

POST REGISTRATION NURSING AND MIDWIFERY PROGRAMMES

Standards and requirements



Bord Altranais agus
Cnáimhseachais na hÉireann
Nursing and Midwifery Board
of Ireland



These standards and requirements were originally published in June 2010 as *Requirements and Standards for Post-Registration Nursing and Midwifery Education Programmes-Incorporating the National Framework of Qualifications* (First Edition).

This document was re-issued in October 2015 for the relaunch of the NMBI website. This involved reviewing the content, updating dated references and redesigning the document. However, the standards and requirements themselves reflect what is in the 2010 edition.

About NMBI

The Nursing and Midwifery Board of Ireland (NMBI) is the independent, statutory organisation which regulates the nursing and midwifery professions in Ireland. For more information about our role and functions, visit www.NMBI.ie/What-We-Do

Nurses Rules 2010

This programme is governed by the Nurses and Midwives Act 2011 and by the Nurses Rules, which provide titles of recognised qualifications under the Register of Nurses and Midwives. For more information on the Act, and on the Nurses Rules, visit the What we Do/Legislation section of NMBI's website, www.NMBI.ie

Approval of Higher Education Institutions and associated Health Care Providers

Details of approval of HEIs and associated HCPs along for provision of such programmes are published on our website. For more information, visit www.NMBI.ie/Education/Higher-Education-Institutions

Glossary

A full glossary of all the terms used in this and other NMBI publications is published on our website on www.NMBI.ie/Standards-Guidance/Glossary

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INTRODUCTION

Post-registration nursing and midwifery education forms part of continuing professional development and represents a lifelong learning process after completion of initial education leading to registration as a nurse or midwife. Post-registration programmes are planned learning experiences for nurses and midwives that lead to an academic award at levels 8 or 9 on the National Qualifications Framework. These include a broad range of academic and specialist clinical programmes excluding those that lead to registration with the Nursing and Midwifery Board of Ireland (NMBI).

The principle of lifelong learning is intrinsic to the policies of the Quality and Qualifications Ireland (QQI) and to that of continuing professional development of the Nursing and Midwifery Board of Ireland (NMBI). Post-registration programmes are designed to increase the competence of nurses and midwives to enhance professional practice, patient safety, and the education, administration and research capacity of the nursing and midwifery disciplines. The process for development and approval of such programmes, that are designed to enhance the knowledge, skills, competences and professional values of registered nurses and midwives, is outlined within this document.

The National Framework of Qualifications

The National Framework of Qualifications (NFQ), which has been developed by Quality and Qualifications Ireland (QQI) in partnership with national stakeholders, is a radical development in Irish education and training arising from the Qualifications (Education and Training) Act, 1999. This learner-centred framework relates all education and training awards to each other. It brings coherence to the awards system. It establishes clearly defined standards about what a learner can be expected to achieve for each award. The NFQ is designed to bring about change. It introduces a new approach to the meaning of an award that will recognise learning outcomes, what a person with an award knows, can do and understands rather than time spent on the programme. These developments are occurring within the context of parallel European developments under the Bologna process. The referencing of the Irish National Qualifications Framework to the European Qualifications Framework was completed in June 2009.

Vision

While the Framework of Qualifications is about awards, it is also learner-centred and values learning. The learner should be able to enter and successfully participate in a programme, or a series of programmes leading to an award, or a series of awards, in pursuit of their learning objectives. The Framework of Qualifications and associated programme provision should be structured to facilitate learner entry and promote transfer and progression, so that learners are encouraged to participate in the learning process to enable them to realise their ambitions to the full extent of their abilities.

As a result the development of the Framework of Qualifications is based on certain values and principles. A key characteristic is the centrality of the learner within formal, non-formal and informal learning experiences. The formal recognition and valuing of all learning is an integral part of the work of the QQI. The Framework of Qualifications will need to be meaningful for all stakeholders, including learners, employers, and educational providers.

Models of co-operation

Within the literature produced by the Quality and Qualifications Ireland (QQI) and educational literature in general the words accreditation, validation and approval are employed and at times used interchangeably. NMBI employs what the QQI describe as the optimum model for how a professional regulatory body should relate to education and training providers and awarding bodies. NMBI has chosen not to exercise its awarding authority conferred on it under the Nurses and Midwives Act, 2011. The Board currently approves all education programmes leading to Registration in a Division of the Register of Nurses maintained by NMBI. The Board also approves continuing professional development and post registration nursing and midwifery education programmes. The Board sets standards and requirements for professional programmes and approval is based on the programme satisfying these. NMBI welcomes and supports models of co-operation between educational providers awarding bodies and the Board in order to facilitate effective and efficient programme approval.

Background

In 1989 the Board decided to recognise post-registration nursing and midwifery programmes in terms of granting such programmes approval as either Category 1 or Category 2 courses.

Category 1 programmes are of very short duration, e.g. an in-service training day. The Chief Education Officer can directly approve this category. A new policy and submission template for Category 1 course approval was published by the Board in May 2009.

Category 2 programmes are of a longer duration, and approval for these has traditionally been within the governance of the Education and Training Committee of the Board. Category 2 programmes include a broad range of academic and clinical specialist programmes excluding those leading to Registration with the Board. Specialist programmes are post- registration programmes designed, developed and conducted with reference to a specific body of knowledge and experience in an area of nursing and midwifery. Such courses must satisfy the criteria of NMBI in relation to specialist education courses.

These Standards and Requirements are the revised NMBI policy for approving post-registration programmes. These include major awards that are approved as Category 2 programmes.

Structure of the National Framework of Qualifications

The Framework consists of 10 levels. It encompasses the widest possible spread of learning defined by a set of learning outcomes which are packages of knowledge, skill and competence (See QQI website for details of the 10 Level Grid). At each level there are one or more award types.

Award Types

Definition:

“ A class of named awards sharing common features and level and can reflect a mix of standards of knowledge, skill and competence...” (NQAI 2003)

- **Major award-type** - A major award-type represents a significant volume of learning outcomes
- **Minor award-type** - A minor award-type will be part of the learning outcomes associated with one or more major award-types at a given level in the Framework of Qualifications. Minor awards may be combined with other learning outcomes towards a major or special purpose award.
- **Supplemental award-type** - Programmes leading to such award can be refresher, updating or continuing education and training. In some cases there may be regulatory requirements for such awards. Learning at this level has not traditionally been explicitly recognised in the formal systems of awards.
- **Special-purpose award-type** - Awards at this level are made for specific relatively narrow purposes. They may comprise learning outcomes that also form part of major awards. Special-purpose awards may form the basis for transfer into more broadly based major awards at the same level and thus progression on to higher awards.

Note: While NMBI can approve awards from all of these classes of named awards if they meet the Standards and Requirements, only major award types at level 8 and above will be approved as NMBI Category 2 programmes.

PROCESS OF APPROVAL

for post-registration nursing and midwifery programmes

When submitting Post-Registration Nursing and Midwifery Education Programmes/Units of Learning to NMBI for approval such programmes must be consistent with the following standards, requirements and professional guidance:

The explicit reference in the stated learning outcomes to:

- The National Framework of Qualifications 10-level structure of awards – classified as Major, Minor, Special- purpose or Supplemental type – and with reference to entry, transfer and progression arrangements.
- The knowledge, know-how and competence to be developed during the programmes/units of learning in accordance with the level indicators published by the Quality and Qualifications Ireland (QQI)..
- The Nursing and Midwifery Standards for QQI Levels7-9.
- The NMBI Domains of Competence.

On completion of each programme/unit of learning an evaluation report must be submitted to NMBI and the relevant awarding bodies together with the names and Personal Identification Numbers of all participants where appropriate who have successfully completed and become eligible for a named award.

NMBI approval will apply for a maximum of five years from date of approval, following which re-application will be necessary. This will ensure curricular content and learning outcomes are responsive to changing needs and requirements for knowledge, know-how, competence and technology.

Guidance on use of the National Framework of Qualifications

1. The following guidance should be used by programme development teams on using the National Framework of Qualifications when developing post-registration nursing and midwifery programmes/ units of learning.
2. The programme development teams discuss the initial idea of the proposed education programme/ units of learning with the relevant educational providers/ stakeholders (e.g, Health Service Providers, Higher Education Institutions, Regional Centres for Nurse /Midwifery Education, Voluntary/Statutory and Professional Bodies etc).
3. Notify NMBI of the proposed programme/units of learning being developed by the respective educational providers.
4. Explore potential outcomes of the proposed education programme/units of learning and match to the appropriate level of indicators (7-9) on the National Framework of Qualifications grid.

5. Consider the choice of Award-Types
 - Major Award
 - Minor Award
 - Supplemental Award
 - Special-Purpose Award

6. Form a curriculum/working group/committee or equivalent representing the appropriate stakeholders and write the education programme/units of learning taking the following into consideration:
 - Liaise with the Education Officer of NMBI responsible for post registration education. The respective Education Officer could be invited to advise the programme development team. Alternatively if this is not possible the programme development team should meet with the Education Officer at an early stage in the programme/units of learning development process to discuss the programme/units of learning outline and rationale for the proposed programme/units of learning. The Board should be kept apprised of progress at mutually agreed times and relevant documentation supplied to the Board as appropriate.
 - The specific outcome of the education programme/units of learning.
 - The specific level of indicators/learning outcomes between 7-9 as applied to nursing and midwifery standards on the National Framework of Qualification grid.
 - The 8 sub-strands on the National Framework of Qualification grid. e.g The Award-type on the National Framework of Qualification grid.
 - Refer to the 'Post Registration Nursing and Midwifery Programmes Standards and Requirements' (NMBI, 2015).

7. Submit the education programme/units of learning to the appropriate Education Officer for approval by the Education and Training Committee of NMBI (Statutory requirement Nurses and Midwives Act 2011).

8. Where approval has been withheld by NMBI conditions that will determine approval at a future date will be forwarded to the programmes/units of learning development teams.

Submission Criteria for Approval by NMBI

Submissions should include: **Curriculum design, content and organisation**

- Background to the programmes/units of learning, evidence including service evidence at policy and local level to support or justify the programmes/units of learning.
- Programmes/units design, academic level (National Framework of Qualifications), Access, transfer and progression, balance of theory/academic and clinical/practical experience (where appropriate to programmes/units of learning), flexibility, coherence (logical progression through the programmes/units of learning), integrity (feasibility of attainment of outcomes and assessments) and external reference

points (research, regulation, health policy, demographics).

- Philosophy of nursing/midwifery philosophy congruent with programmes/units of learning speciality
- Philosophy of education.
- Curriculum model.
- Nursing and midwifery educational theories underpinning programmes/units of learning are explicit.
- Aims of programmes/units of learning
- Learning outcomes of programmes/units of learning
- Full unit of learning or module descriptors.
- Assessment criteria both theoretical and clinical competence assessment where applicable.
- A framework to facilitate credit accumulation and transfer is evident within programmes i.e. ECTS Framework.
- The programmes/units of learning presented are logically structured to meet the aims and objectives/ outcomes of the programme.

Teaching / learning and assessment

- Methods of facilitating learning (both theoretical and clinical) are made explicit.
- Marks and standards for programmes/units of learning.
- Evaluation policy and procedures.
- Student transfer, progression and achievement.
- Entry requirements/access criteria (including NMBI Registration).
- Duration and modes of attendance.
- A circuit of clinical placement(s) as appropriate identified.
- Awards type outlined as per NFO.
- Relationship of the programmes/units of learning to others in the educational arena.
- Relationship of the programmes/units of learning to the NFO.

Learning resources

- Teaching accommodation, organisational facilities
- Human (academic and clinical) module/units of learning and programme leader details and clinical support/supervision details.
- Curriculum vitae of personnel of programmes/units of learning to be submitted.
- Information technology in support of programmes/units of learning
- Library resources in relation to programmes/units of learning.
- Student support in practice.

Quality management and enhancement

- Audit of clinical and educational learning environment relevant to the programmes/units of learning aims and outcomes are explicit.
- Quality assurance criteria as per relevant educational provider, awarding body and NMBI are made explicit.
- Evaluation policy, strategy and methodology. Evaluation policy and procedures/methods explicit, data collected to include information about academic and clinical dimensions of programmes/units of learning.
- Committee structures representative of differing educational providers, Higher Education Institutions, Health Service Educational Providers/Institutions, Regional Centres for Nurse (Midwifery) Education, Voluntary/Statutory Bodies and Professional Bodies and other stakeholders appropriate for post-registration nursing and midwifery education programmes.
- Structures for regular monitoring and review of the programmes/units of learning.
- External examiner details as appropriate to named award.

APPROVAL OF POST-REGISTRATION NURSING PROGRAMMES

Standards for the Approval of Educational Providers and Health Care Providers

1. The respective Educational Providers

Educational providers are committed to providing post-registration nursing and midwifery education programmes/units of learning, which demonstrate that the highest standards of professional education and training are in place. Due regard should be taken in relation to issues such as the evolving public and service need, clinical/practice audit, patient safety (Government of Ireland, 2008), educational and clinical quality and student access.

- 1.1 Educational providers respond to change and needs affecting professional, educational, health, policy, social and economic issues.
- 1.2 Educational providers keep appropriate records including records for the conferment of professional and academic awards.
- 1.3 The process for monitoring student attendance is declared.
- 1.4 Organisational structures supporting the management of the educational programmes/units of learning are explicit.
- 1.5 Educational providers have a Post-Registration Nursing and Midwifery Education Committee/local joint working group, with representatives of the key stakeholders including service users.
- 1.6 The role of the external examiner in relation to the post-registration nursing and midwifery education programmes/units of learning is explicit.
- 1.7 The staff resource supports the delivery of the education programmes/units of learning at the stated professional, clinical and academic level.
- 1.8 Lecturers/tutors are involved in clinical practice and its development.
- 1.9 Nursing/midwifery subjects are developed and taught by registered nurses/midwives with appropriate professional, clinical and academic qualifications and teaching expertise in the subject matter.
- 1.10 A mechanism for staff development which prepares staff to deliver the education programmes/units of learning including the provision for maintaining nursing/midwifery expertise and credibility is identified.
- 1.11 Educational providers provide administrative and clerical support for all educational activity.

- 1.12 Educational providers provide educational resources/facilities (including library, computer, audio-visual & accommodation) to meet the teaching and learning needs of the specific post-registration programmes/units of learning.
- 1.13 Mechanisms for learner admission to the nursing and midwifery education programmes/units of learning ensure that the stated entry requirements are met. This should include specific mechanisms for the recognition of prior learning. The mechanism and conditions for learners exiting the education programmes/units of learning before completion are explicit.
- 1.14 Following any interruption in the education programmes/units of learning the educational provider ensures that the learner meets the education programmes/units of learning requirements.
- 1.15 The mechanism for learner support in relation to student services, facilities and academic and clinical guidance is explicit.
- 1.16 The educational provider provides an annual programme report on the education programmes/units of learning including the external examiner's report to An Bord Altranais.

2. Programmes/Units of Learning Design and Development

- 2.1 Curriculum design and development reflect research and evidence based educational theory and health care theory, policy and practice. National and International benchmarks should inform curriculum development.
- 2.2 The curriculum model chosen should be dynamic and flexible to allow for changes in nursing/midwifery practice and health care delivery.
- 2.3 Theoretical and clinical learning experiences and the learning environment must support the achievement of the aims and objectives/outcomes of the programmes/units of learning.
- 2.4 Programmes/units of learning design and development are led by registered nurse tutors or nurse/midwifery lecturers with a teaching qualification and is supported by academic and clinical experts including inter-disciplinary professionals as appropriate in collaboration with others and is guided by professional nursing/midwifery knowledge which is evidence/research based.
- 2.5 The programmes/units of learning development team comprise representative members of key stakeholders in nursing/midwifery education and practice and service users.
- 2.6 The programmes/units of learning are strategically planned to demonstrate balanced distribution and integration of theory and practice, logical sequencing and progressive development of subjects and clinical competence over the education programme.
- 2.7 The programmes/units of learning are based on a range of teaching-learning strategies (including e-learning and blended learning) to assist the development of a knowledgeable, safe and competent practitioner and to equip her/him with the life-long skills for problem-solving and self-directed learning.
- 2.8 The programmes/units of learning design reflects various methods of teaching/learning and

provides a balance between lectures, tutorials, workshops, small group interactions, demonstrations, practical work/clinical; and self- directed study.

- 2.9 The programmes/units of learning equip the students/participants with an appropriate level of knowledge, research awareness and critical analysis.
- 2.10 The awarding body accreditation of programmes/units of learning is explicit.
- 2.11 Processes to facilitate access, transfer and progression are explicit within the programme/unit of learning.
- 2.12 The programmes/units of learning design include the assessment strategy in relation to the assessment of clinical competence and theoretical learning outcomes.
- 2.13 The programmes/units of learning design include an evaluation strategy, which captures evaluation feedback from a broad range of stakeholders including the student, the clinical sites and service users.
- 2.14 Quality assurance criteria reflective of both NMBI Requirements and Standards and the relevant awarding body are explicit.
- 2.15 Quality assurance mechanisms and indicators are identified and measured in relation to the internal and external governance requirements of the educational provider, the awarding body and the professional regulator.

3. Clinical Practice Experience (if appropriate to programmes/units of learning)

- 3.1 Clinical practice experience provides learning opportunities that enable the achievement of competence in clinical nursing/midwifery practice and the stated learning outcomes.
- 3.2 Clinical placements are based in health care institutions, which are audited/approved by the Programmes/Units of Learning Team and satisfy NMBI Requirements and Standards.
- 3.3 The healthcare institution (s) used for clinical placements are required to have in place:
 - Arrangements for monitoring and improving patient safety
 - Evidence based practice guidelines to support appropriate standards of care and for systematic approaches to nursing care
 - Policies that support audit
 - Risk Management systems
 - Adverse event reporting system
 - Policies that support good practice in recording clinical practice
 - Policies to address complaints/concerns
 - Mechanisms to support interdisciplinary team working
 - A structure within which concerns around clinical practice are raised and addressed
 - Mechanisms to involve service users in the development and review of healthcare provision; and
 - Evidence of clinical and educational audit for each placement site used in the education and training of registrants.

- 3.4 The selection of areas for clinical practice experience reflects the scope of the health care settings and supports the achievement of the learning outcomes of the post-registration education programmes/units of learning.
- 3.5 Post-registration learner allocation to clinical placements is based on the need to integrate theory and practice and to facilitate the progressive development of clinical skills, competence, quality patient care and patient safety.
- 3.6 Clearly written learning outcomes/objectives appropriate to the clinical area are developed and are available to ensure optimal use of valuable clinical experience. These learning outcomes/objectives are revised as necessary.
- 3.7 Post-registration learners and all those involved in meeting their learning needs are fully acquainted with the expected learning outcomes related to that clinical placement.
- 3.8 Lecturers and nurse/midwifery tutors, in liaison with the appropriate clinical staff (clinical facilitators, preceptors, clinical managers and practice development co-ordinators) guide and support the learners in ensuring that the clinical placement provides an optimum quality learning environment.

4. Assessment Process

The assessment of learning is a continuous process. Assessment should be balanced and integrated throughout the post- registration nursing and midwifery education programmes/units of learning.

Assessments are strategically planned and function to:

- Provide feedback on student/participant progress
- Ensure educational standards (theory and practice) are achieved before entry to the next part/year of the education programmes/units of learning, as appropriate.

- 4.1 Assessments are based on a variety of strategies that are aligned with the subject area, practice setting and stage of the education programmes/units of learning and expected learning outcomes.
- 4.2 Assessment measures where appropriate demonstrates the integration and application of theory to patient care learned throughout the programmes/units of learning and requires the student/participant to demonstrate competence within practice through the achievement of learning outcomes in both theory and practice
- 4.3 Assessment strategies are established as reliable and valid measures of learning outcomes.
- 4.5 Grading criteria indicating the standard for a pass award is required for theoretical and clinical practice competency assessments as award/grading mechanism, which acknowledges higher achievements by the student/participant, is recorded.
- 4.6 Marks and standards and assessment regulations relating to compensation, supplemental and appeal mechanisms and conditions for continuance of the education programmes/units of learning are explicit.

5. External Examiners

External examiners have an important role in maintaining the standard of post-registration nursing and midwifery education programmes/units of learning by providing an independent view about their content, structure, organisation and assessment. The Higher Education Institutions in collaboration with the relevant educational providers appoint external examiners in accordance with specified internal and external criteria (see below).

- 5.1 The role of the external examiner is explicit and functions to:
- Maintain the quality and standards of post-registration education programmes/units of learning.
 - Ensure the assessment strategies for theory and practice are reliable and equitable.
 - Ensure individual students/learners are treated fairly.
- 5.2 External examiners for post-registration nursing and midwifery education programmes/units of learning:
- Are Registered Nurses/Midwives with professional qualifications appropriate to the post-registration programmes/units of learning being examined.
 - Hold academic and teaching qualifications and have at least 3 years full-time teaching experience in courses appropriate to the post-registration programmes/units of learning being examined.
 - Have experience in examining and assessing post-registration students.
 - Have experience in the development, management, delivery and evaluation of post-registration programmes/units of learning.
- 5.3 The mechanism whereby the external examiner is provided with relevant documentation participates in decision-making concerning the programmes/ units of learning and has membership of the Examination Boards of the respective institutions, is explicit.
- 5.4 An abridged CV of the external examiner is explicit within the submission.

STANDARDS FOR NURSING POST REGISTRATION EDUCATION PROGRAMMES

Please Note: All cognate areas within the discipline of nursing must be at level 8.

Nursing: Knowledge-Breadth

Level 7	Level 8	Level 9
Specialised knowledge across a variety of areas	Understanding of the theory, concepts and methods pertaining to a field (or fields) of learning	A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning
<p>The graduate should be able to:</p> <ol style="list-style-type: none">1. demonstrate an integration of knowledge and an understanding of a systematic approach to care and a specified range of nursing interventions, and of health, ethics, interpersonal communication, management information technology, numeracy and literacy as applied to health care within a health care team.	<p>The graduate should be able to:</p> <ol style="list-style-type: none">1. demonstrate an understanding of the theory, concepts and methods pertaining to relevant clinical practice skills, essential for safe and effective nursing practice.	<p>The graduate should:</p> <ol style="list-style-type: none">1. know how knowledge is created and changed within the profession2. be able to demonstrate a knowledge base that exercises higher levels of judgement, discretion and decision making within nursing practice.3. be able to demonstrate the value of nursing through the generation of nursing knowledge and innovative clinical practice, nursing education and management.

Nursing: Knowledge-Kind

Level 7	Level 8	Level 9
<p>Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas</p>	<p>Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)</p>	<p>A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning</p>
<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. demonstrate an integration of knowledge of: assessment, planning, implementation and evaluation of nursing care; concepts that underpin nursing practice and health care, including social, biological and related sciences. 2. recognise the limitations to current competence. 	<p>The graduate should:</p> <ol style="list-style-type: none"> 1. know and demonstrate an understanding of relevant biological and related sciences as they apply to nursing practice. 2. know and demonstrate an understanding of the social sciences as they apply to nursing practice. 3. critically analyse and evaluate relevant knowledge in nursing science. 4. critically analyse and evaluate relevant knowledge in health promotion and health care policy. 5. demonstrate relevant knowledge to adopt systematic approaches to nursing practice based on best available evidence. 	<p>The graduate should:</p> <ol style="list-style-type: none"> 1. demonstrate the synthesis and integration of knowledge from various domains showing a breadth and depth of knowledge of his/her discipline. 2. demonstrate the synthesis and integration of knowledge from a broad range of disciplines that inform and develop nursing practice. 3. demonstrate the synthesis and integration of the major research methodologies appropriate to his/her professional domain.

Please Note: Pre-registration nurse education programmes are at Level 8. All Standards should be utilised in conjunction with the Standards and Requirements of NMBI

Nursing: Know-How and Skill-Range

Level 7	Level 8	Level 9
<p>Demonstrate specialised technical, creative or conceptual skills and tools across and area of study</p>	<p>Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity</p>	<p>Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry</p>
<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. demonstrate defined specialised technical, creative or conceptual nursing skills and tools, with supervision as appropriate. 2. take responsibility for actions and omissions 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. assist individuals, families and groups achieve optimum health, independence, recovery or a peaceful death in a professional caring manner. 2. provide and manage direct practical nursing, whether health promotional, preventive, curative, rehabilitative or supportive, to individuals, families or groups. 3. demonstrate evidence based clinical practice skills essential for safe nursing practice. 4. identify and implement health promotion priorities in the relevant area of practice. 5. implement health promotion strategies for patient/client groups in accordance with the public health agenda. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. make critical choices in the selection of approaches to research problems. 2. synthesise different approaches to research and justify their use in practice. 3. systematically gather, interpret and evaluate evidence drawn from a diverse range of sources that are chosen independently. 4. conduct a comprehensive health needs assessment as the basis for independent nursing practice within a specified area. 5. demonstrate expert skill in providing care for individuals and groups in communities, within the scope of practice framework and multidisciplinary team. 6. demonstrate advanced clinical decision-making skills to manage a patient/client caseload. 7. evaluate and critique current evidence base to set standards for best practice.

Nursing: Know-How and Skill-Selectivity

Level 7	Level 8	Level 9
<p>Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes</p>	<p>Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing</p>	<p>Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques</p>
<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. exercise relevant judgement in participating in the assessment, planning, implementation and evaluation of patient care with appropriate supervision. 2. undertake delegated duties in a reliable manner taking responsibility for actions or omissions, as appropriate. 3. seek guidance in situations beyond experience or competence. 4. utilise knowledge experience, learning resources from diverse sources to enhance competence. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. identify and meet the nursing needs of the individual, family and community in all health care settings. 2. demonstrate the skills of <ul style="list-style-type: none"> • analysis • critical thinking • problem solving, and • reflection in nursing practice. 3. act as an effective member of the health care team, in an appropriate nursing setting and participate in the multidisciplinary team approach to the care of patients and clients. 4. evaluate practice and use current research findings to underpin clinical practice. 5. articulate and represent patient/client interests and enable patient/client and others to fully participate in decisions about his/her health needs. 6. implement changes in healthcare service in response to patient/client need and service demand. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. critically evaluate with discrimination the complex theories and concepts underpinning professional practice. 2. utilise advanced knowledge and critical thinking skills to directly and indirectly provide optimum nursing care. 3. develop and apply critical faculties to practice through advanced reflection skills. 4. demonstrate vision of professional practice that can be developed beyond current scope of practice. 5. act proactively as an educational resource for healthcare professionals. 6. apply critical faculties to professional practice through analysis of the underlying epistemology of its knowledge base.

Nursing: Competence-Context

Level 7	Level 8	Level 9
Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts	Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts	Act in a wide and often unpredictable variety of professional levels and ill-defined contexts
<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. utilise skills in a wide range of appropriate functions in the health care setting with appropriate supervision. 2. seek and understand sources of evidence to underpin nursing interventions. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. adopt a holistic approach to care and the integration of knowledge. Conduct a systematic holistic assessment of patient/client needs based on nursing theory and evidence- based practice. 2. plan care in consultation with the patient/client taking into consideration the therapeutic regimes of all members of the health care team. 3. implement planned nursing care/ interventions to achieve the identified outcomes. 4. evaluate patient/client progress toward expected outcomes and review plans in accordance with evaluation data and consultation with the patient/client. 5. establish and maintain caring therapeutic interpersonal relationships with individuals/clients/groups/ communities. 6. perform a nursing assessment; plan and initiate care and treatment modalities within agreed interdisciplinary protocols to achieve patient/client centred outcomes and evaluate their effectiveness. 7. identify, critically analyse, disseminate and integrate nursing and other evidence into the relevant area of practice. 8. initiate and/or participate in and evaluate audit and use the outcome of audit to improve service provision. 9. contribute to service planning and budgetary processes through use of audit and specialist knowledge. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. demonstrate autonomy, experience, competence, accountability, authority and responsibility in nursing practice. 2. demonstrate leadership in nursing practice. 3. use knowledge to autonomously identify, resolve and evaluate intellectual issues and practical problems that appear in practice. 4. identify and integrate research into areas of health care that can incorporate best evidence based practice. 5. use advanced skills to conduct an in-depth research study relevant to the field of professional nursing

Nursing: Competence-Role

Level 7	Level 8	Level 9
<p>Accept accountability for determining and achieving personal and/or group outcomes; take significant supervisory responsibility for the work of others in defined areas of work</p>	<p>Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups</p>	<p>Take significant responsibility for the work of individuals and groups; lead and initiate activity</p>
<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. accept responsibility for personal outcomes within a defined range of nursing activities. 2. undertake delegated nursing duties with supervision as appropriate. 3. respect the expertise of and work collaboratively with all members of the multi-professional care team. 4. adhere to the policies, procedures and clinical guidelines of the health care provider. 5. work within the boundaries of role competence. 6. seek guidance when unsure how to intervene or act. 7. take responsibility for own actions or omissions. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. effectively manage the nursing care of clients/groups/communities. 2. contribute to the overall goal/mission of the health care institution. 3. demonstrate the ability to work as a team member. 4. determine priorities for care based on need, acuity and optimal time for intervention. 5. select and utilise resources effectively and efficiently. 6. utilise methods to demonstrate quality assurance and quality management. 7. delegate to other nurses activities commensurate with their competence and within their scope of professional practice, having due regard for the principles outlined in the Scope of Nursing and Midwifery Practice Framework, when delegating a particular role or function. 8. facilitate the coordination of care. This is achieved through working with all team members to ensure that client care is appropriate, effective and consistent. 9. provide leadership in clinical practice and act as a resource and role model for a relevant area of practice. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. co-ordinate evidence based practice audit and research to develop and evaluate practice. 2. actively contribute to the professional body of nursing knowledge. 3. demonstrate the value of nursing & midwifery through the generation of nursing knowledge and innovative nursing education and practice. 4. teach others from a broad and in-depth knowledge base, derived from reflection on nursing practice and expertise. 5. Critically review the working of teams and demonstrate skills in negotiation and the management of conflict.

Nursing: Competence-Learning to Learn

Level 7	Level 8	Level 9
Take initiative to identify and address learning needs and interact effectively in a learning group	Learn to act in variable and unfamiliar contexts; learn to manage learning tasks independently, professionally and ethically	Learn to self-evaluate and take responsibility for continuing academic/professional development
<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. reflect on personal experience to integrate experiential learning with theoretical knowledge. 2. identify personal and professional development needs. 3. take appropriate opportunities to enhance own level of knowledge, skill, attitude or competence. 4. show self-direction in use of time, motivation and commitment to enhancing professional development. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. take responsibility for personal and professional development. 2. act to enhance the personal and professional development of self and others 3. demonstrate a commitment to life-long learning. 4. contribute to the learning experiences of colleagues through support, supervision and teaching. 5. educate clients/groups/communities to maintain and promote health. 6. provide mentorship, preceptorship, teaching, facilitation and professional supervisory skills for nurses, midwives and other health care professionals. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. identify personal learning needs and the steps needed to meet them. 2. reflect critically on practice in order to improve it in self and others. 3. undertake complex and sustained analysis of subject matter and provide a balanced, logical and coherent conclusion. 4. continually evaluate personal contribution to current body of knowledge in practice. 5. utilise life-long learning skills to continue to develop knowledge applied to nursing practice. 6. explore beyond scope of practice, developing effective and innovative nursing practice. 7. demonstrate commitment to advancing the body of knowledge in nursing practice.

Nursing: Competence-Insight

Level 7	Level 8	Level 9
Express an internalised personal world view, manifesting solidarity with others	Express a comprehensive internalised, personal world view manifesting solidarity with others	Scrutinise and reflect on social norms and relationships and act to change them
<p>The graduate should be able to demonstrate an understanding of:</p> <ol style="list-style-type: none"> 1. the principles of professional regulation. 2. principles governing ethical behaviour in health care. 3. how they can recognise limitations of own level of knowledge, skill, attitude or competence. 4. the need for personal reflection upon clinical practice. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. provide and articulate professional and ethical nursing practice. Safe and effective practice requires a sound underpinning of theoretical knowledge that informs practice and is in turn informed by that practice. 2. practice in accordance with legislation effecting nursing practice. 3. practice within the limits of own competence and takes measures to develop own competence. 4. demonstrate an understanding and consciousness of professional nursing practice issues through the process of reflection on experience. 5. generate and contribute to the development of clinical standards and guidelines 6. use relevant knowledge to support and enhance generalist nursing knowledge and practice. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. identify and implement action to improve practice and initiate change. 2. identify and critically evaluate ethical issues and work with others towards their resolution. 3. develop the ability to be political within and outside of his/her employing organisation. 4. challenge assumptions and question values, beliefs and policies underpinning care at individual, team and organisational level. 5. actively contribute to the quality of care through research that can advance nursing and health care knowledge. 6. develop advanced communication skills in order to present balanced arguments. <ul style="list-style-type: none"> • present structured, rational and evidenced coherent arguments using appropriate strategies. • engage confidently in academic and multi-professional debate.

STANDARDS FOR MIDWIFERY POST-REGISTRATION EDUCATION PROGRAMMES

Please Note: All cognate areas within the discipline of midwifery must be at level 8.

Midwifery: Knowledge-Breadth

Level 7	Level 8	Level 9
Specialised knowledge across a variety of areas	Understanding of the theory, concepts and methods pertaining to a field (or fields) of learning	A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning
<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. demonstrate an integration of knowledge and an understanding of a systematic approach to care and a specified range of midwifery interventions, and of health, ethics, interpersonal communication, management, information technology, numeracy and literacy as applied to maternity care within a maternity care team. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of the theory, concepts and methods pertaining to relevant clinical practice skills, essential for safe and effective midwifery practice. 	<p>The graduate should:</p> <ol style="list-style-type: none"> 1. know how knowledge is created and changed within the midwifery profession. 2. be able to demonstrate a knowledge base that exercises higher levels of judgement, discretion and decision making within midwifery practice. 3. be able to demonstrate the value of midwifery through the generation of midwifery knowledge and innovative clinical practice, midwifery education and management.

Please Note: Pre-registration midwife education programmes are at Level 8. All Standards should be utilised in conjunction with the Standards and Requirements of NMBI.

- Within this document, the use of the word 'woman' should be taken to include her foetus/baby where appropriate.
- Within this document, the use of the word 'family' refers to any significant others, identified by the woman, and not necessarily blood relatives.

Midwifery: Knowledge-Kind

Level 7	Level 8	Level 9
<p>Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas</p>	<p>Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s).</p>	<p>A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning</p>
<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. demonstrate an integration of knowledge of: <ul style="list-style-type: none"> • assessment, planning, implementation and evaluation of midwifery care; • concepts that underpin midwifery practice and maternity care, including social, biological, psychological and related sciences. 2. recognise the limitations to current competence. 	<p>The graduate should:</p> <ol style="list-style-type: none"> 1. know and demonstrate an understanding of relevant biological and related sciences as they apply to midwifery practice. 2. know and demonstrate an understanding of the social sciences as they apply to midwifery practice. 3. critically analyse and evaluate relevant knowledge in contemporary midwifery practice. 4. critically analyse and evaluate relevant knowledge in health promotion and health care policy. 5. demonstrate relevant knowledge to underpin evidence based midwifery practice 	<p>The graduate should:</p> <ol style="list-style-type: none"> 1. demonstrate the synthesis and integration of knowledge from various domains showing a breadth and depth of knowledge of midwifery. 2. demonstrate the synthesis and integration of knowledge from a broad range of disciplines that inform and develop midwifery practice. 3. demonstrate the synthesis and integration of the major research methodologies appropriate to midwifery.

Midwifery: Know-How and Skill-Range

Level 7	Level 8	Level 9
<p>Demonstrate specialised technical, creative or conceptual skills and tools across and area of study</p>	<p>Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity</p>	<p>Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry</p>
<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. demonstrate defined specialised technical, creative or conceptual midwifery skills and tools, with supervision as appropriate. 2. take responsibility for actions and omissions. 	<p>The graduate should:</p> <ol style="list-style-type: none"> 1. conduct a comprehensive needs assessment as the basis for independent midwifery practice. 2. provide competent, safe midwifery care to women and, where possible, their wider family circle. 3. demonstrate evidence based clinical practice skills essential for safe midwifery practice. 4. identify and implement health promotion priorities in midwifery practice. 5. implement health promotion strategies for women, their families and the wider community in accordance with the public health agenda. 	<p>The graduate should:</p> <ol style="list-style-type: none"> 1. make critical choices in the selection of approaches to research problems. 2. synthesise different approaches to research and justify their use in practice. 3. systematically gather, interpret and evaluate evidence drawn from a diverse range of sources that are chosen independently. 4. demonstrate expert skill in providing care for women and groups in communities, within the scope of practice framework and multidisciplinary team. 5. demonstrate advanced clinical decision-making skills to manage a midwifery caseload. 6. evaluate and critique current evidence base to set standards for best practice.

Midwifery: Know-How and Skill-Selectivity

Level 7	Level 8	Level 9
<p>Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes</p>	<p>Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing</p>	<p>Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques</p>
<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. exercise relevant judgement in participating in the assessment, planning, implementation and evaluation of midwifery care for women with appropriate supervision. 2. undertake delegated duties in a reliable manner taking responsibility for actions or omissions, as appropriate. 3. seek guidance in situations beyond experience or competence. 4. utilise knowledge experience, learning resources from diverse sources to enhance competence. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. identify and meet the midwifery care needs of women, their families and community in all health care settings. 2. demonstrate the skills of <ul style="list-style-type: none"> • analysis • critical thinking • problem solving, and • reflection in midwifery practice. 3. where appropriate, act as an effective member of the maternity care team and participate in the multidisciplinary team approach to the care of women. 4. evaluate practice and use current research findings to underpin clinical midwifery practice promoting the normality of pregnancy and birth. 5. articulate and represent women's interests and enable women to fully participate as partners in decisions about their maternity care needs. 6. implement changes in maternity care service in response to women's needs and choices, and service demand. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. critically evaluate with discrimination the complex theories and concepts underpinning professional midwifery practice. 2. utilise advanced knowledge and critical thinking skills to directly and indirectly provide optimum midwifery care. 3. develop and apply critical faculties to practice through advanced reflection skills. 4. demonstrate a vision of professional practice that can be developed beyond current scope of practice. 5. act proactively as an educational resource for healthcare professionals. 6. apply critical faculties to professional midwifery practice through analysis of the underlying epistemology of its knowledge base.

Midwifery: Competence-Context

Level 7	Level 8	Level 9
<p>Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts</p>	<p>Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts</p>	<p>Act in a wide and often unpredictable variety of professional levels and ill-defined contexts</p>
<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. utilise skills in a wide range of appropriate functions in the health care setting with appropriate supervision. 2. seek and understand sources of evidence to underpin midwifery care interventions. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. adopt a holistic approach to midwifery care and the integration of knowledge. Conduct a systematic holistic assessment of women's needs based on midwifery theory and evidence-based practice. 2. plan care in partnership with the woman taking into consideration the role and potential input of all members of the maternity care team. 3. implement planned midwifery care to achieve the identified outcomes. 4. evaluate a woman's progress toward expected outcomes and review plans in accordance with evaluation data and partnership with the woman. 5. establish and maintain caring interpersonal relationships with women and their families. 6. assess and confirm the health of women during pregnancy, labour, birth and the puerperium and provide appropriate midwifery care. 7. identify, critically analyse, disseminate and integrate midwifery and other evidence into midwifery practice. 8. initiate and/or participate in and evaluate audit and use the outcome of audit to improve the provision of maternity care. 9. contribute to service planning and budgetary processes through use of audit and midwifery knowledge. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. demonstrate autonomy, experience, competence, accountability, authority and responsibility in midwifery practice. 2. demonstrate leadership in midwifery practice. 3. use knowledge to autonomously identify, resolve and evaluate intellectual issues and practical problems that appear in midwifery practice. 4. identify and integrate research into areas of health care that can incorporate best evidence based practice. 5. use advanced skills to conduct an in-depth research study relevant to professional midwifery practice.

Midwifery: Competence-Role

Level 7	Level 8	Level 9
<p>Accept accountability for determining and achieving personal and/or group outcomes; take significant supervisory responsibility for the work of others in defined areas of work</p>	<p>Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups</p>	<p>Take significant responsibility for the work of individuals and groups; lead and initiate activity</p>
<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. accept responsibility for personal outcomes within a defined range of midwifery care activities. 2. undertake delegated midwifery care duties with supervision as appropriate. 3. respect the expertise of and work collaboratively with all members of the multi-professional care team. 4. adhere to the policies, procedures and clinical guidelines of the health care provider. 5. work within the boundaries of role competence. 6. seek guidance when unsure how to intervene or act. 7. take responsibility for own actions or omissions. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. effectively manage the midwifery care of women and their families. 2. contribute to the overall goal/mission of the health care institution. 3. demonstrate the ability to work as a team member. 4. determine priorities for midwifery care based on need, informed choice, acuity and optimal time for intervention. 5. select and utilise resources effectively and efficiently. 6. utilise methods to demonstrate quality assurance and quality management. 7. delegate to other midwives activities commensurate with their competence and within their scope of professional practice, having due regard for the principles outlined in the Scope of Nursing and Midwifery Practice Framework, when delegating a particular role or function. 8. facilitate the coordination of care. This is achieved through working, in partnership with a woman, with all team members to ensure that a woman's care is appropriate, effective and consistent. 9. provide leadership in clinical practice and act as a resource and role model for midwifery practice. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. co-ordinate evidence based practice audit and research to develop and evaluate midwifery practice. 2. actively contribute to the professional body of midwifery knowledge. 3. demonstrate the value of midwifery through the generation of midwifery knowledge and innovative midwifery education and practice. 4. teach others from a broad and in-depth knowledge base, derived from reflection on midwifery practice and expertise. 5. Critically review the working of teams and demonstrate skills in negotiation and the management of conflict.

Midwifery: Competence-Insight

Level 7	Level 8	Level 9
Express an internalised personal world view, manifesting solidarity with others	Express a comprehensive internalised, personal world view manifesting solidarity with others	Scrutinise and reflect on social norms and relationships and act to change them
<p>The graduate should be able to demonstrate an understanding of:</p> <ol style="list-style-type: none"> 1. the principles of professional regulation for midwives. 2. principles governing ethical behaviour in maternity care. 3. how he/she can recognise limitations of own level of knowledge, skill, attitude or competence. 4. the need for personal reflection upon clinical practice in midwifery. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. provide and articulate professional and ethical midwifery practice. Safe and effective practice requires a sound underpinning of theoretical knowledge that informs practice and is in turn informed by that practice. 2. practice in accordance with legislation affecting midwifery practice. 3. practice within the limits of own competence and take measures to develop own competence. 4. demonstrate an understanding and consciousness of professional midwifery practice issues through the process of reflection on experience. 5. generate and contribute to the development of clinical standards and guidelines. 6. use relevant knowledge to support and enhance midwifery knowledge and practice. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. identify and implement action to improve midwifery practice and initiate change. 2. identify and critically evaluate ethical issues and work with others towards their resolution. 3. develop the ability to be political within and outside of his/her employing organisation. 4. challenge assumptions and question values, beliefs and policies underpinning maternity care at individual, team and organisational level. 5. actively contribute to the quality of care through research that can advance midwifery and maternity care knowledge. 6. develop advanced communication skills in order to present balanced arguments. <ul style="list-style-type: none"> • present structured, rational and evidenced coherent arguments using appropriate strategies. • engage confidently in academic and multi-professional debate.

Midwifery: Competence-Learning to Learn

Level 7	Level 8	Level 9
Take initiative to identify and address learning needs and interact effectively in a learning group	Learn to act in variable and unfamiliar contexts; learn to manage learning tasks independently, professionally and ethically	Learn to self-evaluate and take responsibility for continuing academic/professional development
<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. reflect on personal experience to integrate experiential learning with theoretical knowledge. 2. identify personal and professional development needs. 3. take appropriate opportunities to enhance own level of knowledge, skill, attitude or competence. 4. show self-direction in use of time, motivation and commitment to enhancing professional development. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. take responsibility for personal and professional development. 2. act to enhance the personal and professional development of self and others. 3. demonstrate a commitment to life-long learning. 4. contribute to the learning experiences of colleagues through support, supervision and teaching. 5. educate and support women, their families and the wider community to maintain and promote health. 6. provide mentorship, preceptorship, teaching, facilitation and professional supervisory skills for midwives and other health care professionals. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. identify personal learning needs and the steps needed to meet them. 2. reflect critically on midwifery practice in order to improve it in self and others. 3. undertake complex and sustained analysis of subject matter and provide a balanced, logical and coherent conclusion. 4. continually evaluate personal contribution to current body of midwifery knowledge in practice. 5. utilise life-long learning skills to continue to develop knowledge applied to midwifery practice. 6. explore beyond scope of practice, developing effective and innovative midwifery practice. 7. demonstrate commitment to advancing the body of knowledge in midwifery practice.

Midwifery: Competence-Insight

Level 7	Level 8	Level 9
Express an internalised personal world view, manifesting solidarity with others	Express a comprehensive internalised, personal world view manifesting solidarity with others	Scrutinise and reflect on social norms and relationships and act to change them
<p>The graduate should be able to demonstrate an understanding of:</p> <ol style="list-style-type: none"> 1. the principles of professional regulation for midwives. 2. principles governing ethical behaviour in maternity care. 3. how he/she can recognise limitations of own level of knowledge, skill, attitude or competence. 4. the need for personal reflection upon clinical practice in midwifery. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. provide and articulate professional and ethical midwifery practice. Safe and effective practice requires a sound underpinning of theoretical knowledge that informs practice and is in turn informed by that practice. 2. practice in accordance with legislation affecting midwifery practice. 3. practice within the limits of own competence and take measures to develop own competence. 4. demonstrate an understanding and consciousness of professional midwifery practice issues through the process of reflection on experience. 5. generate and contribute to the development of clinical standards and guidelines. 6. use relevant knowledge to support and enhance midwifery knowledge and practice. 	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. identify and implement action to improve midwifery practice and initiate change. 2. identify and critically evaluate ethical issues and work with others towards their resolution. 3. develop the ability to be political within and outside of his/her employing organisation. 4. challenge assumptions and question values, beliefs and policies underpinning maternity care at individual, team and organisational level. 5. actively contribute to the quality of care through research that can advance midwifery and maternity care knowledge. 6. develop advanced communication skills in order to present balanced arguments. <ul style="list-style-type: none"> • present structured, rational and evidenced coherent arguments using appropriate strategies. • engage confidently in academic and multi-professional debate.

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