



ASSESSMENT TOOL TO INFORM A GAP ANALYSIS PROCESS FOR THE STRENGTHENING OF MIDWIFERY EDUCATION

PRE-SERVICE EDUCATION ASSESSMENT TOOL

CAPACITY OF PRE-SERVICE MIDWIFERY PROGRAMMES

NAME OF COUNTRY: _____

1. Does your country have a national midwifery education policy? Yes No

If yes, please attach to the returned survey.

2. What year did the current midwifery education programme(s) begin in your country? _____

3. How many schools offer midwifery education in your country? _____

4. How many of these schools are privately funded? _____

5. How many of these schools are publicly funded? _____

6. Please tick the type of recognition given at the completion of the pre-service midwifery education programme:

MoH or MoE Certificate MoH or MoE Diploma University degree (Bachelor) University degree (Masters)

Please fill in the following information

Type of recognition awarded after completion of pre-service education	Number of schools that award the recognition
Certificate	
Diploma	
Bachelor Degree	
Masters Degree	

7. Are there plans to start a bachelor degree in midwifery in your country?

- N/A (currently available)
 Yes
 No
 Don't know

8. Are there plans to start a master's degree in midwifery offered in your country?

- N/A (currently available)
 Yes
 No
 Don't know

9. Which of the following titles is/are used for midwives or cadres of skilled birth attendants educated with midwifery competencies in your country?

Title	Years of education prior to admission to midwifery pre-service education	Work in hospitals (district, regional or teaching)		Work in community (health centre, clinic, dispensary or community site)	
		Yes	No	Yes	No
Registered midwife					
Enrolled midwife					
Community midwife					
Clinical officer					
Community health nurse					
Community health extension worker					
Other (please describe)					
Other (please describe)					

PROCESS OF PROGRAMM REVIEW

10. Does your country have a standards-based curriculum for midwifery education for each of these cadres of midwives?

- Yes No

11. If yes, who is responsible for setting the standard? [Tick all that apply.]

- Ministry of Education
- Ministry of Health
- Regulatory body
- Education programme
- University
- Other (state/describe) _____

12. Give a brief description of the process of setting the standards.

Text box will expand as you type:
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13. Minimum level of education required of classroom instructors/teachers: [Tick level required.]

- Primary education completed
- Secondary education completed
- University education completed
- Post-midwifery education teaching certificate

14. Minimum professional qualifications required of midwifery classroom instructors/teachers [Tick all required]

- Diploma/Certificate in nursing
- Diploma/Certificate in midwifery
- University degree

15. Minimum professional qualifications required of midwifery clinical instructors [Tick all required.]

- Diploma/Certificate in nursing
- Diploma/Certificate in midwifery
- University degree

16. Minimum professional qualifications required to be Director of the midwifery education programmes [Tick all required.]

- Diploma/Certificate in nursing
- Diploma/Certificate in midwifery
- University degree
- Medical doctor preparation

17. Primary competency-based, or other teaching strategies used for theory instruction [Tick only one.]

Competency based

- Situation/problem based learning
- Mastery learning

Other

- Lecture
- Other (please describe) _____

18. Teaching strategies used for clinical instruction [Tick all that apply.]

- Direct supervision of clinical practice of students by programme teachers
- Direct supervision of clinical practice by a trained preceptor
- Assignment of midwifery student to hospital staff
- Laboratory simulation

19. What percentage of teaching is didactic (Classroom/theory) and what percentage is practical (simulated laboratory/supervised patient care)?

Didactic [Tick only one.]

- 10-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- More than 60%

Practical [Tick only one.]

- 10-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- More than 60%

20. Is evidence based care¹ routinely used in the education programmes in your country? Yes No

¹ **Note: Evidence-based health care** is the conscientious use of current best evidence in making decisions about the care of individual patients or the delivery of health services. Current best evidence is up-to-date information from relevant, valid research about the effects of different forms of health care, the potential for harm from exposure to particular agents, the accuracy of diagnostic tests, and the predictive power of prognostic factors

Table 1: PROGRAMME FOR EDUCATING CADRES WITH MIDWIFERY SKILLS

Please fill in the following table for each programme (public or private) educating midwives in your country. This table is to be filled in for those institutions that educate midwives or auxiliary midwives to work in the community or in the hospital. Please add comments in the boxes as necessary. If there are more than 10 midwifery education programmes in your country – please identify the 10 largest programmes in the chart below.

#	Name of School	City	Year midwifery education programme started.	Minimum years of education required for entrance qualification	Does entrance to the midwifery programme require a prior degree in nursing?		Is the midwifery education part of a nursing degree?		Is there an entrance exam to qualify for entry into the programme?		If there is an entrance exam, please indicate the pass % required to enter the programme	Length of midwifery education programme in months	Number of teachers who are practicing midwives or have practiced midwifery more than 2 years
					Yes	No	Yes	No	Yes	No	%		
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													

Table 1 Continued – Please fill this out based on the list of schools identified in the previous page.

#	Same schools as listed on previous page in same order.	Does the programme offer supervised clinical practice to all students?		Length of supervised clinical practice component of programme in weeks (for example: 5-10 weeks; 11-15; 15-20)	Does the programme have a Skills Lab or access to a Skills Lab to teach midwifery skills (including emergency skills) to students?		Are students educated in the provision of antenatal, intrapartum, postpartum and neonatal care?								Does the programme teach Active Management of the Third Stage of Labor (AMTSL) and Basic Obstetric and Newborn Care (BEmONC)?				
							Antenatal		Intrapartum		Postpartum		Neonatal		AMTSL		EmONC		
							Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			

Table 1 Continued – Please fill this out based on the list of schools identified in the previous page.

#	Same schools as listed on previous page in same order.	Number of graduates per year from programme		Number of graduates from this programme since its inception (estimate)	Percentage of graduates from the programme currently practicing midwifery in your country (estimate)
		Yes	No	Estimated Number	Estimated %
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

TABLE 2: CONCORDANCE OF PROGRAMME(S) WITH ICM GLOBAL STANDARDS FOR MIDWIFERY EDUCATION

*** Please complete this table for each type of midwifery education programme in your country. The table can be copied and pasted as needed.

- Certificate Diploma University degree (Bachelor) University degree (Masters)

Standard	Currently meet this standard?		On a scale of 1- 7 please indicate the amount of work (input or effort) that would be required to make the programme changes needed to meet the standard.							On a scale of 1- 7, please indicate the amount of work (input or effort) that would be required to make the regulatory changes needed to meet the standard?								
	YES	NO	No change is required	A little		A moderate amount			A large amount		No change is required	A little		A moderate amount			A large amount	
				0	1	2	3	4	5	6		7	0	1	2	3	4	5
<p>NOTE: The terms “work”, “input” and “effort” are defined at the country level, but include, at minimum, contributions of professional time (for example; by educators; educational administrators, and leaders of the professional association) to deliberate and advocate for change, and financial resources required to implement changes.</p>																		
<p>Preface:</p>																		
Minimum length of direct-entry programme is three years																		
Minimum length of post-nursing/health provider programme is eighteen (18)																		

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months																		
Organization and Administration																		
I.1 The host institution/agency/branch of government supports the philosophy, aims and objectives of the midwifery education programme.																		

Standard	Currently meet this standard?		On a scale of 1- 7 please indicate the amount of work (input or effort) that would be required to make the programme changes needed to meet the standard.							On a scale of 1- 7, please indicate the amount of work (input or effort) that would be required to make the regulatory changes needed to meet the standard?								
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I.2 The host institution helps to ensure that financial and public/policy support for the midwifery education programme are sufficient to prepare competent midwives.																		
I.3 The midwifery school/programme has a designated budget and budget control that meets programme needs.																		

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I.4 The midwifery faculty is self-governing and responsible for developing and leading the policies and curriculum of the midwifery education programme.																		
I.5 The head of the midwifery programme is a qualified midwife teacher with experience in management/administration.																		

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I.6 The midwifery programme takes into account national and international policies and standards to meet maternity workforce needs.																		
Midwifery faculty																		
II.1 The midwifery faculty includes predominantly midwives (teachers and clinical preceptors/clinical teachers) who work with experts from other disciplines as needed.																		

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II.2.a The midwife teacher has formal preparation in midwifery.																		
II.2.b The midwife teacher demonstrates competency in midwifery practice, generally accomplished with two (2) years full scope practice.																		
II.2.c The midwife teacher holds a current license/registration or other form of legal recognition to practice midwifery.																		
II.2.d The midwife teacher																		

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has formal preparation for teaching, or undertakes such preparation as a condition of continuing to hold the position.																		
II.2.e The midwife teacher maintains competence in midwifery practice and education.																		
II.3.a The midwife clinical preceptor/clinical teacher is qualified according to the ICM Definition of a Midwife.																		
II.3.b The midwife clinical preceptor/clinical teacher																		

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demonstrates competency in midwifery practice, generally accomplished with two (2) years full scope practice.																		
II.3.c The midwife clinical preceptor/clinical teacher maintains competency in midwifery practice and clinical education.																		
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practice midwifery.																		
II.3.e The midwife clinical preceptor/clinical teacher has formal preparation for clinical teaching or undertakes such preparation.																		
II.4 Individuals from other disciplines who teach in the midwifery programme are competent in the content they teach.																		
II.5 Midwife teachers provide education, support and supervision of																		

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individuals who teach students in practical learning sites.																				

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<p>II.6 Midwife teachers and midwife clinical preceptors/clinical teachers work together to support (facilitate), directly observe, and evaluate students’ practical learning.</p>																		
<p>II.7. The ratio of students to teachers and clinical preceptors/clinical teachers in classroom and practical sites is determined by the midwifery programme and the requirements of regulatory authorities.</p>																		

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II.8 The effectiveness of midwifery faculty members is assessed on a regular basis following an established process.																		
Student body																		
III.1 The midwifery programme has clearly written admission policies that are accessible to potential applicants.																		
III.1.a These policies include entry requirements, including minimum requirement of completion																		

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of secondary education.																		
III.1.b These policies include a transparent recruitment process.																		
III.1.c These policies include the selection process and criteria for acceptance.																		
III.1.d These policies include mechanisms for taking account of prior learning.																		
III.2 Eligible midwifery candidates are admitted without prejudice or discrimination (e.g., gender,																		

Standard	Currently meet this standard?		On a scale of 1- 7 please indicate the amount of work (input or effort) that would be required to make the programme changes needed to meet the standard.							On a scale of 1- 7, please indicate the amount of work (input or effort) that would be required to make the regulatory changes needed to meet the standard?								
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age, national origin, religion).																		
III.3 Eligible midwifery candidates are admitted in keeping with national health policies and maternity work force plans.																		
III.4 The programme has clearly written student policies.																		
III.4.a These policies include expectations of students in classroom and practical areas.																		

Standard	Currently meet this standard?		On a scale of 1- 7 please indicate the amount of work (input or effort) that would be required to make the programme changes needed to meet the standard.							On a scale of 1- 7, please indicate the amount of work (input or effort) that would be required to make the regulatory changes needed to meet the standard?								
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<p>III.4.b These policies include statements about students’ rights and responsibilities and an established process for addressing student appeals and/or grievances.</p>																		
<p>III.4.c These policies include mechanisms for students to provide feedback and on-going evaluation of the curriculum, midwifery faculty, and the midwifery programme.</p>																		

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III.4.d These policies include requirements for successful completion of the midwifery programme.																		
III.5 Mechanisms exist for the student’s active participation in programme governance and committees.																		
III.6 Students have sufficient practical experience in a variety of settings to attain, <u>at a minimum</u> , the current ICM <i>Essential competences for basic midwifery practice</i> .																		

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<p>III.7 Students provide midwifery care primarily under the supervision of a midwife teacher or midwifery clinical preceptor/clinical teacher.</p>																		
<p>Curriculum</p>																		
<p>IV.1 The philosophy of the educational programme is consistent with the ICM <i>Philosophy and model of care.</i></p>																		

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IV.2 The purpose of the educational programme is to produce a competent midwife.																		
IV.2.a The midwife (graduate) has attained/demonstrated, <u>at a minimum</u> , the current ICM <i>Essential Competencies</i> .																		
IV.2.b The midwife (graduate) meets the criteria of ICM <i>Definition of Midwife</i> & regulatory body standards leading to professional licensure or registration as a																		

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midwife.																		
IV.2.c The midwife (graduate) is eligible to apply for advanced education.																		

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	YES	NO	No change is required	A little		A moderate amount			A large amount		No change is required	A little		A moderate amount			A large amount	
			0	1	2	3	4	5	6	7	0	1	2	3	4	5	6	7
<p>NOTE: The terms “work”, “input” and “effort” are defined at the country level, but include, at minimum, contributions of professional time (for example; by educators; educational administrators, and leaders of the professional association) to deliberate and advocate for change, and financial resources required to implement changes.</p>																		
<p>IV.2.d The midwife (graduate) is a knowledgeable, autonomous practitioner who adheres to the ICM code of ethics, standards of profession and established scope of practice within the jurisdiction where legally recognized.</p>																		
<p>IV.3 The sequence and content of the midwifery curriculum enables student to acquire essential competencies for midwifery</p>																		

Standard	Currently meet this standard?		On a scale of 1- 7 please indicate the amount of work (input or effort) that would be required to make the programme changes needed to meet the standard.							On a scale of 1- 7, please indicate the amount of work (input or effort) that would be required to make the regulatory changes needed to meet the standard?								
	YES	NO	No change is required	A little		A moderate amount			A large amount		No change is required	A little		A moderate amount			A large amount	
			0	1	2	3	4	5	6	7	0	1	2	3	4	5	6	7
<p>NOTE: The terms “work”, “input” and “effort” are defined at the country level, but include, at minimum, contributions of professional time (for example; by educators; educational administrators, and leaders of the professional association) to deliberate and advocate for change, and financial resources required to implement changes.</p>																		
practice in accord with ICM core documents.																		
IV.4 The midwifery curriculum includes both theory and practice elements with a <u>minimum</u> of 40% theory & a <u>minimum</u> of 50% practice.																		

Standard	Currently meet this standard?		On a scale of 1- 7 please indicate the amount of work (input or effort) that would be required to make the programme changes needed to meet the standard.							On a scale of 1- 7, please indicate the amount of work (input or effort) that would be required to make the regulatory changes needed to meet the standard?								
	YES	NO	No change is required	A little		A moderate amount			A large amount		No change is required	A little		A moderate amount			A large amount	
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IV.5 The midwifery programme uses evidence-based approaches to teaching and learning that promote adult learning and competency based education.																		
IV.6 The midwifery programme offers opportunities for multidisciplinary content and learning experiences that complement midwifery content.																		
Resources, facilities and services																		

Standard	Currently meet this standard?		On a scale of 1- 7 please indicate the amount of work (input or effort) that would be required to make the programme changes needed to meet the standard.							On a scale of 1- 7, please indicate the amount of work (input or effort) that would be required to make the regulatory changes needed to meet the standard?								
	YES	NO	No change is required	A little		A moderate amount			A large amount		No change is required	A little		A moderate amount			A large amount	
			0	1	2	3	4	5	6	7	0	1	2	3	4	5	6	7
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V.1 The midwifery programme implements written policies that address student and teacher safety and wellbeing in teaching and learning environments.																		
V.2 The midwifery programme has sufficient teaching and learning resources to meet programme needs.																		

Standard	Currently meet this standard?		On a scale of 1- 7 please indicate the amount of work (input or effort) that would be required to make the programme changes needed to meet the standard.							On a scale of 1- 7, please indicate the amount of work (input or effort) that would be required to make the regulatory changes needed to meet the standard?								
	YES	NO	No change is required	A little		A moderate amount			A large amount		No change is required	A little		A moderate amount			A large amount	
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<p>NOTE: The terms “work”, “input” and “effort” are defined at the country level, but include, at minimum, contributions of professional time (for example; by educators; educational administrators, and leaders of the professional association) to deliberate and advocate for change, and financial resources required to implement changes.</p>																		
V.3. The midwifery programme has adequate human resources to support both classroom/theoretical and practical learning.																		
V.4. The midwifery programme has access to sufficient midwifery practical experiences in a variety of settings to meet the learning needs of each student.																		

Standard	Currently meet this standard?		On a scale of 1- 7 please indicate the amount of work (input or effort) that would be required to make the programme changes needed to meet the standard.							On a scale of 1- 7, please indicate the amount of work (input or effort) that would be required to make the regulatory changes needed to meet the standard?								
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V.5. Selection criteria for appropriate midwifery practical learning sites are clearly written and implemented.																		
Assessment strategies																		
VI.1. Midwifery faculty uses valid and reliable formative and summative evaluation/assessment methods to measure student performance and progress																		
VI.1.a. These methods measure knowledge																		

Standard	Currently meet this standard?		On a scale of 1- 7 please indicate the amount of work (input or effort) that would be required to make the programme changes needed to meet the standard.							On a scale of 1- 7, please indicate the amount of work (input or effort) that would be required to make the regulatory changes needed to meet the standard?								
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VI.1.b. The methods measure behaviours.																		
VI.1.c. The methods measure practise skills.																		
VI.1.d. These methods measure critical thinking and decision-making																		
VI.1.e. These methods measure interpersonal relationships/communication skills.																		

Standard	Currently meet this standard?		On a scale of 1- 7 please indicate the amount of work (input or effort) that would be required to make the programme changes needed to meet the standard.							On a scale of 1- 7, please indicate the amount of work (input or effort) that would be required to make the regulatory changes needed to meet the standard?								
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<p>NOTE: The terms “work”, “input” and “effort” are defined at the country level, but include, at minimum, contributions of professional time (for example; by educators; educational administrators, and leaders of the professional association) to deliberate and advocate for change, and financial resources required to implement changes.</p>																		
VI.2. The means and criteria for assessment/evaluation of midwifery student performance and progression, including identification of learning difficulties, are written and shared with students.																		
VI.3. Midwifery faculty conducts regular review of the curriculum as a part of quality improvement, including input from students, programme graduates, midwife																		

Standard	Currently meet this standard?		On a scale of 1- 7 please indicate the amount of work (input or effort) that would be required to make the programme changes needed to meet the standard.							On a scale of 1- 7, please indicate the amount of work (input or effort) that would be required to make the regulatory changes needed to meet the standard?								
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practitioners, clients of midwives and other stakeholders.																		
VI.4. Midwifery faculty conducts on-going review of practical learning sites and their suitability for student learning/experience in relation to expected learning outcomes.																		
VI.5 Periodic external review of programme effectiveness takes place.																		

PROBLEMS/CHALLENGES AND RECOMMENDATIONS

1. What are the biggest challenges facing midwifery education in your country?

1. Text box will expand as you type.

2. Text box will expand as you type.

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4. Text box will expand as you type.

2. What recommendations will you make to improve on the pre-service education of midwives in your country?

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2. Text box will expand as you type.

3. Text box will expand as you type.

4. Text box will expand as you type.

Feb2014

Thank you for your cooperation and time

END OF QUESTIONNAIRE

Acknowledgement: This assessment tool reflects the approved ICM Global standards for midwifery education (2010).

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