum. The annotation will include an overview of the document and a reflection on how it will support curriculum activities in context of practice

2. Development of Curriculum Outline suitable to context of practice (SLO 1,2&5)

Utilising the ICM Model Curriculum Outlines, this assessment supports participants in developing a workable curriculum outline. The outline will include a description of the over-arching framework identified and a mapping to ICM model curriculum outlines.

References for module development

(International Confederation of Midwives (ICM), 2012a, 2012b; Renfrew et al., 2014; WHO et al., 2019; World Health Organization, 2011, 2013b)

Module 2: Developing Graduate Attributes

Overview

Midwifery curriculum development is based on an agreed framework/model and maps directly to established standards or competencies for practice to ensure fit-for-purpose graduates are produced that meet expected professional capabilities. Graduate attributes go beyond professional boundaries and are often seen as the qualities, knowledge and capabilities students should strive towards and universities should support development of over the course of the students' studies. Graduate attributes include but are not limited to professional capabilities (Cummins et al., 2018).

Pre-service midwifery education should not only prepare a graduate to become a competent midwifery practitioner, but a program of professional study should also introduce students to their responsibility as global citizens and as life-long learners. Many universities expect that graduates from higher-level studies should be supported to develop attributes that will positively contribute to not only the profession they qualify in but to society on a broader level. The development of visionary graduate attributes assists learners to prepare for fast-changing worlds and professions (Bowden, Hart, King, Trigwell, & Watts, 2000).

Module Outline

Module Description

Models of midwifery education need to evolve to meet changing needs of the profession. This requires a constant process of review and re-evaluation of curricula. Programs that lead to midwifery registration must not only meet national and international standards, but also commit to producing graduates who meet program-specific graduate attributes. These attributes are pivotal in providing clear direction for the development of higher-level abilities in graduates. Visionary graduate attributes provide the opportunity to prepare graduates to function and flourish in a fast changing social and professional environment and to prepare them as future clinicians. This module explores midwifery graduate attributes and provides a framework for the development of these attributes.

Module Learning Objectives

Upon completion of this module participants should be able to:

1. Examine processes for developing program specific graduate attributes
2. Identify and utilise national and international resources that support the development of visionary graduate attributes suitable for midwifery programs
3. Demonstrate ability in compiling graduate attributes suitable to current midwifery programs in individual country contexts
4. Analyse common graduate attributes and integrate relevant attributes into current midwifery programs
5. Review current curriculum and identify content that promotes the development of visionary graduate attributes
6. Identify processes utilized in evaluating or assessing the development graduate attributes in midwifery students

Links to Program Intended Learning Outcomes (PILO)

This module maps to the following Program Intended Learning Outcomes:

1	Analyse key concepts in the design of effective pre-service health professional curricula and apply these in practice
2	Apply curriculum mapping techniques to promote alignment of learning objectives, content and assessments
4	Critique pedagogical theories, models and frameworks and their application to own context of practice
8	Undertake critical reflection on own teaching practices and plan opportunities for development

Content/Program

- Overview of graduate attributes
- Program or profession specific graduate attributes
- Examination of visionary graduate attributes
- Relationship of graduate attributes to professional behaviours
- Role of graduate attributes in preparing graduates for fast-changing environments
- Processes for the development of graduate attributes
- Linking graduate attributes to teaching and learning methodologies
- Resources used in the development of graduate attributes
- Activities used in the development of graduate attributes

Assessments

1. Development process and identification of graduate attributes (SLO 1,2,3&4)

This assessment requires participants to examine processes or frameworks used to develop graduate attributes and to undertake an audit of curriculum to identify both professional and visionary graduate attribute content

2. Review of curriculum and identification of content specific to developing identified graduates from assessment 1 (SLO 4,5&6)

This assessment requires participants to build on assessment 1 through undertaking an audit of curriculum to identify professional and visionary graduate attribute content and provide recommendation for increasing content that supports the development of important graduate attributes

References for module development

(Bowden et al., 2000; Cummins et al., 2018; International Confederation of Midwives (ICM), 2012a; WHO et al., 2019; World Health Organization, 2011)

Module 3: Designing Modules of Learning

Module Outline

Designing modules of learning requires in-depth understanding of curriculum development and learning design principles. Contemporary learning design views the teacher or educator as a learning designer rather than an implementer of curriculum or textbook information. Today's teacher needs to have knowledge and skills that support their ability to design learning that is learner focussed and supports learners in constructing and demonstrating knowledge in the required learning.

Constructive alignment links or aligns the learning in a module or curricula. This means that learners are supported in developing the required knowledge of skills through the provision of clear and measurable learning outcomes. These learning outcomes start at an entry level of remembering or recalling and progress to advanced or higher-level thinking such as analysing or critiquing information. Once clear and measurable learning outcomes have been developed, teaching content is then designed to support learners in developing the expected knowledge and/or skills and assessment processes further support learners gaining knowledge but also demonstrating the knowledge acquired through their learning. A successful learning module is constructively aligned; that is, learning objectives or outcomes inform content delivery and align with assessment process.

Module Descriptor

Well-designed learning modules support the delivery of content and flexibility in teaching. Designing, developing and implementing modules/units/subjects is a core activity of midwifery Faculty.

Participants will critically examine the role of teaching plans in both learning design for teachers and as instruction tools or directions for learners. As part of the module, participants will redesign a module they are familiar with to include student-centred learning and contemporary teaching methodologies and assessment practices.

Module Learning Objectives

Upon completion of this module participants should be able to:

1. Analyse the design context and processes, and different models for program planning and design
2. Describe Bloom's Taxonomy and utilise the Taxonomy in developing functional and assessable learning outcomes
3. Outline the common criticisms of use of learning objectives and identify components of well-structured learning objectives
4. Analyse various teaching plan templates and identify one suitable for use in context of practice
5. Demonstrate an understanding of constructive alignment and how it is employed in curricula and learning module development
6. Produce a module or unit of learning outline that could be used in their midwifery curriculum

Links to Program Intended Learning Outcomes (PILO)

This module maps to the following Program Intended Learning Outcomes:

1	Analyse key concepts in the design of effective pre-service health professional curricula and apply these in practice
2	Apply curriculum mapping techniques to promote alignment of learning objectives, content and assessments

4	Critique pedagogical theories, models and frameworks and their application to own context of practice
6	Plan, design, develop, implement and evaluate midwifery education modules/activities that have a focus on active learning and simulation
8	Undertake critical reflection on own teaching practices and plan opportunities for development

Content/Program

- Learning design overview
- Different approaches to learning design
- Principles of learning design
- Developing effective learning objectives
- Blooms Taxonomy and learning
- Developing and implementing lesson plans
- Overview of constructive alignment
- Process of constructive alignment
- Models to support effective learning design
- Module development
- Evaluation of learning design process

Assessments

1. Developing learning objectives

Participants will choose two different teaching sessions they regularly deliver and develop functional and assessable learning objectives for each session. The sessions must use different teaching methods ie. a theoretical session and a practical session (SLO 2,4,5&6).

2. Redesign and production of a current module of learning from curriculum

Participants will identify an existing module of learning from their current curriculum and undertake a critique and redesign to incorporate student centred learning and contemporary learning and teaching methodologies (SLO 1,5&6).

References for module development

(Boud, 2010; Bowden et al., 2000; Cummins et al., 2018; Hørsted A, Branch J, & Nygaard, 2017; International Confederation of Midwives (ICM), 2012b; WHO et al., 2019; World Health Organization, 2011)

Module 4: Authentic Assessment Processes and Practice

Module Outline

Preparing health professional students for contemporary practice includes supporting them with learning not just skills but also communication, teamwork and leadership. Many of these attributes are impossible to assess through traditional assessment means such as multiple-choice questionnaires. Assessing these higher-level attributes requires assessment in practice or through simulated practice situations or real professional practice activities.

Assessment is a fundamental aspect of learning, both in simulated and real-life situations and has been said to be the single most powerful influence on learning in formal university courses (Boud, 2010). Assessment practices that aim to assess skills, knowledge and attributes are known to promote deeper levels of learning. Simulation has been widely introduced as a teaching and learning strategy in many health disciplines, including nursing and midwifery, as it can mimic real-life experiences and thus facilitates learning in a real life or authentic manner (Raymond, Homer, Smith, & Gray, 2013).

Other means of authentic assessment include but are not limited to practice-based activities such as case reports and reviews; development of practice policies/guidelines; documentation; group or teamwork tasks; critical reviews of conferences/seminars and development of professional practice portfolios. Where learners see relevance of assessment items/tasks they are more likely to link the intended learning to the activity. Moving from memory-based learning to critical thinking is supported through ensuring assessment practices are contemporary and are based on key principles such as using assessment to engage learners in active learning. Assessments should be aligned to content and learning objectives as they assist educators in determining if learners are able to demonstrate they meet the module objectives. Assessment practices should be used to both inform and support learning (formative) and to assess learning (summative).

Module Descriptor

Assessment is a powerful influence on learning and can form an important strategy amongst a variety of teaching and learning approaches. Authentic assessment activities are based in the practice environment or a simulated environment, and require students to apply theoretical knowledge to practice, while using appropriate psycho-motor skills and developing critical thinking ability. Authentic assessments mimic what is expected of midwifery graduates once they enter practice and in addition to demonstration of skills, they may also include written reports, case presentation, policy development, critical review of evidence and other professional activities. Authentic assessment approaches ensure assessments are designed to both support further learning and to assess knowledge gained in learning modules. This module supports participants to explore contemporary methods of assessment that encourage learners to take a deep approach to learning.

Module Learning Objectives

Upon completion of this module participants should be able to:

1. Analyse the role of assessment for learning, including an evaluation of formative, summative, norm referenced, and criterion referenced assessment
2. Demonstrate mapping the alignment between learning outcomes, content, and assessments using a subject/module in current context of teaching practice
3. Compare and critique different approaches to assessment review or marking criteria
4. Design assessments that support learners in taking a deep approach to learning

- Critically reflect on own teaching and/or learning practice and experience, and the relationships between curriculum design, assessment and student learning

Links to Program Intended Learning Outcomes (PILO)

This module maps to the following Program Intended Learning Outcomes:

1	Analyse key concepts in the design of effective pre-service health professional curricula and apply these in practice
2	Apply curriculum mapping techniques to promote alignment of learning objectives, content and assessments
3	Plan and develop effective learning environments for student learning
6	Plan, design, develop, implement and evaluate midwifery education modules/activities that have a focus on active learning and simulation
8	Undertake critical reflection on own teaching practices and plan opportunities for development

Content/Program

- Assessment for learning
- Means of assessment
- Making assessment authentic
- Types of authentic assessment
- Assessing clinical skills
- Assessing competence in clinical practice
- Assessment criteria – formative, summative, norm-referenced, criterion-referenced
- Developing assessments for deep learning
- Aligning assessments to learning outcomes and module content

Assessments

- Assessment Review and Critique

Participants will identify an assessment in the midwifery curriculum they currently offer and critically review the assessment considering constructive alignment and authenticity (SLO 2,4&5).

- Develop an authentic assessment for use in current context of practice

Participants will develop an authentic assessment for use in a module they teach. The development of the assessment will include discussion on assessment intent; assessment task description and the provision of marking criteria that constructively aligns to module content and learning outcomes. (SLO 1,3,4&5).

References for module development

(Boud, 2010; Horsley et al., 2011; Raymond et al., 2013)

Module 5: Contemporary Learning and Teaching in Midwifery Education

Module Outline

The UNESCO International Bureau of Education defines learning as “*a process that brings together personal and environmental experiences and influences for acquiring, enriching or modifying one’s knowledge, skills, values, attitudes, behaviour and world views*” (UNESCO International Bureau of Education, 2019). The concepts and practices of learning and teaching are constantly evolving. Terms such as collaborative learning, flipped learning and deep learning should be upper most in the modern approach to supporting learning. The didactic expert-teacher model of teaching, where the teacher stands in front of the classroom and delivers information, is outdated and has been replaced by a more learner-centred approach.

Learners are now encouraged to explore concepts and constructs and their exploration is considered a valuable part of the learning process. Contemporary learning and teaching should focus on the processes of effective learning rather than the more traditional delivery of knowledge. Much evidence supports learners being encouraged to be responsible for their own learning and being guided or supported by teachers. Learners benefit from identifying what it is they need to learn and being given the freedom to explore topics and construct their learning from multiple resources. The modern teacher should be considered a learning designer as opposed to merely a curriculum implementer as they design learning experiences that support learners’ direction and acquisition of required knowledge, skills and practice.

Module Descriptor

This module develops an understanding of contemporary theories of learning and teaching. Participants will examine evidence-based approaches to learning and teaching and analyse models and methodologies that suit their context of practice. The module will provide support for engaging learners in active learning and construction of knowledge. Modern pedagogies that focus on learner-centred approaches will be explored. Emerging teaching methodologies in healthcare, such as simulation will be examined. This module provides both theory development and practice opportunities.

Module Learning Objectives

1. Explore innovations and contemporary theories in learning and teaching in midwifery education that apply learner-centred approaches
2. Analyse different models of learning and identify a model that may suite their context of practice
3. Critically reflect on the concept of teachers as learning designers as opposed to being considered curriculum implementers
4. Apply the principles of enquiry-based learning to a session/subject they are familiar with teaching
5. Re-design a session/subject using a contemporary learning and teaching innovation
6. Plan a session that utilises the principles and practices of ‘flipped learning’ including identifying and integrating online resources for student learning

Links to Program Intended Learning Outcomes (PILO)

This module maps to the following Program Intended Learning Outcomes:

1	Analyse key concepts in the design of effective pre-service health professional curricula and apply these in practice
3	Plan and develop effective learning environments for student learning
4	Critique pedagogical theories, models and frameworks and their application to own context of practice
6	Plan, design, develop, implement and evaluate midwifery education modules/activities that have a focus on active learning and simulation
7	Identify, access and utilise resources that assist in the development of scholarly activities
8	Undertake critical reflection on own teaching practices and plan opportunities for development

Content/Program

- Contemporary theories in learning and teaching
- Learner-centred approaches
- Models of learning relevant to midwifery education
- Learning design and curriculum implementation
- Enquiry based learning
- Deep versus surface approaches to learning
- Flipping learning
- Resources that support learning in midwifery and midwifery education
- Effectively utilising online and external learning resources

Assessments

1. Re-design a session/subject using a contemporary learning and teaching innovation

Participants will identify a subject or session that they regularly teach and re-design the session so that it utilises contemporary approaches in learning and teaching. Participants will provide an overview of the approaches being utilised and include a lesson/session plan (SLO 4,5&6).

2. Discussion on contemporary model of learning

Participants will provide an overview of several models they have identified and explored and identify one that they feel could be applied in their context. They will then discuss why they identified the approach and how/why it fits with their context of practice (SLO 1,2&3)

References for module development

(Harasim L, 2017; Horsley et al., 2011; Horsted A, Bartholemew P, Branch J, & Nystaad C, 2017; Hørsted A et al., 2017; Johnson et al., 2016; Kilgour, Grundy, & Monrouxe, 2016; McCutcheon, Lohan, & Traynor, 2016; UNESCO International Bureau of Education, 2019)

Module 6: Clinical Teaching – Mentoring and Role-modelling

Module Outline

A common challenge in practice-based professional education is supporting the learning experience in the clinical environment. Unlike classroom or simulated learning, learning in the practice environment involves applying previous learning on real life learners and therefore presents several benefits but also potential challenges (Catling et al., 2016; Horsted A et al., 2017; World Health Organization, 2018). Learning in the practice environments includes understanding the culture of a clinical workplace and dealing with real situations that are difficult to control. As such, it is crucial to provide learners with support to keep them and those they are practising on safe.

Simulation provides learners with the opportunity for supported practice in a supportive environment, but clinical practice requires learners to utilise multiple domains of learning and performance simultaneously and this practice takes time to develop (Lathrop, Winningham, & VandeVusse, 2007). Given that students are required to put into practice knowledge, technical skills and high-level skills like communication and critical thinking and reasoning, it is vital that they are supported by knowledgeable and supportive mentors/teachers. A clinical mentor/preceptor should demonstrate understanding and the ability to support learning while keeping both learner and patient safe (International Confederation of Midwives (ICM), 2012c; WHO et al., 2019; World Health Organization, 2013a).

Clinical practice is vital in preparing practice-based learners to become safe, effective and knowledgeable health professionals and provides learners with an opportunity to consolidate theory and practice technical skills and as such, they need well prepared practitioners to support their professional development (Lennox, Skinner, & Foureur, 2008).

Module Descriptor

This module provides participants with an opportunity to reflect on how best to support student learning in clinical environments, including simulated midwifery practice. Participants will examine current approaches to supporting students in the practice environment including facilitation models, the preceptor approach, mentoring and the importance of role-modelling excellent practice. Participants will undertake an analysis of barriers and enablers in ensuring the clinical placement is an enabling learning environment for students and for the midwifery profession.

Module Learning Objectives

1. Evaluate established theories and models of learning and teaching used within midwifery preceptorship and clinical facilitation
2. Compare different terminology roles and definitions used in clinical teaching with a focus on mentors, role-models and facilitators
3. Analyse factors which could either enhance or impede teaching and learning in the clinical learning environment
4. Propose a model that supports academic staff maintaining clinical practice and teaching as recommended in the Strengthening Quality Midwifery Education for Universal Health Coverage Framework for Action
5. Discuss the benefits and challenges of the use of simulated practice in preparing learners for actual midwifery practice

Links to Program Intended Learning Outcomes (PILO)

This module maps to the following Program Intended Learning Outcomes:

3	Plan and develop effective learning environments for student learning
5	Identify the role mentoring and supervision plays in supporting students' learning in clinical practice
8	Undertake critical reflection on own teaching practices and plan opportunities for development

Content/Program

- Terminology – preceptor, role model, clinical supervisor, mentor, facilitator
- Clinical learning in the health professions
- Theories and models of clinical learning
- Benefits and challenges in clinical learning
- Support for clinical learners
- Maintaining clinical competence in academia
- Simulation in healthcare learning and teaching
- Writing midwifery simulation scenarios
- Debriefing and feedback for learning

Assessments

1. PowerPoint Presentation – Clinical Learning and Support

Participants will prepare and deliver (live or recorded) a 12-slide presentation on clinical learning and support. The presentation should provide explanation of the terminology used in clinical learning support and discuss the benefits and challenges of supporting learning in the clinical environment. The final slide will provide an overview of how the learner plans to continue their connection with and learning in the midwifery practice environment (SLO 1,2,3&4).

2. Proposal plan for increasing (or improving) the use of simulation in their teaching practice

Participants will develop a proposal for improving or increasing the use of simulation in their teaching practice. The proposal will include an overview of simulation and its use in preparing practice-based professional for the clinical environment. The proposal will also provide a completed session plan for a simulation-based session (SLO 3&5).

References for module development

(Catling et al., 2016; Horsted A et al., 2017; International Confederation of Midwives (ICM), 2012c; Lathrop et al., 2007; Lennox et al., 2008; WHO et al., 2019; World Health Organization, 2013a, 2018)

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