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Data Collection Tool for Midwifery Program Accreditation



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Introduction

A Data Collection Tool (DCT) serves as a mechanism for gathering and analyzing both quantitative and qualitative data pertaining to the performance and accomplishments of Higher Educational Institutions (HEIs) and their programs. This tool enables HEIs to evaluate their performance and achievements against predefined standards and indicators set for program accreditation.

The DCT consists of both narrative responses and supportive documents for each of the indicators that HEIs are required to provide. The narrative response entails a written comment that HEIs must provide for each indicator, while supportive documents encompass various forms such as letters, minutes, portfolios, certificates, guidelines, procedures, audio-visual materials, or other written documents that HEIs are required to list or provide for each indicator. The evidence listed or stated within these documents is essential to support and verify the narrative response provided by the HEIs.

Therefore, HEIs seeking program accreditation must compile a DCT report using this instrument. This document is considered a crucial requirement for applying for program accreditation.



Program Accreditation Standards

Program accreditation is a systematic and comprehensive process for evaluating the performance of Higher Education Institutions (HEIs) programs in alignment with the standards outlined in this guideline, aimed at ensuring the delivery of quality higher education. This process scrutinizes critical aspects of program development and performance that can be objectively assessed. Accreditation entails evaluating HEI programs against a set of nine standards, which are formulated through extensive stakeholder consultations, research, and international best practices. Each standard comprises sub-standards and indicators that are significant, relevant, measurable, and attainable. These nine standards encompass:

- 1. Program Outcome**
- 2. Curriculum**
- 3. Learning, Teaching and Assessment**
- 4. Students**
- 5. Academic Staff**
- 6. Educational Resources**
- 7. Research, and Community Engagement**
- 8. Program Management**
- 9. Continual Quality Improvement**

Each standard is identified by a number and name (e.g. standard 1: Program Outcome). The sub-standards of each standard are numbered with two digits (e.g. 1.1 and 1.2 for 2 sub standards under standard 1). Each sub-standard has a set of indicators numbered with three digits (e.g. sub-standard 1.1: Alignment with institutional mission and vision has 3 indicators numbered 1.1.1 1.1.2, and 1.1.3



1. Program outcome

1.1. Program Development

- 1.1.1. The program has policies, procedures, and processes for introducing new program and periodically reviewing existing program.

Narrative response

- a) Describe the process and procedures used for introducing new programs.
- b) Describe the formal processes used for reviewing the program.
- c) Describe the process for formal phasing out of the programs.
- d) Discuss how often the program is reviewed.

Supporting documents

- a) Need assessment, program development /review committee minutes and reports
- b) Policy, Procedure and Curriculum guideline.

- 1.1.2. The program addresses the national priorities, needs of the society, and present and emerging role of the learner which is consistent with international standards in addition to professional and legal requirements for practice and knowledge creation.

Narrative response

- a) Describe how the program ensures the relevance of the program to the needs of the society and national priority.
- b) Summarize the program's national priorities, needs of the society, and present and emerging role of the learner
- c) Show program's consistency with national and international standards.
- d) Describe the sustainability of the program based on national priorities and societal needs
- e) Indicate the professional and legal requirements of the program and show its alignment with the program.

Supportive documents

- a) Program based legal practice documents
- b) Program based policy indication document

- 1.1.3. The program learning outcomes are clearly expressed and communicated to staff and students; ensure principal stakeholders have reasonably participated in formulating and reviewing processes.

Narrative response

- a) Describe by whom the program learning outcomes were formulated.



- b) Describe the stakeholders involved in the development of program learning outcomes.
- c) How often the program learning outcomes are reviewed?
- d) Describe the process used by the program to develop its learning outcome.
- e) Describe how the program learning outcomes are communicated to internal and external stakeholders.

Supporting documents

- a) Curriculum design, development and revision guide /minutes /curriculum review/ validation workshop report
- b) Syllabus
- c) Student satisfaction survey

1.1.4. Considering the stated learning outcomes, the program indicates the career and further studies options available to students upon program completion.

Narrative Response

- a) Explain how the program indicates the career and further studies options available to students upon program completion considering the stated learning outcomes.

Supportive Documents

- a) Curriculum

1.1.5. There is a systematic approach in place to obtain feedback from stakeholders to improve the delivery of the study program and attainment of the program outcomes and update the program accordingly in line with the current practice.

Narrative Response

- a) What mechanisms are put in place to obtain feedback from stakeholders to improve the delivery of the study program?
- b) Show how the program is updating based on the feedback obtained from stakeholders.

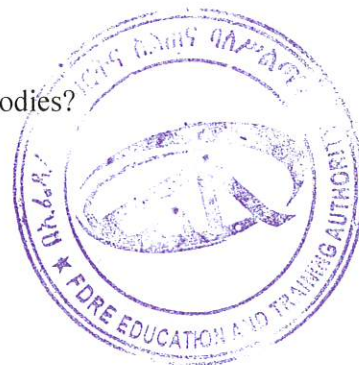
Supportive Documents

- a) Tracer study report
- b) Minutes

1.1.6. The program is approved by appropriate governing body.

Narrative response

- a) Describe the procedure used to approve the program
- b) Does the program approved by appropriate governing bodies?



- c) How often and by whom the program outcomes are reviewed?

Supporting documents

- a) Program approval minute/(AC/DC)
- b) The current Legislation

1.2. Alignment with institutional mission, vision and goals

- 1.2.1. The outcomes of the program align with the HEI's mission, vision and strategy.

Narrative response

- a) Provide the mission and vision statement of the institution
- b) State program outcomes set for the program.
- c) Show the alignment of program outcomes with institutional mission and vision.

Supporting documents

- a) The current strategic plan of the institutions
- b) Program curriculum.

- 1.2.2. The program learning outcomes conform to academic requirements of the study program and Ethiopian Qualification Framework (EQF).

Narrative Response

- a) Describe the alignment of program learning outcomes with academic requirements of the study and EQF

Supportive Documents

- a) EQF document
- b) Syllabus

2. Curriculum

2.1. Design and Organization

- 2.1.1. The curriculum design is based on national and international expectations of the academic discipline/field of study.

Narrative Response

- a) How does the HEI ensure that the curriculum is relevant to the expectations of the national and international competencies?

Supportive Documents

- a) Curriculum

- 2.1.2. The curriculum incorporates core content of the discipline that are essential for understanding the concepts, principles and methods that support the program outcomes.



Narrative response

- a) Indicate the core content (Course catalogue) of the discipline for understanding the concepts, principles and methods that support the program outcomes.
- b) Current curriculum of the program
- c) Show how the core contents of the discipline support the program outcomes.

Supportive Documents

- a) Table on Course catalogue

List of courses	Course category	Course code	ECTS/CrHr	Pre-requisite	Remark

2.1.3. The curriculum takes into account the indigenous knowledge that foster local potential.

Narrative response

- a) Does the curriculum take in to account the indigenous knowledge that foster local potential

Supportive documents

- a) Curriculum

2.1.4. The curriculum considers the appropriate professional, industry and good practices in the field.

Narrative Response

- a) Does the program curriculum consider the appropriate professional, industry requirements and good practices in the discipline

Supportive Documents

- a) Curriculum of the program

2.1.5. The learning outcomes of the program clearly articulates the required learning domains (knowledge, skills, values, behaviors, and preparedness of learners) to become professionals and responsible citizens.

Narrative response

- a) Indicate the learning outcomes of the program.
- b) Show how the learning outcomes clearly articulate the required domains of learning.

Supportive Documents

- a) Curriculum of the program

2.1.6. The curriculum is designed in such a way that there is a clear pathway and students are informed about the development of career pathways during their studies.

Narrative Response

- a) Explain the program curriculum design process.
- b) Discuss how the curriculum is designed and
- c) Discuss how does students informed about development of their career pathways

Supportive Documents

- a) Legislation
- b) Curriculum guideline
- c) Minutes
- d) Student Satisfaction Survey

2.1.7. The curriculum maintains the coherence between learning and teaching activities, and the learning outcomes.

Narrative Response

- a) Describe how the learning and teaching activities in the curriculum are appropriately designed to achieve the learning outcomes
- b) Discuss the alignment of learning and teaching activities with learning outcomes.

Supportive Documents

- a) The curriculum of the program

2.1.8. The curriculum ensures that the total duration of the training, credit hours per semester, and durations of practical attachments are clearly defined and consistent with the national standards.

Narrative

- a) Describe the duration and credit hours in light of applicable national standards

Supportive Documents

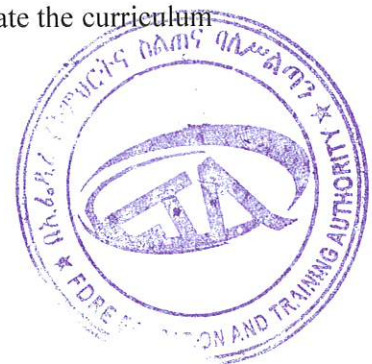
- a) The current curriculum of the program

2.2. Curriculum Evaluation and Review Process

2.2.1. There is a functional curriculum committee with the capacity to oversee, monitor and evaluate the curriculum.

Narrative Response

- a) List the members and composition of curriculum committee.
- b) Describe how the committee oversee, monitor and evaluate the curriculum



- c) Discuss the functionality of the curriculum committee.

Supportive Documents

- a) Assigning letter of the committee
- b) Curriculum committee minutes, report

2.2.2. There is a clearly defined mechanism to regularly monitor and evaluate the curriculum.

Narrative response

- a) Describe how and how often the program curriculum is reviewed.
- b) Discuss how feedbacks from stakeholders are considered in the review process.

Supportive Documents

- a) Curriculum review workshop report
- b) Student satisfaction survey report
- c) Minutes/report on curriculum review process

3. Learning, Teaching and Assessment

3.1. Learning and Teaching

3.1.1. The learning and teaching activities are consistent with the curriculum and ensure that there are varieties of learning-teaching methods aligned with learning outcomes to help students take responsibility for their own learning.

Narrative response

- a) Discuss the consistency of learning and teaching activities with the curriculum.
- b) Indicate the varieties of learning-teaching methods used for the program
- c) Describe how the learning-teaching methods set in the curriculum are aligned with learning outcomes.
- d) How do the learning and teaching methods help students to take responsibility for their own learning?

Supporting Documents

- a) The current Curriculum/ Course syllabus
- b) Learning teaching manual
- c) Student Satisfaction Survey

3.1.2. The learning and teaching activities are appropriately designed to ensure that learning outcomes are achieved.

Narrative response

- a) Discuss how the learning teaching activities are designed?



- b) Explain how the learning teaching activities ensured achievements of learning outcomes.
- c) Describe the curriculum or course syllabus and provide examples of how specific lesson plans are designed to achieve the stated learning outcomes.
- d) Discuss the assessment and evaluation tools that are used to measure student performance and ensure that learning outcomes are being met.
- e) Provide evidence of how student progress reports are used to track the progress of each student and ensure that they are meeting the stated learning outcomes
- f) Student satisfaction surveys: Discuss the results of student satisfaction surveys that capture the students' perceptions of the learning activities and whether they feel that they are appropriately designed to achieve learning outcomes.
- g) Describe course mapping

Supportive Documents

- a) Curriculum
- b) Session Plan
- c) Program evaluation reports
- d) Course mapping
- e) Learning teaching guide
- f) Student Satisfaction Survey

3.1.3. The learning-teaching activities encourage the active participation of students in their learning process.

Narrative Response

- a) Discuss how the learning and teaching activities encourage the active participation of students.
- b) What mechanisms are used to encourage students' participation?
- c) What are the ways adopted to assess the effectiveness of learning and teaching activities provided in the curriculum?

Supportive Documents

- a) The current program curriculum
- b) Reports on assessment of learning and teaching activities

3.1.4. The program uses educational resources (including technology facilities) that are consistent with the learning outcomes

Narrative response

- a) Describe the consistency of educational resources with the learning outcome.



- b) Describe the conduciveness of the learning environment for the effective implementation of the program.
- c) Describe the adequacy of educational resources for the delivery of the program

Supportive documentation

- a) Report on student support services
- b) Learning resource utilization report
- c) Student Satisfaction Survey

3.1.5. The program has co-curricular activities that will enrich students' experiences, and foster personal development responsibility (needs to be stated under the curriculum).

Narrative response

- a) List program related co-curricular activities
- b) Describe how these activities enrich students' experiences, and foster personal development and responsibility.

Supportive Documentation

- a) Student satisfaction survey
- b) Report on co-curricular activities

3.1.6. There is a systematic monitoring and review of learning and teaching of the program to improve the quality.

Narrative response

- a) Describe how and how often the program monitors and reviews the learning and teaching.
- b) Describe how student feedback is used to monitor and review the quality of learning and teaching.

Supportive documents

- a) Student Satisfaction Survey
- b) Learning teaching Feedback report

3.1.7. The program provides special support to students with poor performance based on assessment results.

Narrative response

- a) Describe the support for students with poor performance

Supportive Documents

- a) Tutorial report
- b) Student Satisfaction Survey



3.2. Assessment Policy and System

3.2.1. The program has an assessment policy or guideline that clearly describes assessment principles and practices (including methods, frequency, scoring, marking, remedial action and post-exam analysis procedures).

Narrative response

- a) Discuss the policy/guideline and its key components
- b) Describe post exam analysis procedures.

Supportive Documents

- a) Assessment policy/guideline
- b) Post exam analysis report

3.2.2. The program has a mechanism to ensure the validity and reliability of the student assessment system (including exam blue print, item analysis and exam bank).

Narrative response

- a) Describe how the program ensures the validity and reliability of the student assessment system

Supporting Documents

- a) Reports on validity and reliability of assessments
- b) Assessment policy/guideline

3.2.3. The program has clearly regulated and fairly administered mechanisms for student's appeal and dispute resolution.

Narrative response

- a) Discuss how the program regulate and administer student appeals and disputes regarding assessment.

Supportive Documents

- a) The policies and procedures for disciplinary action and appeals
- b) Minutes on disciplinary and appeal decisions
- c) Assessment policy/guideline
- d) Student satisfaction survey

3.2.4. The academic security and integrity of assessment, confidentiality of assessment results and academic records are maintained in line with HEI's policy.

Narrative response

- a) Discuss the alignment of academic security and integrity of assessment arrangements with HEIs policy.



Supportive Documents

- a) The policies and procedures for disciplinary action and appeals
 - b) Minutes on disciplinary and appeal decisions
 - c) Assessment policy/guideline
- 3.2.5. The program has a system of assessment that measures course and program learning outcomes and informs students on progression and graduation.

Narrative response

- a) Describe how the assessment mechanisms used to measure the course outcomes.
- b) Discuss how the assessment ensures academic progression and graduation.

Supportive Documents

- a) Assessment policy/guide
 - b) Minutes/academic progression and graduation report
 - c) Student satisfaction survey
- 3.2.6. The program has established a functional system to conduct item analysis and standard-setting and to use the results for decision-making.

Narrative response

- a) Describe the system for exam item analysis and standard setting
- b) Show how the exam item analysis result is used for decision making

Supportive documents

- a) Exam item analysis report
- b) Minute for Decision making item analysis

3.3. Assessment Method

- 3.3.1. The program employs a variety of assessment methods and tools to assess learning outcomes and competencies.

Narrative response

- a) Does the program administer a variety of assessment methods and tools to assess learning outcomes and competencies

Supportive documents

- a) Student assessment guideline
 - b) Current curriculum
 - c) Student Satisfaction Survey (SSS)
- 3.3.2. The program's approach to overall assessment activities are systematically and regularly reviewed to ensure its effectiveness.



Narrative response

- a) Describe how and how often the program reviews the effectiveness of overall assessment activities.

Supportive documents

- a) Assessment review report/minute
- b) Student assessment guideline

3.3.3. The program put in place a system of assessment that regularly offers students timely, specific, and actionable feedback that identifies their strengths and areas of improvement to enhance their learning.

Narrative response

- a) Discuss the system of assessment that regularly offers students with actionable feedback
- b) Describe how students are provided with timely feedback to identify their strength and areas of improvement.

Supportive Documents

- a) Student satisfaction survey
- b) Assessment policy/guideline
- c) Exam committee minute and report

3.3.4. The information on the program approach to assessment is clearly provided to students.

Narrative response

- a) Describe how the program's assessment approach is communicated to students

Supportive documents

- a) Curriculum
- b) Assessment policy/guideline
- c) Student satisfaction survey

3.3.5. The assessments within the study program are adequate to judge the achievement of the learning outcomes.

Narrative response

- a) Discuss the adequacy and fairness of the assessment to measures the achievement of learning outcomes

Supportive documents

- a) Curriculum



- b) Assessment policy/guideline
- c) Student satisfaction survey

3.3.6. The program use performance feedback from exit exam and national licensing exam to improve instruction and in-school assessment practices.

Narrative Response

- a) Describe how performance feedback from exit exam and national licensure exam to improve instruction and in-school assessment practices.

Supportive Documents

- a) AC/DC Minutes/reports and letters
- b) Action plans based on performance feedback

4. Students

4.1. Student Selection and Admission Policy

4.1.1. Student selection and admission practices for the program are clear, explicit and fair, and in accordance with the HEI's policies and regulations.

Narrative Response

- a) Discuss how the program ensures the clarity and fairness of student selection and admission criteria.
- b) Describe the mechanisms of appeal system to admission process.

Supportive documents

- a) Current Curriculum
- b) Student handbook
- c) Student selection and admission guideline
- d) Student Satisfaction Survey

4.1.2. The criteria and processes of student selection and admission are published, disseminated and publicly accessible.

Narrative response

- a) Describe how student selection and admission criteria is disseminated for internal and external stakeholder

Supportive documents

- a) Student handbook
- b) Student selection and admission guideline
- c) Student Satisfaction Survey report



4.1.3. The program defines and periodically reviews intake capacity in accordance with available resources to ensure effective implementation.

Narrative response

- a) Describe how often and by whom the size of student intake capacity is reviewed
- b) Explain how to ensure student intake capacity is in lined with available resources for effective implementation of the program.

Supportive documents

- a) Student intake capacity communication letter
- b) Current annual plan of the program
- c) Summarize the active batch student enrollment capacity of the program

Academic year	Enrolled students		Remark
	F	M	
2023	#	#	
2024	#	#	

4.1.4. The program established well-defined policies and mechanisms to facilitate student mobility which may include student transfer within and between institutions nationally and internationally.

Narrative response

- a) Describe the policy which state about transfer and exchange of students nationally and internationally
- b) Describe the practice and procedure of the program on student transfer and exchange
- c) Provide the number of transferred/exchange students for each indicated academic year (3 consecutive year's student active batch)

Transfer/exchange students	AY	AY	AY	Remark
Transferred students that entered into the second year.	#	#	#	

Supportive documents

- a) Legislation
- b) Registrar manual



- c) Current curriculum
- d) Student Satisfaction Survey
- e) Student handbook/Student transfer Guideline

4.1.5. Entry standards for the program are regularly reviewed based on student performance and other relevant internal and external reference points.

Narrative response

- a) Indicate the admission requirements of the program.
- b) Describe how and how often the admission requirements are reviewed.

Supportive documents

- a) Admission policy
- b) Registrar manual
- c) Minutes/reports on reviewing admission requirements

4.1.6. Promote diversity in admission, including gender mainstreaming, and consideration of disadvantaged groups and persons with disabilities, where applicable.

Narrative Response

- a) Indicate the inclusiveness' of admission policy
- b) Describe the minimum requirements for admission to program

Supportive documents

- a) Student selection and admission policy
- b) Report on student placement

4.2. Student Support and Counseling Service

4.2.1. There are an appropriate and adequate student support services such as physical, social, financial, recreational and online facilities, academic and non-academic counseling, and health services.

Narrative response

- a) Explain how and by whom the academic, non-academic and career counseling are provided for students.
- b) Describe types of student support services delivered to students
- c) Evaluate the adequacy and appropriateness of student services

Supportive Documents

- a) Student Hand book
- b) Student counseling manual
- c) Student Satisfaction Survey



- 4.2.2. The program has a comprehensive student handbook that indicates student's support systems and make accessible to students.

Narrative response

- a) Describe the effectiveness of induction program provided to new students regarding the program and available support mechanism.
- b) Explain how and by whom the academic, non-academic and career counseling are provided for students
- c) Describe how student hand book accessible to students
- d) Explain the availability of student hand book with inclusion of student support systems.

Supportive Documents

- a) Current curriculum
- b) Legislations
- c) Student Hand book
- d) Student satisfaction survey

- 4.2.3. There is an effective induction program to new students about the program and the available support mechanisms. Academic, non-academic and career counseling are provided by adequate and qualified staff.

Narrative response

- a) Describe the effectiveness of induction program provided to new students regarding the program and available support mechanism.
- b) Explain how and by whom the academic, non-academic and career counseling are provided for students.

Supportive documents

- a) Student hand book
- b) Student counseling manual
- c) Student Satisfaction Survey

- 4.2.4. The program has effective mechanisms to identify and support students with special needs including those who are at risk of not progressing academically.

Narrative response

- a) Describe the mechanism to identify students with special need
- b) Describe how to support students with special need
- c) Describe strategies used to minimize attrition

Supportive documents



- a) Student support service yearly Report
- b) List of supported special need students
- c) Student Satisfaction Survey

4.2.5. The program evaluates student support services regularly to ensure their adequacy, effectiveness and safety.

Narrative Response

- a) Describe how and how often student support services are evaluated to ensure adequacy, effectiveness and safety.

Supportive documents

- a) Student Satisfaction Survey
- b) Student support guide
- c) Minutes/report on evaluation

4.2.6. There is an active mechanism for students to voice their grievances and seek resolution on academic and non-academic matters.

Narrative response

- a) Describe how student's grievances and appeals are handled regarding academic and non-academic matters

Supportive documents

- a) Minutes/reports on disciplinary decision
- b) Student handbook
- c) Student Satisfaction Survey

4.2.7. The program clearly defined and documented processes and procedures in handling student disciplinary cases.

Narrative response

- a) Narrate how the program defined and documented processes and procedures for handling student disciplinary cases.

Supportive documents

- a) Minutes/reports on disciplinary decision
- b) Student handbook
- c) Student Satisfaction Survey

4.3. Student Progression

4.3.1. The program has appropriate strategies to improve the retention, progression and completion rates of students in the program.



Narrative response

- a) Describe strategies used to improve students' retention, progression and completion rate.

Supportive documents

- a) Program plan and strategies.
b) Progression report

4.3.2. The program ensures that more than 50% of the graduates pass the exit exam.

Narrative response

- a) How does the program ensure that that more than 50% of the graduates pass the exit exam?

Supportive documents

- a) Exit exam report

4.3.3. The program regularly reviews the effectiveness of its strategies and mechanisms to ensure appropriate student attrition, retention, progression and completion rates are maintained.

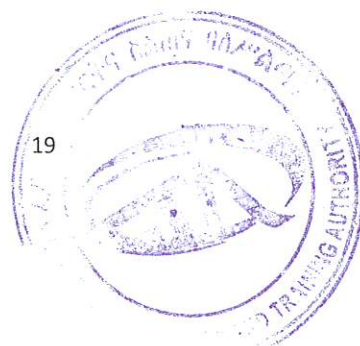
Narrative response

- a) How and how often the program reviews the effectiveness of its strategy and mechanism on student attrition, retention, progression and completion rates.
b) Narrate periodic recorded data and analysis regarding student achievement, retention, attrition rates, progression and completion.

Supportive Documents

- a) Academic or senate Minute of graduation
b) Student Satisfaction Survey
c) Provide student data for attrition, progression and graduation (3 consecutive years active batch)

Year of entry	Registered	Drop out	Dismissal	Withdrawal	Attrition rate	Progression rate	No of Graduated students	Graduation rate
AY1	#	#	#	#	#	#		
AY2	#	#	#	#	#	#		
AY3								



4.4. Alumni

- 4.4.1. There is an active mechanism to trace employability and satisfaction of graduates and employers and use the findings to improve the educational program.

Narrative response

- a) Describe how and how often trace the employability
- b) Describe the mechanism used to trace the satisfaction of graduates and employers

Supportive documents

- a) Tracer study report
- b) Graduates' satisfaction survey

- 4.4.2. There is an effective use of formal system and process for managing and maintaining relationships with its alumni database.

Narrative response

- a) Describe the process and system of managing and maintaining graduates with alumni database.
- b) Describe how the program create a formal link with the alumni

Supportive documents

- a) Registrar manual
- b) Updated Database information program alumni
- c) Tracer study report

- 4.4.3. The program has a system to link the graduates and potential employers and facilitate graduate employment.

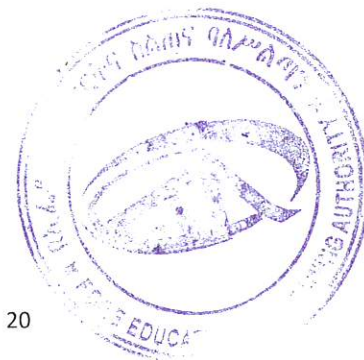
Narrative response

- a) Discuss the implementation of linking graduates with potential employers

Supportive documents

- a) MOU
- b) Tracer study

5. Academic Staff



5.1. Staff Recruitment and Selection

5.1.1. The program has well-defined system in place for the appointment and promotion of staff with appropriate qualifications, competences and skills guided by considerations which are in line with institutional, national policy and international best practices.

Narrative response

- a) Discuss the system used for academic staff appointment and promotion of staff with appropriate qualifications, competences and skills
- b) Describe the alignment of the system with institutional, national policy and international best practices.

Supportive Documents

- a) HR manual
- b) Legislation
- c) Academic staff hand book
- d) Minute/letter for appointment and promotion

5.1.2. The program implements a strategic approach to the planning and management of human resources which is aligned to its mission and strategic objectives. The recruitment strategy seeks a balance between senior and junior academic staff, between academic and non-academic staff, between academic staff with multidisciplinary backgrounds and specializations.

Narrative response

- a) Narrate the strategic approach of the planning and management of human resources.
- b) Describe the alignment of strategic approach with program mission and strategic objectives.
- c) Explain the balance between senior and junior academic staff.
- d) Explain the balance between academic and non-academic staff.
- e) Explain the balance between academic staff with multidisciplinary backgrounds and specialization.

Supportive documents

- a) HR manual
- b) Legislation
- c) List of academic and non-academic staff composition and qualification

Name of academic staff	Composition	Qualification	Name of non-Academic staff	Qualification	Remark
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	Junior	Senior				

5.1.3. The program has an adequate number of full-time academic staff.

Narrative response

- Provide the list of part time and full-time teaching staff.
- Show the balance of full time and part time teaching staff to ensure the effective delivery of the program.

Supportive documents

- List of part time and full-time staff.
- Table on part time and full-time staff

No	List of Academic staff	Qualification	Full time	Part time	Remark

5.1.4. The staff to student ratio of the program is appropriate to the learning-teaching methods and complies with the program discipline standards.

Narrative response

- Narrate the appropriateness of staff to student ratio to the teaching-learning methods
- Discuss the staff to student ratio with respect to the program standards.

Supportive documents

- The program discipline Standard regarding staff to student ratio
- Table on Staff to student ratio (3 consecutive years active batch)

Active batch	No of Academic staff	No student	Ratio	Remark
AY1				
AY2				
AY3				

5.1.5. The program has clearly defined roles and responsibilities for staff and has an academic code of conduct with efficient and fair procedures for discipline, complaints, and disputes resolution.



Narrative response

- a) Discuss the procedures for discipline, complaints, and disputes resolution

Supportive documents

- a) HR manual
- b) Minutes/reports on compliant and disputes resolution.

5.1.6. The program regularly reviews the effectiveness of its strategies and mechanisms of staff recruitment, promotion and retention to maintain conducive learning and teaching environment.

Narrative response

- a) Narrate how and how often the program reviews the effectiveness of strategies and mechanisms regarding staff recruitment, promotion and retention.
- b) Describe how the strategies and mechanisms maintain conducive learning and teaching environment

Supportive documents

- a) Minutes/report on review
- b) Staff development report
- c) HR manual

5.2. Staff support and Retention

5.2.1. The program has transparent staff appraisal system addressing the roles of the academic staff in teaching, research, community services and administrative functions.

Narrative response

- a) Describe the mechanism to develop and implement staff appraisal system
- b) Narrate how staff appraisal system address the roles of academic staff in teaching, research, community services and administrative functions

Supportive documents

- a) Academic staff hand book
- b) Staff performance appraisal report

5.2.2. The program utilizes the appraisal data to provide timely and constructive feedback, improve the performance of staff, and inform decisions, benefits and awards.

Narrative response

- a) Describe how and how often the program provides feedback for staff



- b) Discuss how the program utilized the appraisal data to improve the performance of staff, and inform decisions, benefits and awards.
- c) Describe the benefits and awards provided for academic staff based on appraisal data/performance.

Supportive documents

- a) Staff appraisal report
- b) Academic staff hand book
- c) Appraisal data-based benefits and awards report

5.3. Staff Professional Development

5.3.1. The program has an effective academic staff development program and offers the professional development of its staff based on appropriate need assessment.

Narrative response

- a) Describe the effectiveness of academic staff development program and professional development practice based on need assessments

Supportive documents

- a) Staff development report
- b) Need assessment for staff and professional development

5.3.2. The program provides mentoring and formative guidance for new academic staff as part of its staff development program.

Narrative response

- a) Describe the mechanism used for mentoring and guidance of new academic staffs as part of the staff development program

Supportive documents

- a) Staff development report
- b) Induction manual and report
- c) Academic staff handbook

5.3.3. The program provides the academic staff with the necessary training, tools and technology for self-learning, access to information and for communication.

Narrative response

- a) Describe how the program provides necessary continuous trainings for the academic staff
- b) Discuss the technology and communication tools accessed for the academic staff

Supportive documents



- a) Continuous training reports
- b) ICT utilization and access for staff report

5.3.4. The program supports and encourages the research activities of its academic staff and ensures their academic freedom.

Narrative response

- a) Discuss how the academic staff members are supported to undertake researches
- b) Narrate how the program ensures academic freedom.

Supportive documents

- a) Published researches
- b) Incentive package for research
- c) Research manual
- d) Legislation
- e) Academic Staff handbook

5.3.5. The program has national and international linkages for enhancement of academic and professional development and scholarly activities.

Narrative response

- a) Describe the national and international linkage of the program to involve renowned academics and professionals
- b) Narrate how the linkages enhance the scholarly activities.

5.4. Preceptor Selection, Preparation, Development

5.4.1 The program develop/adopt and implement a written guideline/criteria for the selection of preceptors who are licensed and proficient practitioners working at practice sites; describing the role and responsibilities of preceptors for planning, preparing, teaching and assessing performance; and providing service according to regulatory standards

Narrative response

- a) Describe the availability of preceptors' guideline that contains the role and responsibilities of preceptors for planning, preparing, teaching and assessing performance

Supportive document

- a) Preceptors' guideline



- 5.4.2 The program establish mechanisms and procedure for motivation, continuous professional development and career advancement of the preceptors with acceptable continuing education units according to regulatory standards

Narrative response

- a) Narrate the mechanism used to motivate preceptors and how to provide continuous professional development for preceptor

Supportive document

- a) Copies of relevant document related to preceptors' motivation and continuous professional development

- 5.4.3 The program establish a system to ensure each preceptor received clinical teaching skills training and technical update training in the past 2 years in line with regulatory requirements.

Narrative response

- a) Describe the type and frequency of and technical update training provided for preceptors in the last two years

Supportive document

- a) Training certificate
b) Training reports

6. Educational Resources

6.1. Physical facilities

- 6.1.1. The program has clearly stated and well-defined system in place for procuring and utilization of educational resources in line with the HEI policy

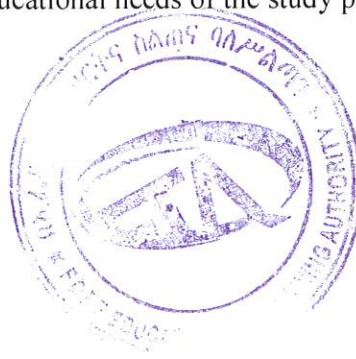
Narrative response

- a) Describe the system of procuring and utilization of educational resources.
b) Narrate how the procuring and utilization of educational resources aligned with the HEI policy.

Supportive documents

- a) Resource utilization manual
b) Procurement policy

- 6.1.2. The program has sufficient and appropriate resources, including equipment and facilities for training, to ensure effective delivery of the curriculum. Educational resources are distributed according to the educational needs of the study program, and are well maintained.



Narrative response

- List all the educational resource related to the program
- Describe the appropriateness and adequacy of educational resources to ensure effective delivery of the curriculum
- Describe how educational resources are distributed according to the need of the program

Supportive documents

- Resource utilization manual
- Progress report
- Inventory report on facilities
- Student Satisfaction Survey
- Table on educational resources lists

No	Facilities	Number and Holding Capacity		Remarks
		Number	Capacity	
1	Lecture Halls			
2	Laboratories and Workshops			
3	Skill Lab			

6.1.3. The program ensures that learning and teaching resources and facilities are appropriate and adequate to meet the needs of its study programs.

Narrative response

- Describe the appropriateness and adequacy of educational resources to meet the need of the program

Supportive Documents

- Resource utilization manual
- Progress report
- Inventory report on facilities
- Student satisfaction survey
- Table on educational resources lists

No	Facilities	Number and Holding Capacity		Remarks
		Number	Capacity	
1	Lecture Halls			
2	Laboratories and Workshops			



	Science Lab			
	Engineering workshop			
	Processing workshop			
	Manufacturing workshop			
	Studio			
	Others			
3	Other Facilities			

6.1.4. The physical facilities comply with the relevant laws, and with health and safety regulations including accessibility to people with disabilities.

Narrative Response

- How the physical facilities confront with relevant laws, health and safety regulations
- Describe the inclusiveness of the available physical facilities to people with disabilities.

Supporting Documents

- Resource utilization manual and report
- Health and safety manual/guideline
- Student satisfaction survey

6.1.5. The program has a functional library accessible to students and staff with adequate capacity.

Narrative Response

- Discuss the functionality, accessibility and holding capacity of the library.

Supportive Documents

- Student Satisfaction Survey
- Library manual
- Library work schedule

6.1.6. The library has adequate resources and facilities (such as latest references, electronic resources, digital library, qualified staff and other facilities including appropriate information and communication technology mediated reference materials) to support academic programs and research activities.

Narrative response

- State the digital library system in the library.



- b) List the number of staff in the library and their qualifications.
- c) Describe resource sharing and access mechanisms that are available to extend the library 's capabilities.
- d) Discuss the organization of library and the availability of adequate supply of up-to-date textbooks and reference materials of both hard and softcopy.

Supportive documents

- a) Library manual
- b) Digital library
- c) List of technical staff in the library
- d) Student Satisfaction Survey
- e) Table on reference materials supporting the program

Reference Books			Number of Journals			Other resources
Title	Publish date	Number of Collection	Title	Publish date	Number of Collection	CD ROM, Video

6.1.7. The program has information and communication technology infrastructure appropriate to the program including computer laboratories that are required for the study programs.

Narrative response

- a) Describe the appropriateness of information and communication technology infrastructure to the program.

Supportive documents

- a) Student satisfaction survey
- b) Website and corporate email
- c) Number of computer lab and computers

6.1.8. The program regularly reviews resources to ensure they are appropriate and effectively support mechanism for learning and teaching.

Narrative response

- a) Describe how and how often the appropriateness and effectiveness of resource are reviewed

Supportive documents

- a) Educational resource inventory report



- b) Minute /report on review

6.2. Skill Development Laboratory

- 6.2.1 The program has access to safe and adequately illuminated and ventilated spaces for skill demonstration, practice, and discussion/ debriefing for intended skill development with functional water and power supply

Narrative response

- a) Narrate safety, illumination, ventilation and adequacy of SDL (accommodate 25 students per session for skill demonstration, practice, and discussion 2.2 m2/student).
- b) Describe the functionality of water and power supply in SDL

Supportive documents

- a) Pictures (SDL)
- b) Student satisfaction survey

- 6.2.2 The program has skill development labs that are accessible to people with disabilities

Narrative response

- a) Describe the accessibility of SDL for disables

Supportive documents

- a) Pictures (SDL)
- b) Student satisfaction survey

- 6.2.3 The program has Functional anatomic models, simulators, and mannequins with adequate supplies to learn essential competencies. Skills labs with adequate and up-to-date learning materials (checklists for all skills, standard operating procedures (SOPs), wall charts, posters, flow charts, and electronic learning resources, audiovisual aids including video sets)

Narrative response

- a) Describe the adequate supply of functional midwifery equipment and simulators to learn essential competencies (with the ratio of one piece of equipment for six students in each lab session) (See Annex I)
- b) Describe the availability of up-to-date learning materials (reference books, checklists for all skills, standard operating procedures [SOPs], wall charts, posters, flow charts, and electronic learning resources) (See Annex II for skill lab manuals)

Supportive documents

- a) Inventory report



- b) Resource utilization manual
- c) Student satisfaction survey
- d) Picture (SDL)
- e) Adequate supplies listed in the respective Annex I and II.
- f) Posted materials
- g) Skill lab checklist
- h) Documents on Standard operating procedures

6.2.4 The program has a dedicated office for skill lab assistants and a store for equipment

Narrative response

- a) Describe the availability of separate office for skill lab assistants and store

Supportive documents

- a) Picture (Labeled office skill lab assistants and store)

6.2.5 The program has safety manuals posted safety precautions, a fire extinguisher, emergency shower, and infection prevention equipment

Narrative response

- a) Narrate the availability of safety manual, posted safety precautions, fire extinguisher, emergency shower, and infection prevention equipment

Supportive documents

- a) Safety manual
- b) Picture (posted safety precautions)
- c) Student satisfaction survey

6.2.6 The program has skills labs with an adequate number of movable chairs, tables for each station, a labeled shelf with locks in the storages

Narrative response

- a) Describe the availability of adequate number of movable chairs, tables in SDL

Supportive documents

- a) Inventory report
- b) Resource utilization manual
- c) Student satisfaction survey
- d) Picture (SDL)

6.2.7 The program has skills labs properly organized and managed by a dedicated skills lab coordinator.

Narrative response



- a) Narrate how skills labs are organized and managed by a dedicated skills lab coordinator

Supportive documents

- a) Assignment letter

6.2.8 The program has skills labs with regular cleaning schedule and follow-up for the facility. Skills labs accessible/open for students' independent practice.

Narrative response

- a) Describe the availability of cleaning schedules
- b) Narrate how skills labs are accessible/open for students' independent practice

Supportive documents

- a) Meeting Minute and reports
- b) Regular cleaning schedule and follow-up for the facility

6.3. Practical/Clinical Training Site

6.3.1. The program has practical sites that are accessible with adequate patient number and mix per the core competencies.

Narrative Response

- a) Describe the patient flow and case mix as to the learning goal

Supportive Documents

- a) MOU
- b) Schedule
- c) Assessment Checklist
- d) Student documents (Notes, portfolios, reports)
- e) Student satisfaction survey

6.3.2. The program provides educational resources including national service delivery guidelines, personal protective equipment, learning tools (checklists, log book, SOP) and other essential equipment

Narrative Response

- a) Describe/mention available resources

Supportive Documents

- c) Delivery guidelines, personal protective equipment, learning tools (checklists, log book, SOP) verified by Site visit

6.3.3. The program has a dedicated coordinator for facilitating community/clinical training



Narrative Response

- a) Mention the coordinator and the process.

Supportive Documents

- a) Assignment/appointment Letter
- b) Student satisfaction survey

6.3.4. The program engages adequate instructors and supervisors in the required range of clinical and community settings.

Narrative Response

- a) Describe the professional and expert mix for the attachment

Supportive Documents

- a) Attachment schedule

6.4. Financial Resource

6.4.1. The program has financial resources sufficient to undertake its operations and implement the strategic objectives.

Narrative response

- a) Discuss the adequacy of financial resources of the program to its operations and implement the strategic objectives.

Supportive documents

- a) Report on budget utilization
- b) Financial plan of the program
- c) Budget breakdown

7. Research and Community Engagement**7.1. Research**

7.1.1. The program has a policy and procedure that identifies the priorities, researcher recognition and commercialization of research outputs.

Narrative Response

- a) Narrate the policy and procedure that identifies the priorities, researcher recognition and commercialization of research output.

Supportive Documents

- a) Research policy/manual/Guideline

7.1.2. The program provides adequate budget and sufficient facilities and equipment for the research activities of its staff in line with its strategies to promote research activities.

Narrative response

- a) Discuss the adequacy of facilities, equipment and budget allocation for research works and disseminations

Supportive documents

- a) Annual plan of the research
- b) Annual plan of the program
- c) Budget request approval report

7.1.3. The program encourages national and international research collaboration and cooperation.

Narrative response

- a) Describe how the program support research collaboration across the institutions at national and international level. MOA between the program and institutions.

Supportive documents

- a) Research annual plan /report

7.1.4. The program ensures that its research activities conform to internationally accept methodological standards comply with ethical standards and ensures that academic misconduct, and plagiarism, is prevented.

Narrative response

- a) Narrate how the research activities comply with international accepted methodological and ethical standards.
- b) Describe the mechanisms to prevent academic misconduct.

Supportive documents

- a) Research policy/manual
- b) Plagiarism checker system

7.1.5. The program regularly reviews the effectiveness of its approach to research and community engagement planning and management

Narrative response

- a) Describe how and how often the programs reviews the effectiveness of its approach to research planning and management
- b) Narrate how the program ensure the achievement of research output and outcome

Supportive documents

- a) Minute/report on research conference

7.1.6. The program has dedicated resource and budget for research and community engagement.



Narrative response

- a) Discuss the resource and budget allocation for research works and disseminations
- b) Discuss the resource and budget allocation for community engagement

Supportive documents

- a) Annual plan of the research and community unit
- b) Annual plan of the program
- c) Budget request approval report

7.1.7. The program ensures research outcomes are appropriately integrated into the learning and teaching activities and community engagements.

Narrative response

- a) Describe how the research outcome aligned with learning and teaching activities

Supportive documents

- a) Research annual report

7.2. Community Engagement

7.2.1. The program has a system and process for planning, implementing, monitoring and evaluating community engagement in line with HEI policies.

Narrative response

- a) Narrate the system and process for planning, implementing, monitoring and evaluating community engagement
- b) Describe the alignment of community engagement with HEI policy

Supportive documents

- a) Community engagement policy/manual
- b) Reports on community engagement activities

7.2.2. The program defines the community/communities it serves for assesses their needs and requirements and takes these in to consideration for its activities.

Narrative response

- a) Describe the mechanism to identify the need and requirements of the community

Supportive documents

- a) Need assessment for community engagement activities
- b) Reports on community engagement activities

7.2.3. The program has a well-defined, coordinated approach to the identification of, and engagement with, industry, employers, professions and the community at large.

Narrative response

- a) State the approach to identify and engage with industry, employers, professions and the community at large.

Supportive documents

- a) Community engagement manual
- b) MOA
- c) Reports on community engagement activities

7.2.4. The program encourages and supports staff and students to engaged in industry and community engagement activities that lead to productive relationship.

Narrative response

- a) Describe how the academic staff and students are involved in industry and community engagement.
- b) State any initiatives taken by the program to involve students and staff in industry and community engagement.

Supporting documents

- a) Community engagement policy/manual
- b) Community engagement report
- c) Student satisfaction survey

7.2.5. There is an effective industry linkage for program delivery and periodically reviewing the effectiveness of the linkage.

Narrative response

- a) State the industry linkage to deliver the program.
- b) How and how often the effectiveness of the industry linkage is reviewed.

Supportive Documents

- a) MOU between the program and industry
- b) Minutes/ Report on reviewing the industry linkage

8. Program Management

8.1. Leadership and Decision Making

8.1.1. The program has administrative structure and adequate staff that are qualified to support the implementation of the educational program

Narrative Response

- a) Describe the administrative structure of the program.
- b) Discuss the adequacy of academic staff in relation to their qualification for the effective the implementation of the educational program



Supportive Documents

- a) Organogram of the program
- b) HR manual

8.1.2. The program has policies, procedures and mechanisms for regular reviewing and updating of its structures, functions, strategies and core activities to ensure continual quality improvement.

Narrative Response

- a) Describe how and how often the program review and update of its structure, functions, strategies and core activities
- b) Describe policy, procedures and mechanism to ensure continual quality improvement.

Supportive Documents

- a) Program performance report
- b) Review report

8.1.3. The program has a transparent governance structure that aligns with the program goals to realize teaching learning, research and community engagement.

Narrative Response

- a) Describe the governance structure of the program.
- b) Discuss the alignment of the governance structure with program goals.

Supportive Documents

- a) Program organizational structure
- b) Strategic plan/Legislation

8.1.4. The program has effective regular reporting procedures about teaching-learning, research, community engagement.

Narrative Response

- a) Describe how and how often the core activities of the program are reported.

Supportive Documents

- a) DC Minutes
- b) Reports on Core activities

8.1.5. The program ensures creating institutional memory through the use of proper archives, institutional emails, websites and social media for a smooth transition of academic leaders.

Narrative Response

- a) Describe how the program creates institutional memory



- b) List conventional and digital documentation for smooth transition of academic leaders.

Supportive Documents

- a) Institutional email

8.1.6. The program describes the representation and role of the academic staff, students and other stakeholders in committees and decision-making process at program level.

Narrative Response

- a) Describe how the program ensures transparency and participation of academic staff, students and other principal stakeholders in decision making.

Supportive Documents

- a) DC minutes
- b) Student satisfaction survey
- c) Legislation

8.1.7. There is a periodic review of the program with consideration of the effectiveness of the program management.

Narrative response

- a) Describe how and how often the program is reviewed
- b) How and how often the program reviews the effectiveness of the management

Supportive documents

- a) DC minute

8.1.8. The governing body of the program is an effective decision-making body with an adequate degree of autonomy.

Narrative Response

- a) Describe how the program ensures the effectiveness of decision making with an adequate degree of autonomy.

Supportive Documents

- a) DC minutes
- b) Legislation
- c) Program performance report

8.1.9. The program provides accurate, relevant and timely information about the program which are easily and publicly accessible, especially to prospective students.

Narrative response

- a) How accurate, relevant and timely information provided regarding the program?



- b) How the information disseminated to students and other stakeholders?

Supportive documents

- a) Student satisfaction survey
- b) Student hand book
- c) social media of the program

8.1.10. The program has a risk management strategy and ensures risk assessment

Narrative response

- a) Describe the risk management strategy
- b) Narrate how the program ensures the risk assessment

Supportive documents

- a) Risk management policy/manual
- b) Risk assessment report

8.2. Allocation of Resources

8.2.1. The program ensures a balanced and transparent budget and educational resource allocation for the core functions.

Narrative Response

- a) Discuss how the program ensures balanced and transparent budget allocation for core functions.
- b) Discuss how the program ensures educational resource allocation for core functions.

Supportive Documents

- a) Budget breakdown
- b) Annual plan

8.2.2. The program ensures resources are sufficient, utilized efficiently and responsibly to achieve the objectives of the program.

Narrative Response

- a) Discuss how the program ensures the sufficiency of resources allocated for the program.
- b) Describe how the program utilizes resources efficiently and responsibly.

Supportive Documents

- a) Resource utilization manual
- b) Report on purchase request and procurement



9. Continual Quality Improvement

9.1. Continual Quality Improvement System

9.1.1. The program has a system for monitoring, evaluating and reviewing the effectiveness of the governance structure.

Narrative response

- a) Discuss monitoring and evaluation system of the governance structure

Supporting documents

- a) Legislation
- b) Organogram
- c) Monitoring and evaluation report

9.1.2. The program has a publicly available quality assurance policy and procedure including regular reviewing and updating of its internal quality assurance activities to ensure continuous quality improvement.

Narrative response

- a) Describe the quality assurance policy and procedure
- b) How the policy and procedure are publicly available
- c) Discuss how often internal quality assurance activities are reviewed and updated

Supportive documents

- a) Quality assurance policy/manual
- b) Legislation
- c) Review reports
- d) Website/social media channel

9.2. Implementation of Continual Quality Improvement

9.2.1. The program has a mechanism for continuous and need-based staff capacity building.

Narrative Response

- a) Discuss the mechanism used for continuous and need-based staff capacity building.

Supportive Documents

- a) Staff development plan
- b) Staff capacity building report
- c) Capacity building need assessment

9.2.2. The program's continual quality improvement covers all units of operations. The quality assurance activities provide feedbacks to support the program's goals.

Narrative response



- a) State the units and area of operations covered by the program continual quality improvement.
- b) Describe how quality assurance activities provide relevant information and data
- c) How the relevant information and data support the program management and development?
- d) How the quality assurance activities output aligned with the achievement of institutional goals?

Supportive documents

- a) Continual quality assurance manual/Guideline
- b) Annual quality assurance report
- c) Program level self-study document

9.2.3. The program's quality assurance activities focus on enhancement and quality culture development. The program ensures the active involvement of academic and support staff and students in the operational process of continual quality improvement.

Narrative response

- a) Describe how the quality assurance activities focused on quality enhancement and culture
- b) How the quality assurance activities involved academic and support staff and students for operational process

Supportive documents

- a) Student satisfaction survey
- b) Annual quality assurance report
- c) Program level self-evaluation document

9.3. Monitoring and Evaluation of Continual Quality Improvement

9.3.1. The program has a mechanism to periodically gather and analyze a variety of data including feedback from students, instructors and other stakeholders, and use results for program improvement.

Narrative Response

- a) Describe the mechanism to gather and use feedbacks from students, instructors and other stakeholders
- b) How the program uses the feedback result to improve the program

Supportive Documents

- a) Minutes



- b) Feedback report
- c) Survey reports (student and staff...)

9.3.2. The program has an internal program monitoring and review committee responsible for continual review of the program to ensure its currency.

Narrative response

- a) Describe the availability of program monitoring and review committee with a designated head
- b) Who are participating on monitoring and review of the program?
- c) How the committees ensure the current and relevancy of the program?

Supportive documents

- a) Committee Minutes/ review report
- b) Annual quality assurance report
- c) Designation letter

9.3.3. The program periodically reviews its quality assurance system for its effectiveness.

Narrative response

- a) How and how often the program reviews its quality assurance system
- b) Describe the effectiveness and impact of quality assurance system
- c) Narrate at what level the quality assurance system is reviewed

Supportive documents

- a) Review report
- b) Annual quality assurance report

9.4. Documentation and Dissemination

9.4.1. The program has a mechanism to identify and disseminate good practices to the stakeholders and wider community.

Narrative Response

- a) Describe the mechanism used to disseminate good practices to the stakeholder and wider community

Supportive Documents

- a) Sample published/disseminated good practices
- b) Briefing report

