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**Evidencing student midwives learning needs and subsequent curricula development needs.**

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**Background**

- Student midwives are expected to participate in theoretical and practice experiences during their pre-registration midwifery course to enable them to develop the professional skills they require and to learn how to translate knowledge into practice.
- This includes making effective assessments of maternal well-being during the postnatal period.
- National evidence highlights concerns regarding exposure, experience and skill development regarding postnatal care. However there is little detailed evidence from the perspective of student midwives.

**Research Intentions**

**Aim**

- To enhance student midwives’ experiences of postnatal genital tract assessment skills within the midwifery preregistration curricula.

**Objectives**

1. Critique learning opportunities within pre-registration midwifery curricula, in both university and practice setting.
2. Explore student midwives perceptions of their abilities to select and undertake a range of maternal postnatal genital tract assessments.
3. Consider factors potentially impacting upon students’ ability to engage in appropriate opportunities and experiences.
4. Identify areas for development, with the potential to enhance student experiences and satisfaction.

**Research Design**

- A single, instrumental case study was employed as it enables the exploration of a particular phenomena within a given context. Sampling was purposefully involving all final year midwife students at a North East HEI.

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**Data Source**

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<thead>
<tr>
<th>Objective 1</th>
<th>Objective 2</th>
<th>Objective 3</th>
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<tbody>
<tr>
<td>Review of Programme Declarative evidence</td>
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<tr>
<td>Survey of all final year student midwives</td>
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<td>25 completed from potential of 44 students</td>
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<td>11 in depth semi structured narrative interviews of final year student midwives.</td>
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<td>Student midwife workshop to verify findings and highlight opportunities for enhancement</td>
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**Findings**

- "We had a postnatal ward mixed with an ante natal bay and the ante natal bay was where the majority of [the] midwife energy was spent, a lot of the time, I’d be in there stopping people’s IVs beeping and putting them on CTGs and doing all of that.”

**Knowledge exchange**

Shaped and shared with stakeholders

As key stakeholders, student midwives were engaged in all aspects of the research process, including research design, providing the data and via the data workshop, refining the data and developing curricula developments.

**Areas for development**

Maximise GTA (postnatal) curricula opportunities:
- Balancing the curriculum – ensuring emphasis upon maternal postnatal assessment including assessment.
- Skills attainment opportunities within the university setting.
- Consider placement plans and local opportunities.
- Student status and the value of caseload practice.
- Prepare mentors to maximise access to learning experiences, particularly clinical reasoning process.
- Prepare mentors and students for reciprocal learning: exchange knowledge and enhance practice.
- Prepare students to sensitively question mentors to uncover practice skills.
- Opportunities to debrief and share learning experiences: knowledge exchange between students and HEI Staff.
- Engaging students in creating and refining evidence.

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**References**