

Accreditation standards review

Written submission form

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Question 1- Continuity of care experience

Option 1 –attend the labour and birth for a majority of women (present requirement)

Question 2 – Labour and Birth

The number of spontaneous vaginal births for whom the student is the primary birth attendant remains at 30 women. This number prepares students to graduate with knowledge and skills necessary to attend births on their own accord. Students at the University of Technology Sydney have routinely been able to attend that number of births during the course.

In addition, we believe the number should be increased to 40 births to bring Australian standards into alignment with the Nursing and Midwifery Council Standards for pre-registration midwifery education 2009 in the United Kingdom. This requirement states where 40 births are not achievable then it may be reduced to a minimum of 30 provided that the student participates actively in 20 further births. We endorse students should personally carry out a minimum number of 30 births.

Question 3

Should educational preparation for prescribing to the midwife's scope of practice be included in curricula of entry- to-practice midwifery programs?

Yes we believe that midwives should be educated to meet their full scope of practice and this includes prescribing and ordering pathology and screening test.

Question 4

What might be the implications of including preparation to prescribe in entry-to-practice midwifery programs?

In the forthcoming accreditation program we will be including prescribing for midwives in our curriculum.

Question 5

Do the draft accreditation standards cover the required knowledge, skills and attitudes to ensure that the graduate meets the NMBA Midwife standards for practice?

We believe the Accreditation standards align mostly with the NMBA Midwife Standards for Practice (2018) with the exception of the notable omission of Standard 5, "Student assessment ". The accreditation standards should direct use of the validated Australian Midwifery Standards Assessment Tool (2018) which is aligned with the NMBA Standards for practice (2018)

Question 6

Are there any additional criteria that should be included?

See above question in regard to the omission of the AMSAT assessment tool.

The accreditation standards lack the ability to prepare graduates from Australia to register as a midwife in other countries such as the United Kingdom and the European

Union. The standards do not provide experience in community settings and homebirth experiences.

To meet the requirements of students in the rural setting and number of births we recommend an exchange program between metropolitan and rural settings for students to gain comprehensive clinical knowledge and skills.

Question 7

Are there any criteria that could be deleted or amalgamated with another criteria?

No

Question 8

Please provide any other feedback about the structure/content of the draft standards

We recommend pre-registration courses for midwifery should be a minimum of 3 years of midwifery content and 18 months for registered nurses wishing to become a midwife in accordance with the International Confederation of Midwives Global Standards for Midwifery Education (2013) and the Nursing and Midwifery Council of the United Kingdom Standards for pre-registration midwifery education (2009).

Question 9

Are there further issues that should be addressed in the revision of the Midwife Accreditation Standards that have not been discussed so far in the consultation process?

We would like to see more focus on midwifery continuity of care based on the vast body of evidence to support this as a learning experience. We would also recommend students are placed in these models for clinical experience as they transition to becoming a midwife.