



# Midwifery Education Accreditation Programme (MEAP) Self-Evaluation Report

Final Version | December 2018

Title of programme:

Name of institution:

Address:

Contact person name and contact details:

Date:

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# 1 Introduction

The Midwifery Education Accreditation Programme (MEAP) is based on international best practices in the field of midwifery education and accreditation and seeks to evaluate midwifery educational programmes against the ICM Global Standards for Midwifery Education (2013). There are three main stages in the MEAP:

1. Internal self-evaluation by the institution or midwifery educational programme during the Application Phase;
2. External evaluation of the submitted Self-Evaluation Report and documentary evidence by a group of ICM accreditation experts;
3. In-country site visit and assessment by the ICM accreditation experts to verify and triangulate the written documentation with the practices and processes of the midwifery educational programme and institution during the Assessment Phase.

Participation in the MEAP is voluntary; review for accreditation is initiated by the midwifery educational programme/school/institution and undertaken at their request. It neither replaces nor supersedes any in-country accreditation processes or requirements. Further, it does not replace any national midwifery regulatory process or standards for registration/licensure or quality improvement in place.

The MEAP will serve as a benchmark for midwifery educational programmes that aim to meet international standards. It will offer accreditation approval based on an independent assessment of an institute's midwifery educational programme(s) to determine the extent to which it meets ICM standards. MEAP will not only serve as a quality label but will enable consistency of midwifery education processes and graduate outcomes. MEAP will help strengthen existing midwifery educational programmes globally and will provide a process for benchmarking against the global standards developed by ICM. It will also help to identify best practices and gaps, allowing donors and implementers to provide targeted, effective and sustainable support for high-quality midwifery education.

This Self-Evaluation Report template must be completed by institutions applying for ICM accreditation. There are a series of questions to answer. Supporting documents must be included in the appendices as additional evidence.

## **Documents for the appendices can be provided in one of three ways:**

1. Attach documents separately, ensuring that the following file name convention is followed: Question number\_name of document\_Appendix number – (e.g. “6.7.1\_curriculum document\_appendix 25.pdf”)
2. If the document exists on a public domain website, copy the link into the relevant text box (e.g. “ICM Global Standards for Midwifery Education (2010 amended 2013): [https://internationalmidwives.org/assets/uploads/documents/CoreDocuments/ICM%20Standards%20Guidelines\\_ammended2013.pdf](https://internationalmidwives.org/assets/uploads/documents/CoreDocuments/ICM%20Standards%20Guidelines_ammended2013.pdf)”)
3. If a required document does not exist, clearly mention this in the related text box.

If the required information is contained within a larger document, please specify the relevant page number(s). You do not have to submit a document twice. In cases where information for two or more questions are in the same document, refer to the appropriate appendix and specify the relevant page numbers in the text box.

You can upload as many files as needed when you submit your report. Be sure to use the required file name convention, as described above:

Question number\_ document name\_appendix number.pdf.

Links must be live, so it is important to check each link before submitting the Self-Evaluation Report through the platform.

## 2 Main aims of the self-evaluation

Self-evaluation is the foundation of the accreditation process. The written Self-Evaluation Report provides evidence of the extent to which a programme meets the stated criteria. This written information is assessed by ICM's accreditation experts and is reviewed during the in-country site visit (Assessment Phase). Self-evaluation also benefits the institution or educational programme by providing an opportunity to reflect on its own activities using external criteria.

The main aims of self-evaluation are:

1. to provide an evidence-base for accreditation;
2. to undertake a critical examination of the institution's /programme's performance in educating midwives;
3. to showcase the strengths of the programme and to identify possible gaps and areas for improvement;
4. to strengthen the quality of the programme.

Self-evaluation is a process that should involve as many of the faculty members, managers, and other stakeholders as possible and should be considered as a learning process.

## 3 Guidance on the self-evaluation process

The self-evaluation process should be integrated into the overall concept of programme strengthening, so as not to overburden the institution. Ideally, it is a process that already occurs at regular intervals at the institution. A well-organised and efficient self-evaluation should link ongoing processes in strategic management, quality management and educational management to the process leading to accreditation by ICM.

A self-evaluation process must be prospective and well-structured if the programme is to gain the maximum benefit from the effort involved. From chapter 6 onwards, we provide you with a structure to follow for providing the relevant information. To make the self-evaluation run as smoothly as possible, we suggest the following steps:

## 4 Forming a self-evaluation task force

Managing and preparing the self-evaluation process is best undertaken by a group of people rather than by one person alone. It is also important that the people assigned to this task are given the necessary resources – although there is no common standard. As the duration of the process is heavily dependent on local circumstances, a period of six months should be scheduled for preparing the Self-Evaluation Report.

To prepare the Self-Evaluation Report, input is required from different people attached to the midwifery educational programme. Therefore, formation of a self-evaluation task force should consider representatives from the following areas:

- the management of the school/division/section providing the midwifery programme (e.g. head of school, programme leader, directorate);
- the academic authority within the institution or the school (e.g. Academic Board, Board of Studies);
- the administrative section of the institution and the school;
- the faculty (i.e. teaching body, including both junior and senior educators);
- the student body;
- the clinical preceptor/clinical educator (from the practice sites where students are sent for clinical experience)

### 4.1 Method and timeframe

A self-evaluation process might take up to six months to complete. In view of this, it is advisable to draw up a detailed plan, defining key topics, assigning responsibilities and setting deadlines.

The fundamental stages of the self-evaluation process must be supported by a systematic and well-organised collection of qualitative and quantitative data. Therefore, it is strongly recommended that the first steps be to define the main sources of information and to appoint individuals to take charge of collecting and analysing data (see chapter 6 ff.). Various sources (e.g. audit reports, assessment results, questionnaires, statistics, etc.) can be used. Making use of available information can save a considerable amount of time.

After submitting the Self-Evaluation Report using the electronic platform, ICM will assign two accreditation experts to carefully review the report and undertake a 'desk-based assessment'. The experts will also identify any areas for follow-up during the site visit. Review of the report may take up to two months. The site visit follows. Its purpose is to enable the ICM's accreditation experts to meet with relevant staff and stakeholders to triangulate information from the report with information at the site. Specific areas of follow-up may also be required.

The site visit should take place when students are active in the programme (i.e. not during holiday periods). The schedule should include meetings with the stakeholder representatives listed above in 4. If possible, the ICM accreditation experts should also meet representatives from external stakeholder groups, such as representatives of the the Association of Mid-

wives, regulatory bodies for midwifery in-country and women's groups (clients of midwife services), among others.

## **5 Areas evaluated and standards**

Evaluation mainly covers inputs and processes. Generic areas refer to the objectives of the institution or programme, its strategy, infrastructure, organisation, processes and developments in teaching and educating midwives. Criteria drawn from the ICM Global Standards for Midwifery Education (2013) are formulated for each area by way of questions to be answered by the institution or programme. Evidence to support the answers is requested to help the ICM accreditation experts better understand responses to the questions.

## **6 Self-Evaluation Report and site visit**

The Self-Evaluation Report and the subsequent in-country site visit to assess the midwifery educational institution are closely linked and serve a common purpose, which is to obtain verifiable data as a basis for objectively assessing the programme against the ICM Global Standards for Midwifery Education. During the in-country site visit, two appointed accreditation experts will verify and further investigate the information provided in the Self-Evaluation Report. Ideally, the report should enable the experts to judge whether or not the standards for each area have been met.

The Self-Evaluation Report is both a description and an analysis; it is, therefore, very important to indicate and separate these two aspects clearly. The report must provide an overall and objective view of the programme.

A reliable, representative, coherent and clear Self-Evaluation Report will make the Assessment Phase much easier. The ICM MEAP coordinator reserves the right to ask for certain changes if the document does not meet its requirements.

### **6.1 Timing**

ICM should receive the Self-Evaluation Report at least three months prior to the planned in-country site visit to give the two evaluation experts sufficient time to carefully read and analyse the report. Please provide ICM with the expected submission date for the Self-Evaluation Report as early as possible. This will enable ICM to identify the two accreditation experts and to define a possible date for the in-country site visit.

### **6.2 Length**

Following the Self-Evaluation Report template, your report should be approximately 20–30 pages long (main text), excluding appendices.

### **6.3 Format**

The document lists a number of questions. Be sure to provide the required cover information: title of programme, name of institution, address, name of contact person and contact details and date of submission.

Please be sure to fill in the header on each page of the document.

### **6.4 File name**

When saving the document, use the following filename convention: date<sup>1</sup>\_name of institution\_country\_SER\_title of programme.pdf

### **6.5 Introductory sheet**

The sheet should be signed by the Principal or Chief Executive of the institution, and — if different — the head of midwifery or midwifery educational programme coordinator, to confirm the validity of the Self-Evaluation Report.

### **6.6 Preface**

The Self-Evaluation Report must start with a brief introduction about the self-evaluation process. Describe the methods used during the process and the anticipated benefit to the groups and bodies involved.

### **6.7 Table of contents**

Please prepare and provide a table of contents. Number all appendices, including the appendix number in the file name for each uploaded document.

### **6.8 Areas evaluated and standards**

The Self-Evaluation Report solicits descriptive answers in narrative form to questions relating to standards, and an analysis based on points of reference. The institution or programme must also give its reasoned opinion on the extent to which the standards have been met for each area. In exceptional cases, it may not be possible for the institution or programme to measure a standard; this must be highlighted and explained in the report.

Sections covering individual areas must conclude with a summary of the programme's strengths, weaknesses and prospects. The programme may already have made specific proposals for improvement in particular areas.

### **6.9 Glossary**

A glossary of terms and abbreviations is requested to make the report easier to read. This document must immediately follow the analysis of evaluation areas.

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<sup>1</sup> Please use this format for date: ddmmyy

## **6.10 Appendices to the Self-Evaluation Report**

The appendices should be accompanied by a summary list of each of the documents included in the appendices chapter. The documents are used by the experts to prepare their external evaluation. At the end of this template, you will find a list of appendices that should be provided together with the main report.

As stated earlier, if a document exists and is publicly available, you may provide the link instead of providing a full text document.

## 7 Country-specific context

Please describe the country-specific context, including an overview of the health system and a country (and regional) perspective on midwifery education, regulation and association. Please describe how the programme is embedded in this system.

## 8 Areas of evaluation and quality standards

### 8.1 National requirements

8.1.1 Does the programme lead to registration/licensure of a midwife in the country?

- Yes  
 No

**If yes**, what is the name of the in-country authority that grants midwives registration/licensure?

Please describe the scope of the registration/licensure authority and whether it is a government body or an autonomous body (e.g. Midwifery Council). Describe its role and whether it relates only to midwives or also to other health professionals.

8.1.2 What is the qualification given to students after successfully completing the programme under review?

Provide the title of the qualification (e.g. Bachelor of Midwifery – undergraduate degree; Diploma in Midwifery, etc.).

8.1.3. Is the midwifery education programme accredited by one or more in-country accreditation authorities?

- Yes  
 No

**If yes**, please provide the name of the authority (authorities) and describe the scope of the body (bodies), particularly in relation to accrediting pre-service education of midwives. If there is more than one accreditation authority for the programme, describe their respective roles and cooperation.

8.1.4 Please provide the last accreditation certificate or **document as appendix 1**; if this exists on a public website, please provide the link in the text box below. If not applicable or unavailable, please state N/A.

8.1.5 Indicate the year of the last accreditation:

8.1.6 What are the requirements for entering practice as a midwife? Which set of standards or competencies do the graduates need to meet to be allowed to practise? How do midwives work in the country? What is the scope of their practice? How is it organised?

Please describe briefly these requirements and the standards/competencies that graduates need to meet, including a description of how midwives practice (e.g. community-based and self-employed, employed by a hospital, etc.).

8.1.7 Are graduates required to meet the ICM Essential Competencies for Basic Midwifery Practice as a pre-condition to being registered/licensed in the country?

- Yes
- No

8.1.8 Are graduates required to meet other competencies or standards as a pre-condition to being registered/licensed in the country?

Yes

No

**If yes**, what is the name of the authority that establishes these competencies or standards? Please describe below.

## 8.2 Organisation and Administration

8.2.1. What is the organisational set-up of the institution?

Briefly describe the organisational set-up (e.g. is the school part of a bigger institution? Is it public or private? Does it collaborate with an institute of higher education? etc.)

8.2.2. Describe the governance of the midwifery educational programme. Who is responsible for developing and leading the curriculum and the policies of the midwifery educational programme?

8.2.3 Please provide an organigram as **appendix 2 to show how the programme is connected to the wider institution. If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.**

8.2.4 What is the philosophy of midwifery that underpins the programme under review?  
Provide additional documents as **appendix 3**. **If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.**

8.2.5 What is the philosophy of learning and teaching that underpins the programme?  
Please describe below.

8.2.6 Provide additional documentation as **appendix 4**. **If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.**

8.2.7 Are there plans to make changes to the programme?

- Yes  
 No

**If yes, please provide additional documentation as **appendix 5**. **If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.****

### 8.3 Midwifery Faculty

8.3.1 How does the programme organise the theoretical and practical teaching and learning? Please describe here the human resources (body of educators/ preceptors) available to the programme for theoretical and practical learning.

8.3.2 Does the programme have adequate human resources to support theoretical and practical learning?

- Yes  
 No

**If no**, how does the programme respond to this situation? Please describe below.

8.3.3 What preparation do the programme's educators have in teaching? How is the quality of the educators assessed? How is feedback about educators and courses gathered from students? Is there a peer-review mechanism among educators? How do educators stay current with teaching practices? Please describe below.

8.3.4 Provide a list of all educators employed by and on the payroll of the institution. For each, please state their educational qualification, their midwifery qualification, their experience as educators (years of teaching), their teaching qualification and the subject area(s) they teach as **appendix 6**.

If this exists on a public website, please provide the link in the text box below.

8.3.5 Describe the relationship between the midwifery educators in the programme and the practising midwives at the practice site. What communication mechanisms are in place? How do the practising midwives provide feedback about the students? How does the midwifery programme support the practising midwives? (E.g. clinical preceptor/clinical educator training.)

**If needed, please provide additional documentation as appendix 7. If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.**

## 8.4 Student Body

8.4.1 What are the admission requirements and student selection procedures for the programme? How are these made transparent to applicants? Please describe below.

**If needed, please add additional documentation as appendix 8. If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.**

8.4.2 Is there a process or system for recognising a student's prior learning?

Yes

No

**If yes**, briefly describe this process in the text box below. If needed please add additional documentation as **appendix 9, including a copy of the prior learning policy and process. If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.**

8.4.3 How do students evaluate and give feedback about the programme, including feedback about the practice sites and the level of support from preceptors? How does this feedback influence the programme? Please describe below.

8.4.4 How are students informed about assessment policies and procedures for appeals and grievances, including policies about absences due to illness, maternity leave, etc.? What are the rights and responsibilities of students and how are they informed about these? Please describe below.

**If needed**, please add additional documentation as **appendix 10. If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.**

8.4.5 How are students represented in decision making for the programme? Please describe below.

**If needed**, please add additional documentation as **appendix 11**. **If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.**

8.4.6 Please provide an overview of the last two cohorts of students who completed their studies, stating the number of students admitted, how many graduated and how many withdrew from their studies (include reasons). Please describe below.

**If needed**, please add additional documentation as **appendix 12**. **If this exists on a public website, please provide the link in the text box below; if not applicable/unavailable, please state N/A.**

8.4.7 Can students study part-time?

- Yes  
 No

**If yes**, how many students on average follow the programme on a part-time (in percentage) basis? Please describe below.

8.4.8 Can students take a leave of absence and then return to their studies?

- Yes  
 No

**If yes**, how many students on average make use of this opportunity? (in percentage) Please describe below.

**If yes**, please provide an example of the policy that guides these provisions as **appendix 13**. **If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.**

## 8.5 Curriculum

8.5.1 How is the programme structured across the years? Which modules take place in which year of the course and what is the duration of the course? Please describe below.

Please provide an organogram of the programme structure as **appendix 14**. **If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.**

8.5.2 Which learning methodologies are used in the programme and how are they combined? Please describe below.

8.5.3 Please provide a breakdown of the total number of hours of the programme – class-room hours, clinical practice hours, simulation/skills lab hours and self-directed learning hours. Please separate them per year of the programme. Please describe below.

Please provide an example of a final programme transcript as **appendix 15**. **If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.**

8.5.4 Please provide an example of a student log book/student portfolios or any other tool for recording and tracking the student's investment hours as **appendix 16**. **If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.**

8.5.5 What are the requirements for students to move from one module to another? Are students always informed about their progress? What is required to pass the programme? Please describe below.

Add additional documents on the structure of the programme as **appendix 17**. **For example, outlines for each course or module, including title, learning outcomes, theory, practice and self-directed hours, summary of the content. If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.**

8.5.6 How does the programme stay up to date and ensure that teaching materials are evidence based and current? Please describe the process of curriculum review. Please describe below.

**If needed, please add additional documentation as appendix 18. If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.**



## 8.6 Resources, facilities and services

8.6.1 Does the programme offer students access to practical learning sites?

- Yes  
 No

If yes, explain what these sites are, where they are and how the collaboration between the programme and the practical learning site is regulated, e.g. with MoU or other statements.

8.6.2 Please provide information regarding the availability of computers, software, printers and internet accessibility for students. Please describe below.

**If needed, please add additional documentation as appendix 19. If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.**

8.6.3 Describe the learning resources available to students, including online resources, electronic database access, library books, skills lab equipment, etc. Please describe below.

**If needed, please add additional documentation as appendix 20. If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.**

8.6.4 What are the facilities and resources available for teaching practical skills? Please describe below.

**If needed, please add additional documentation as appendix 21. If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.**

8.6.5 How does the programme make use of facilities and resources for practical learning and teaching? Please describe below.

8.6.6 Are the resources sufficient for students? How is this assessed? How are more resources obtained if required? Please describe below.

8.6.7 How is the budget set for the programme? Who sets the budget? Is it sufficient to maintain sustainability? Please describe below.

8.6.8 How does the programme support equitable access for students to education (e.g. safety, housing, transport)? What barriers do students experience? Please describe below.

**If needed, please add additional documentation as appendix 22. If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.**

8.6.9 How does the programme support employees (teaching, administrative and support staff) in terms of access to e.g. safety, housing, transport? Please describe below.

**If needed, please add additional documentation as appendix 23. If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.**

## 8.7 Assessment strategies

8.7.1 How does the programme measure graduate achievement of the competencies and standards set out by the programme?

Please briefly describe the process of measuring and tracking the competencies and standards below.

**If needed, please add additional documentation as appendix 24. If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.**

8.7.2 How does the programme integrate the ICM competencies? How are they contextualized? How are they assessed? Please describe below.

Please provide samples of modules where competency development is addressed and samples of methods/tools for assessing competency as **appendix 25. If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.**

8.7.3 How is student performance assessed? What kinds of assessment are used and how are they marked? Please describe below.

Please provide examples of assessments and assessment tools and the marking criteria as **appendix 26**. If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.

8.7.4 Describe a midwifery-related course within the programme. Explain how student performance is assessed in this course, indicate the criteria/requirements for passing and state how this information is made transparent to students. Please describe below.

Provide documentation of assessment policies and moderation processes as **appendix 27**. If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.

8.7.5 How are assessment results shared with the individual students and how is feedback on performance provided? Please describe below.

8.7.6 How is the practical experience of students recorded and how it is assessed? Please describe below.

**If needed**, please add additional documentation as **appendix 28**. **If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.**

8.7.7 Are the practical learning and training sites also reviewed regularly?

- Yes  
 No

**If yes**, please describe the standards used to assess these sites in the text box below.

8.7.8 Please describe what happens if a site is not suitable.

Please provide a description of the various learning sites and the kind of experiences students gain at them as **appendix 29**. **If this exists on a public website, please provide the link in the text box below; if not applicable or unavailable, please state N/A.**

8.7.9 Please describe the quality improvement processes implemented, including how often the programme is reviewed (internally and externally)

Please describe below.

**Thank you very much for your support!**

## 9 List of appendices to be submitted (if applicable)

In this table, please give a summary of the appendices you have provided **as a file or as a hyperlink**. If provided as a file, please name it as follows:

**Appendix number.pdf** (or .docx or .odt).

If an appendix is not provided, please include a tick in the right column.

Question	Name	Filename	Link	Not provided
8.1.4	Appendix 1			
8.2.3	Appendix 2			
8.2.4	Appendix 3			
8.2.6	Appendix 4			
8.2.7	Appendix 5			
8.3.4	Appendix 6			
8.3.5	Appendix 7			
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8.6.9	Appendix 23			
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8.7.2	Appendix 25			
8.7.3	Appendix 26			
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8.7.8	Appendix 29			