



Identified Competency Focus Areas and Core Courses for National Exit Examination

(Revised)

Program: Bachelor of Science in *Midwifery*

Bachelor of Science in *Post basic Midwifery*

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Abbreviations and Acronyms

CS	Cesarean Section
CHRs	Credit hours
ECTS	European Credit Transfer and Accumulation system
FP	Family planning
GBV	Gender Based violence
GTD	Gestational trophoblastic Diseases
HIV	Human Immune Virus
MISP	Minimum initial service packages
Moe	Ministry of Education
MOH	Ministry of Health
MVA	Manual Vacuum Aspiration
PHCU	Primary Health Care Unit
PID	Pelvic Inflammatory Diseases
PMTCT	Prevention of Mother to Child
RH	Reproductive Health
SRMNCA ^{YH}	Sexual, Reproductive, Maternal, Newborn, Child, Adolescent, and Youth health
SRMNCH	Sexual, Reproductive, Maternal, Newborn and Child Health
STIs	Sexual Transmitted Infection
TB	Tuberculosis
WHO	World Health Organization

1. Introduction

At the international level, World Health Report identified 57 countries including Ethiopia as having severe health work force crisis making high coverage with essential health interventions including those necessary to meet health related sustainable development goals. In the case of Ethiopia, the shortage was more critical for midwives and other health professionals. Additionally, graduates from medical institutions were not community oriented, in such a way that could identify and manage community high priority problems based on the required competency. In order to address the severe shortage and skill gaps of Midwifery graduates, the Government of Ethiopia has scaled up midwifery education by expanding number of medical schools and annual student enrollment with the exit exam standards. Despite the significant step made to date, the midwife to population ratio continues to lag far behind the WHO benchmark of 1 in 5,000 warranting further scale-up of midwifery training. Furthermore, the quality of Midwifery graduates from training institutions lack the quality in which the country demands which makes them to deliver the necessary services quality as per the standards to the community. In keeping with its mission to provide quality education in the country, MOE wanted to develop a ground-breaking, competency based, community sensitive curriculum for undergraduate midwifery education that will produce midwives with community sensitive, critical thinking and problem-solving skills.

Now a days, several great issues that confront us today includes unemployment, incompetent graduates, challenges in maternal, neonatal and infant mortality and morbidity are the main burning issues in related with advancing maternal and neonatal health with the help of producing competent graduate Midwives. In order to solve the above stated challenges, we must create competent graduates Midwives who can understand the complex nature of the maternal and newborn health challenges and in a track of applying their professional knowledge, skill and attitude to the national and international standards.

Thus, implementing national exit examination for Midwifery program graduates will have a great implication in producing competent Midwifery professionals in knowledge, skill, and attitude which will help in advancing the Sexual, Reproductive, Maternal, Newborn, Child,

Adolescent, and Youth health (SRMNCAHYH). More importantly, competent Midwives will have a great role in reducing maternal, newborn and infant mortality and morbidity.

Moreover, there should be an intervention strategy to evaluate whether graduates have attained the required competencies with the desired knowledge, skill, and attitude through a comprehensive assessment of learning. Implementing an exit exam as an intervention strategy is one of the best ways to check whether students achieved the desired level of competency and earning outcome with required learning domains. Based on the direction from Ministry of Education (MoE) on exit examination, the national **exit examination tool** is expected to measure the learning outcomes of a program to assess students' overall understanding of their educational experience. Hence, competence-based comprehensive examination/s are conducted upon the completion of the graduate program.

Although the implementation of licensure exam for graduate midwives were already started with the help of Ministry of Health (FMOH), the MOE has been working on a strategy to implement national exit examination for all undergraduate programs at national level beginning from the 2015 E.C(2022/23 G.C).

1.1. The Main Objectives of Exit Examination

- To ensure students' achievement and improve the quality of education.
- To improve the relevance of academic programs and institutional performance.
- To assess whether higher education graduates attain the graduate profile or not.
- To produce skilled and competent manpower for local, national, and international markets in Midwifery.
- To ensure that graduates achieve the required learning outcomes and hence meet the graduate profile of the curriculum.
- To provide a platform as a quality monitoring tool in the form of certification of competence for employment.

1.2. Significance of the Document

It is crystal clear to set competency areas of the subject matter (program) in order to measure how much attributable skills, knowledge, and attitudes graduates acquired. It is also important set competencies that helps to assess this domains basic of graduating students in

Midwifery. In addition it is essential to systematically identify the core courses which will be included the exit exam. Moreover, the document will help standardization of higher education programs and to be able to ensure minimum quality standards across all programs.

2. Expected profiles of Graduates

A graduate's profile is the general description of the desirable qualities of graduates in real-world work. Graduates' profile helps to determine the students' conceptual knowledge, skills, and attitude that they possess. A graduate profile can be advanced through experience in the real world.

After critical review of existing national documents on learning outcomes including the current BSc curriculum, a graduating midwife is expected to accomplish all the procedures in observing, assisting and independently performing tasks in; pre-conception, reproductive and adolescent health care; family planning services, midwifery care during pregnancy, labor and delivery/ birth, and postpartum care, midwifery care for newborns and children, including midwifery care for gynecologic patients and basic midwifery care. Beside a graduating midwifery student is expected to attain necessary understanding of theoretical, analytical tools, and practical implementation of social, epidemiologic & cultural context of midwifery practice, organizational management & leadership, research and evidence based midwifery care, interpersonal relationship and communication, professional, ethical & legal midwifery practice

3. Competences and Learning Outcomes

3.1. Competencies

The competency of students will be measured by national exit examination at the end of completion of midwifery courses with a great emphasis on students' knowledge, skill, and attitude. The details of the competency are presented here below by categorizing knowledge, skills, and attitudes.

Areas of Competency	Expected Competencies to be achieved
Knowledge	<p>Graduates will be able to:</p> <ul style="list-style-type: none"> ➤ Understand social, epidemiologic & cultural context of midwifery practice

	<ul style="list-style-type: none"> ➤ Analyze pre-conception, reproductive and adolescent health Care ➤ Understand family planning services ➤ Explain midwifery Care during pregnancy ➤ Acquire the basic concepts of midwifery Care during Labor and Delivery and postpartum period ➤ Understand midwifery Care for Newborns and children ➤ Discuss midwifery Care for Gynecologic patients ➤ Summarize Organizational Management & Leadership ➤ To know Research and evidence based midwifery care ➤ Understand Interpersonal relationship and communication ➤ Identify Professional, ethical & legal Midwifery practice ➤ Interpret the essential aspects of Basic midwifery care
Skill	<ul style="list-style-type: none"> ➤ Apply social, epidemiologic & cultural context of midwifery practice ➤ Provide pre-conception, reproductive and adolescent health Care ➤ Conduct family planning services ➤ Provide midwifery Care during pregnancy ➤ Provide midwifery Care during Labor and Delivery and postpartum period ➤ Provide midwifery Care for Newborns and children ➤ Provide midwifery Care for Gynecologic patients ➤ Implement Organizational Management & Leadership ➤ Perform Research and evidence based midwifery care ➤ Establish Interpersonal relationship and communication ➤ Apply Professional, ethical & legal Midwifery practice ➤ Conduct the essential aspects of Basic midwifery care
Attitude	<ul style="list-style-type: none"> ➤ Appreciate the clinical and public aspects of midwifery care ➤ Value social, epidemiologic & cultural context of midwifery practice ➤ Preserve Professional, ethical & legal Midwifery practice ➤ Value Interpersonal relationship and communication

3.2. Learning Outcomes

In order to achieve the competencies the students will be able to:

- Apply the knowledge and skills of anatomy in midwifery practice.
- Apply the knowledge and skills of physiology in midwifery practice.
- Apply the basic concepts of biochemistry in midwifery practice.
- understand the knowledge of anatomy and physiology of female reproductive organ and fetal skull.
- Perform history taking, physical examination and diagnostic investigation for laboring mother.
- Discuss the sign and symptom of labor & its mechanisms in various fetal presentations and positions
- Plot/interpret partograph to follow progress in labor & Assess maternal, fetal wellbeing and progress of labor.
- Provide pain management including non-pharmacologic measures during labor and delivery.
- Administer local anesthetic to the perineum when episiotomy is anticipated or perineal repair is required.
- Prescribe, dispense or administer (however authorized to do so in the jurisdiction of practice) selected, life-saving drugs (e.g., antibiotics, anticonvulsants, antimalarial, antihypertensive, antiretroviral).
- Identify abnormal labor patterns in each stage of labor and initiate appropriate and timely intervention and/or referral.
- Perform induction and augmentation of labor.
- Identify cephalo-pelvic disproportion, manage or refer obstructed labor, identify risks for obstetric fistula and provide care for women with obstetric fistula.
- Manage complications of third stages of labor (retained conceptus tissue, atonic uterus, tears).
- Understand common obstetric emergencies during labor and delivery (obstetric hemorrhage, cord prolapse, shoulder dystocia).
- Assess preeclampsia and eclampsia & Manage its complications.
- Identify and manage shock and perform adult cardio-pulmonary resuscitation.
- Identify indication and contraindication for instrumental delivery & different types of destructive delivery.
- Evaluate pregnant woman with previous C/Section for vaginal delivery.
- Provide pre and post-operative care for patients undergone operative delivery.
- Discuss components of immediate newborn care & provide newborn resuscitation.
- explain the types of post-partum family planning & Provide post-partum family planning.
- Counsel the mother about nutrition & exclusive breast feeding.
- Counsel the mother about harmful traditional practice & the mother about immunization.
- Describe about the maternal & neonatal danger signs.
- Manage post-partum sepsis & mental disorders during post-partum period.
- Explain genetic disorder & sex chromosomal anomalies.
- Describe gynecologic assessment approaches using midwifery care process.
- Provide perioperative midwifery care for surgical gynecologic clients.

- Discuss policies, protocols, laws and regulations related to abortion care services.
- Describe care, information and support that are needed during and after miscarriage or abortion (physical and psychological) and services available in the community.
- Discuss pharmanco-therapeutic basics of drugs recommended for abortion.
- Apply medical eligibility criteria for all available abortion methods.
- Perform MVA of the uterus up to 12 weeks of pregnancy & provide family planning counseling as an integral component of abortion service.
- Differentiate clinical features of ectopic pregnancy and GTD.
- Discuss common disorders associated with menopause, infertility, abnormal uterine bleeding.
- Explain PID and STIs and hepatitis.
- Identify fistula and incontinence of urine.
- Classify Benign and malignant uterine, breast, cervical ovarian tumors & etc.
- Discuss utero-vaginal prolapse.
- Perform cervical cancer screening procedures (pap smear, iodine and ascetic acid test) for gynecologic client.
- Describe the assessment and management for Victims of Gender Based Violence/GBV.
- Describe the principles of health care ethics.
- Apply the principles of health care ethics.
- Demonstrate basic Nursing art skills in Midwifery practice.
- Provide basic life support for emergency victim.
- Demonstrate appropriate communication and listening skills across all domains of competency
- Plan, conduct and evaluate Health education in different health settings
- Apply basic principles of communicable disease control.
- Identify vectors of health importance and introduce appropriate control measures.
- Apply basic concepts of pharmacology in midwifery care practice.
- Apply the basic concepts and principles of microbiology and parasitology in midwifery Practice.
- Analyze the basic mechanism of diseases common to various types of illness.
- Recognize systemic diseases /systemic pathology
- Perform and interpret basic laboratory tests in the midwifery practice.
- Describe the history, evolution and functions of public health and its relevance to the practice of midwifery
- Apply epidemiological approach to disease causation with emphasis on infectious diseases
- Apply levels of prevention regarding avoidance and control at different levels
- Apply the different types of epidemiologic studies
- Calculate and interpret measures of morbidity and mortality including from existing data sources
- Apply different methods of data collection in the community
- Apply basic biostatistics concepts, tools and methods
- Describe criteria for establishing and evaluating screening programs and factors that affect validity and reliability of screening tests

- Describe the processes, uses, and evaluation of public health surveillance
- Apply the steps of an outbreak investigation and management
- Discuss epidemiology of diseases of public health significance in Ethiopia and locally
- Demonstrate clear, sensitive and effective communication skills in interactions with individuals, families, communities, PHCU staff, local health department staff, peers and faculty
- Suggest health promotion and disease prevention methods for major public health problems
- Demonstrate professional values and behavior in interaction with individuals, families and communities consistent with the future role of a midwives.
- Demonstrate key public health values, attitudes and behaviors such as commitment to equity and social justice, recognition of the importance of the health of the community as well as the individual, and respect for diversity, self-determination, empowerment, and community participation.
- Analyze community practice experience and perform practice-based improvement activities using a systematic methodology.
- Search, collect, organize and interpret health and health-related information from different sources.
- Explain the concepts of pre-conception care
- Demonstrate counseling on pre-conception care to couples
- Recognize the implications of common medical and surgical disorders on pregnancy
- Assess environmental toxins that affect healthy pregnancy and positive parenting
- Assess maternal life style that affect healthy pregnancy and positive parenting
- Assess any complications from previous pregnancies
- Order, perform and interpret screening tests and manage that are important for healthy pregnancy and positive parenting
- Provide care, support and referral for the HIV- positive woman in a compassionate manner.
- Assess mental health disorders and provide care for common psychiatric disorders
- Describe concepts and principles of RH
- Explain the historical development of RH and RH rights
- Identify components of Reproductive Health Care
- Describe the magnitude, distribution and trends of maternal mortality and morbidity
- Analyze determinants of maternal health from supply and demand perspective
- Define gender related concepts.
- Analyze the magnitude, distribution, and consequences of GBV.
- Identify the key interventions of maternal survival.
- Design a project to improve maternal health services.
- Identify the common reproductive organ cancers in women.
- Discuss the rationale of child health and child rights.
- Analyze the magnitude, distribution and trends of perinatal and neonatal mortality.
- Describe the major causes and determinants of perinatal and newborn mortality.
- Explain neonatal survival strategies.
- Describe adolescent and youth health.

- Characterize adolescent developmental stages.
- Discuss common Adolescent sexual and reproductive health problem.
- Explain sexual and reproductive health needs of special population.
- Discuss adolescent friendly service delivery strategies.
- Explain the rationale of FP at different timelines.
- Identify family planning methods, their advantages and drawbacks.
- Explain Family planning delivery strategies.
- Discuss family planning service integration.
- Analyze the trend, distribution, and determinants of contraceptive use.

3. Categorizing Courses of the Program into Themes

National Exit Examination in midwifery program for undergraduate students' competency has five core themes under eight sub-themes. These are midwifery care during pregnancy, labor and delivery and postpartum periods, midwifery care for pre-conception, reproductive and adolescent, midwifery care for gynecologic patients, basic midwifery care, midwifery care for newborns and under five children, research and evidence based midwifery care, organizational management & leadership, professional, ethical & legal midwifery practice and health promotion and disease prevention themes. Under the midwifery care during pregnancy, labor and delivery and postpartum periods courses such as antenatal care, obstetric ultrasound, labor and delivery, and postnatal course would be considered. While Preconception care family planning and reproductive health courses are categorized under the midwifery care for pre-conception themes with three core courses. Gynaecology course is falls under midwifery care for gynaecologic patients while health service management, health economics and health informatics course are categorized under organizational management & leadership sub-theme. Sub theme basic midwifery care include health assessment, first aid, fundamentals of nursing and medical surgical. Neonatology and paediatrics and child health courses are grouped in sub- thematic area of midwifery care for new-borns and under five children. Biostatistics epidemiology and research methodology are designated in research and evidence based midwifery care. Midwifery professional ethics and midwifery education and curriculum are sorted within sub-thematic area of professional, ethical & legal midwifery practice. Moreover, the final health promotion and disease prevention theme takes four courses into account such as health education, environmental health, human nutrition and control of communicable disease.

4. Courses to be Included in the Exit Examination

This document has been compiled with **five themes** and **eight sub-themes** for exit examination for achieving the competencies level of graduates that are expected to acquire. According to the direction suggested by the head of quality and competency improvement desk (at MOE), during the preparation of this document, there was a general consensus that a specific program should consider a total of **10-15 lists of courses**. In midwifery bachelor of science program there is plenty number of courses that were prescribed in sequences like part I and part II; but the core courses are clearly presented and have been selected in this document. Accordingly, this exit examination document has identified **16 courses** delivered at different semesters and academic calendars.

S.No.	Themes	List of Course	Course Code	ECTS	Chr
	Patient Care	Preconception Care	MidwM2071	3	2
		Reproductive health	MidwM2071	4	3
		Family planning	MidwM3091	7	4
		Antenatal care	MidwM2081	17	10
		Labor and delivery	MidwM3101	18	11
		Postnatal course	MidwM3101	8	5
		Gynecology	MidwM3111	8	5
		Pediatrics and child health	MidwM3141	7	4
		Neonatology	MidwM3131	7	4
		Fundamentals of nursing	MidwM1021	4	3
		Total	83	51	
	Scholar	Epidemiology	SPHM2062	3	2
		Biostatics	SPHM2062	4	3
		search methodology	MidwM4192	3	2
		Total	10	7	
	Leadership and Management	Health service management	SPHM3152	2	1

4	Health Promotion and Disease prevention	Communicable disease control	SPMH2032	3	2
5	Professionalism	Midwifery professional ethics	MidwM1021	2	1

6. Conclusion

Having a competent base exit examination guide in midwifery program enables our graduates to have a solid understanding in Sexual, Reproductive, Maternal, Newborn, Child, Adolescent, and Youth health (SRMNCAHYH). It will play its vital role in producing competent midwives who will have a great role in reducing maternal, newborn and infant mortality and morbidity in Ethiopia. Generally, the basic aim of the national exit examination is to produce high-level and qualified professionals in midwifery for local, national, and international markets in Midwifery and to provide a platform as a quality monitoring tool in the form of certification of competence for employment. The national exit examination will offers a comprehensive basis for graduates' careers and further education in midwifery professional courses on the identified course lists and themes of the program.

Graduates in midwifery will be equipped with knowledge, attitude and skill in maternal child health care and other health issues in the community to improve health care service in the country. And also, the academia, students, and concerned higher officials are expected to be responsible for the successfulness of the new intervention cope up mechanism the so-called National Exit Examination.

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