



Royal College  
of Midwives

# Decolonising midwifery education toolkit

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# Background

Toolkit inspired by Student Midwife Forum webinar on decolonising the curriculum.

Stakeholder groups set up – students, midwives, lecturers, RCM Fellows, NMC, RCOG, RHO, sociologist, anthropologist, service users, RCM staff.

Two face-to-face workshops; hot topic session at the RCM's annual conference.



# Context

- MBRRACE report (Knight et al 2022)
  - Black women x 3.7 more likely to die in childbirth;
  - Asian women x 1.8 more likely
  - mixed-race x 1.3 more likely.
- Birthrights (2022) and Five X More (Peter and Wheeler 2022) reports both call for decolonising of the curriculum.
- No specific work published in midwifery; some in healthcare.



The aim of this toolkit is to empower midwifery educators to challenge the implicit and explicit legacies of colonial perspectives in all aspects of midwifery education.



# Toolkit



- Toolkit in four sections
  - Recruitment
  - Curriculum
  - Assessment
  - Practice
- Each section comprises commentary, best practice and reflective questions
- Purpose is to enable midwifery education programmes to consider their own programme against best practice and reflective questions



# Recruitment

University open days are an early opportunity to demonstrate equality and diversity. A representation from staff, students and equality, diversity and inclusion (EDI) champions can promote positive first perceptions and engagement.



Representation &  
collaboration

Targeted approach

Underpinned with  
training & data  
collection



# Curriculum



To promote equitable outcomes for students from racialised minorities, consideration must be given to how the curriculum can be designed to incorporate a flexible approach to learning and teaching.







Diversifying the curriculum increases students' sense of belonging & attainment



Ongoing cultural safety training and workshops for all staff - cultural safety woven throughout the curriculum



Focused lectures on active allyship, micro aggressions and systemic racism



# Assessment

Ensure assessments do not perpetuate racial stereotyping and micro-aggressions but promote cultural awareness and safety, using the lived experiences of women, birthing people and families.



- Inclusivity to be core principle of assessment at all points and every level
- Assessment plays key role in consequential decisions that can limit/enhance students' choices or career aspirations
- Assessment type should not disadvantage global majority students



# Practice



Do lecturers and students have sessions on sensitive/courageous conversations?

Is there a 'safe space' for these conversations to take place?



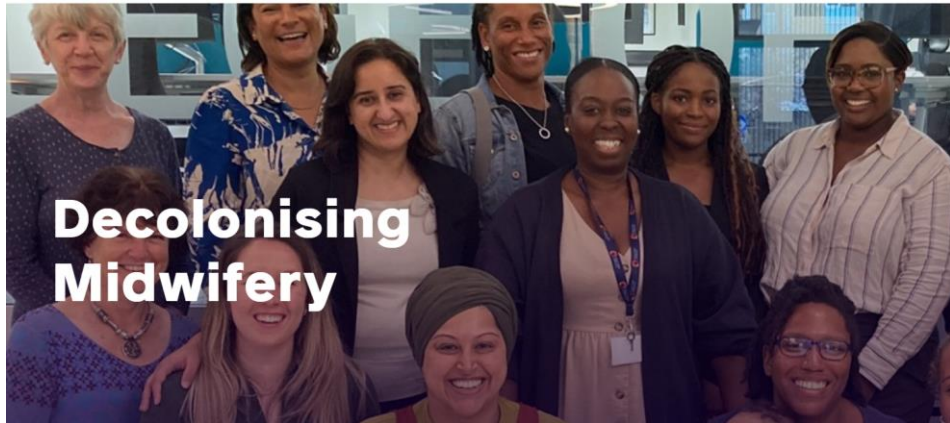
Safe spaces and safe people

Raising concerns policies

Practice placement allocations



# Decolonising midwifery hub



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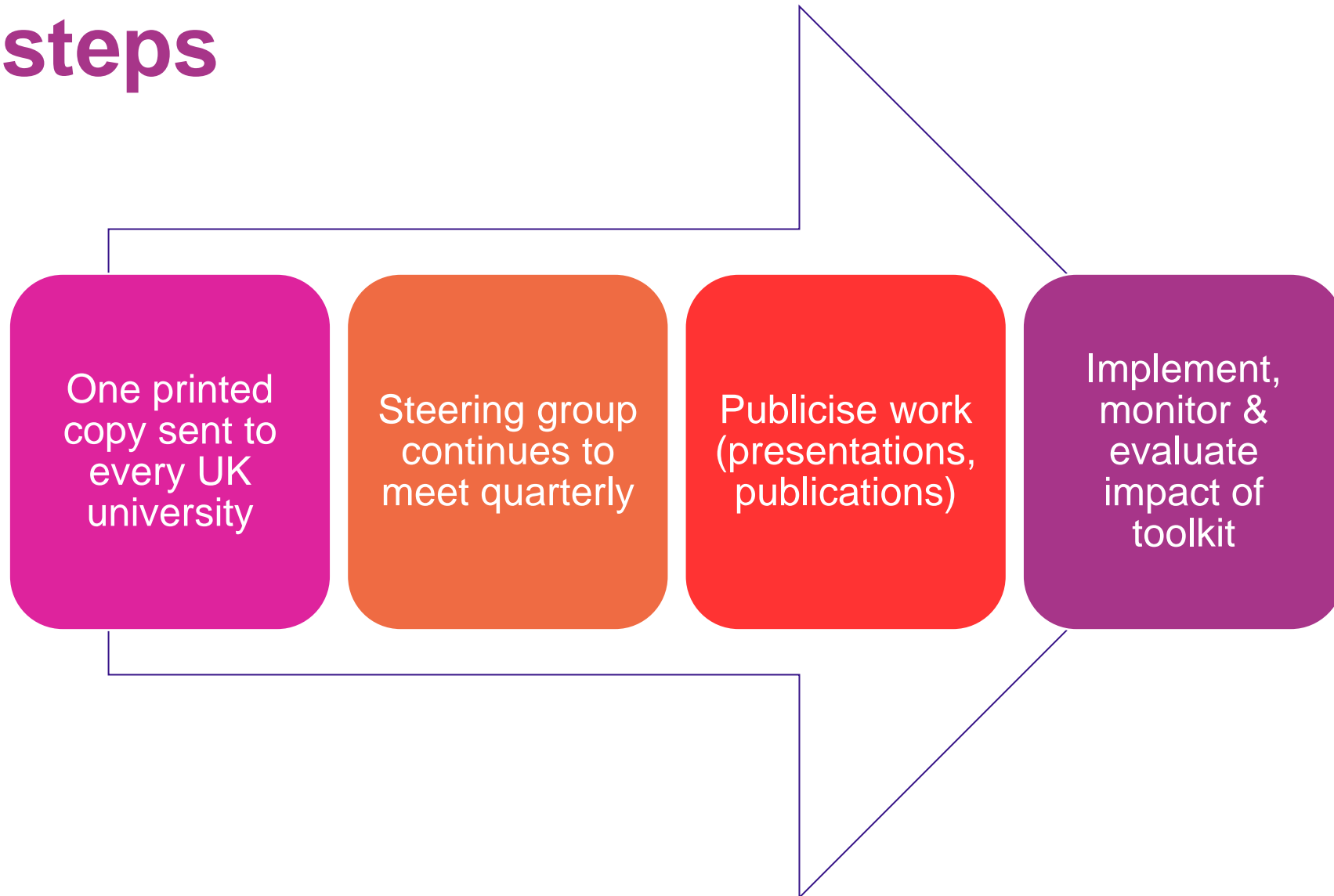
## Resources

- How and Why to be an Ally
- RCM SMF Decolonisation of education webinar
- Decolonising the Curriculum - Literature search pack
- Advance HE Race Equality Charter
- Closing the Gap workshop
- Cultural Competence e-learning modules
- Decolonising Education: From Theory to Practice

[www.rcm.org.uk/promoting/education-hub/decolonising-midwifery/](http://www.rcm.org.uk/promoting/education-hub/decolonising-midwifery/)



# Next steps



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