Workplace learning in healthcare education

dr. Kuldip Bharj & dr. Mieke Embo
14/10/2016
k.k.bharj@leeds.ac.k
mieke.embo@arteveldehs.be
Objectives

- Highlighting the directives aimed to strengthen midwifery education worldwide and to provide common benchmarks for midwifery education and practice globally.

- Consider how workplace learning can be organised to ensure ongoing competency development within the curriculum and that learners are prepared for lifelong learning.
Strengthening Midwifery globally
www.internationalmidwives.org
Social world maps

- HDI 2007/2008
- Evolution of human development in the 2000s
- Education Index
- World literacy rates
- State of population
- Percent below national poverty line
- Percent of population living on less than $1 per day
- Median age
- Births attended by a skilled health personnel
- Life expectancy
- Religion
- Suicide rates per 100,000 people
- Laws on homosexuality
- Malaria as of 2003
European Directives

How the EU directive is guiding midwifery education in Europe today
Belgium

3 official languages: Dutch, French, German

Federal state: Everything connected with public interest
1 Minister of health

Community: Everything related to culture in the broad sense
2 Ministers of Education

14/10/2016  International Midwifery Week Ghent
Belgium: Public Health

1 Minister of Public Health
Maggie De Block

federal public service
HEALTH, FOOD CHAIN SAFETY AND ENVIRONMENT

Professional Profile
2006 - 2015

www.health.fgov.be
FOD vroedvrouwen

Vroedvrouw

12/01/2016

Een verloskundige, vroedkundige of vroedvrouw (ook voor mannen) betreft zich bezig met het begeleiden van de
Belgium: Education

**Minister Crevits Hilde**
Vlaamse gemeenschap  
Accreditation: NVAO  
Accreditation Organisation of the Netherlands and Flanders  
Flemisch Educational profile  
Midwifery: 3 years - bachelor - Dutch  
9 schools (12 departments)

**Minister Marcourt Jean-Claude**
Enseignement Supérieur  
Fédération Wallonie-Bruxelles  
Accreditation: AEQES  
l'Agence pour l'Evaluation de la Qualité de l'Enseignement Supérieur  
Note de compétences 2010  
CGHE, Conseil Général des Hautes Ecoles  
Midwifery: 4 years – bachelor - French  
9 schools
Professional Organisations

International Confederation of Midwives

Strengthening Midwifery Globally

Belgian Midwives Association

European Midwives Association

Vlaamse Beroepsorganisatie van Vroedvrouwen

careforlife

14/10/2016  International Midwifery Week Ghent
The first pillar of a strong midwifery profession is **Education** to provide a highly competent, qualified workforce.

Faizabad Midwifery Education School, Afghanistan, trainer Farzana Darkhani uses a mannequin to show students how to stop post-partum bleeding by hand. Photograph: WHO Christopher Black

**Find the ICM Core documents here:**

- ICM Essential Competencies for Basic Midwifery Practice *(2010 amended 2013)* for the basis of the curriculum for midwifery education.
- ICM Standard Equipment List for Competency-Based Skills Training *(2012)*
- ICM Model Curriculum Outlines for Professional Midwifery Education *(2012)* provides guidelines for the development of midwifery curricula which, in line with competencies and education standards take cognisance of the context without compromising quality.
- Coming soon: Midwifery Services Framework

**Developing the Standards**

The ICM Council drafted the 2010 amended Middle Core Standards for Midwifery Education.
Global Standards for Midwifery Education

To strengthen midwifery worldwide by preparing fully qualified midwives to provide high quality, evidence-based health services for women, newborns, and childbearing families.

ICM, 2010 amended 2013
Group work

1. Reflect on the ICM statement and consider how workplace learning enables you to achieve this.

2. Consider what facilitates this learning.

3. Consider the barriers which hinder this learning.
Essential underlying educational conditions

<table>
<thead>
<tr>
<th>Legislation</th>
<th>Theory</th>
<th>Competency framework</th>
</tr>
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<tbody>
<tr>
<td><img src="image1.png" alt="Legislation Image" /></td>
<td><img src="image2.png" alt="Theory Image" /></td>
<td><img src="image3.png" alt="Competency Framework Image" /></td>
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<table>
<thead>
<tr>
<th>Programme</th>
<th>Stakeholders &amp; Roles</th>
<th>Processes: learning, assessment, supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4.png" alt="Programme Image" /></td>
<td><img src="image5.png" alt="Stakeholders &amp; Roles Image" /></td>
<td><img src="image6.png" alt="Processes Image" /></td>
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</tbody>
</table>
## Essential underlying educational conditions

<table>
<thead>
<tr>
<th>Instrument (E-portfolio)</th>
<th>Quality</th>
<th>Peers</th>
</tr>
</thead>
</table>

- **Quality**
  - Focus on Quality

- **Peers**
  - ![Peers Image]

- **Training**
  - ![Training Image]

- **Observation**
  - ![Observation Image]
The first pillar of a strong midwifery profession is **Education** to provide a highly competent, qualified workforce.

![Image of midwives](image)

Faizabad Midwifery Education School, Afghanistan, trainer Farzana Dakhani uses a mannequin to show students how to stop post-partum bleeding by hand. Photograph: WHO Christopher Black

**Find the ICM Core documents here:**

- **ICM Global Standards for Midwifery Education** (2010 amended 2013) form a framework for the development of midwifery education.
- **ICM Essential Competencies for Basic Midwifery Practice** (2010 amended 2013) for the basis of the curriculum for midwifery education.
- **ICM Model Curriculum Outlines for Professional Midwifery Education** (2012) provides guidelines for the development of midwifery curricula which, in line with competencies and education standards take cognisance of the context without compromising quality.
- Coming soon: Midwifery Services Framework

**Developing the Standards**

The **ICM Core Documents 2010** are based on the **Global Standards for** midwifery, elaborated in 1996.
C = Outcome-based education

- Language [labour market and education]¹
- Structure [profession & curriculum]¹
- Integrating [knowledge, skills, attitudes in a context]²
- Professional competence³
- A Lifelong Competence Learning Journey⁴

ICM Essential competencies for basic midwifery practice

1. C in Social, Epidemiologic and Cultural context of Maternal and newborn Care
2. C in Pre-Pregnancy Care and Family Planning
3. C in Provision of Care During Pregnancy
4. C in Provision of Care During Labour and Birth
5. C in Provision of Care for Women During the Postpartum Period
6. C in Postnatal Care of the Newborn
7. C in Facilitation of Abortion-Related care

www.internationalmidwives.org
C = competency
Thank you for participating in this survey.

This is the second round of a Delphi survey to update the International Confederation of Midwives (ICM) Essential Competencies for basic midwifery practice.

This update is being conducted by a team of researchers at the Division of Midwifery at the University of British Columbia (UBC), working with a wider Core Working Group comprising members of the ICM’s Education Standing Committee, Competencies and Standards Section, the ICM Board, and midwifery education leaders across ICM’s global regions.

All information received will be de-identified during the analysis process and in final reports so that no individual participant can be identified. All electronic data generated during the analysis and report writing will be stored on a secure server at UBC and all hard copies in a locked filing cabinet at the UBC Midwifery offices.
Competency Framework in Belgium

This framework was based on:

- the European Directives,
- the International Confederation of Midwives (ICM) Essential Competencies for Basic Midwifery Practice (ICM 2010, amended 2013),
- the relevant Belgian professional legislation and professional competencies (2006),
- and the existing education programmes (2008).
Competencies or learning outcomes

1. Physiology, care and guidance
2. Risk detection and Risk selection
3. Pathology, care and guidance
4. Psycho-social context
5. Ethics and legislation
6. Health educator
7. Collaboration and Communication
8. Coaching
9. Personal and professional development
10. Evidence-based care
11. Quality and care

http://www.royalcollege.ca/portal/page/portal/rc/canmeds
CanMEDS Competency Framework
Gezondheidszorgberoepen in evolutie

Naar een geïntegreerde gezondheidszorg

KB 78 HERVORMD

Interdisciplinaire gezondheidszorg die met competentie zorgverleners erop gericht is kwaliteitsvolle zorg aan te bieden aan de patiënt, op maat van de patiënt en met de patiënt.
Competencies or learning outcomes

1. Physiology, care and guidance
2. Risk detection and Risk selection
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10. Evidence-based care
11. Quality and care
Midwifery education: Workplace Learning
How to organize continuous workplace learning in undergraduate education?

Embo’s continuous workplace learning model

A Lifelong Competence Journey

different workplaces

different stakeholders

Embo et al. Integrating Learning, Assessment and supervision in a competency framework education. Nurse Education Today 2014; http://dx.doi.org/10.1016/j.nedt.2014.11.022
Digitaliseren Werkplekleren
Onderwijsinnovatietraject 2015-2016
Opleidingen Logopedie, Vroedkunde en Dienst O&I

E-Portfolio

BEOORDELING
Delphi Valideringsstudie

Methodologie en Design
- Onderzoeksprotocol
- Aanvullend je netwerk
- Bevorderlijke Acties
- Overige bevorderlijke praat

Evos

Kwaliteit

Valorisatie

België
Australië
Spanje
België
Nederland
Portugal
UAE Abu Dhabi
België
Canada


Contact: t.mieke.embo@arteveldehogeschool.be / Universiteit College Artseveldehogeschool Ghent, head of midwifery department, Voetweg 66 9000 Ghent (Belgium)
Digitalising workplace learning
Future research

Continuous Professional Development

Minister van Volksgezondheid Maggie De Block (Open Vld) wil alle 500.000 zorgverleners in ons land verplichten om in een portfolio hun
3 VRK Kraam - Arteveldehogeschool

Prenatale onderzoeken  |  Begeleiding zwangere in partu  |  Verzorging kraamvrouwen  |  Verzorging pasgeborenen  
Verzorging perinatale complicaties  |  Verzorging risicopasgeborenen  |  Voorlichting en begeleiding  
Gynaecologische pathologie  |  Aanvullende vaardigheden  |  Uurregistraties

Prenatale onderzoeken
References


Thanks & Good luck!

Kuldip & Mieke