# Evaluating an internal quality assurance process for achieving national accreditation standards in midwifery education: a study protocol

Annual Progress Update: Summary of Results by Specific Aim

1. ***Evaluate to what extent education standards are met in the internal quality assurance process at midwifery education institutions.***

Compliance with educational standards was assessed at 31 midwifery education institutions using a validated internal quality assurance tool. Performance was classified as low standard (<60%), medium standard (60–79%) or high standard (≥80%). An individual report was created for each institution, and several have already received feedback on their results.

1. ***Determine the effectiveness of the internal quality assurance process in producing competent and confident educators and midwives.***

The validated, context-specific digital self-assessment tool was used to measure competence and confidence among midwifery educators and final-year students. The training of the Quality Assurance Taskforce (n=21) introduced the tool and included mock data collection exercises facilitated by researchers from Sweden and India. After receiving government approval, taskforce members presented the study to selected institutions and recruited participants.

In total, 80 midwifery educators from 10 institutions (public and private) participated, most of them women (94%) and under 40 years of age. Participants were grouped by age, qualifications, and programme type (direct-entry diploma, BSc Nursing, or both). In addition, 313 final-year students completed the self-assessment, the vast majority of whom were women (99%) aged 22–23 years. Data entry was carried out and verified through multiple checks for accuracy, and subsequently processed in IBM SPSS 25 for anonymization, cleaning, and analysis. The results are under preparation for reporting.

1. ***Identify contextual factors influencing the internal quality assurance process to reach national accreditation standards for midwifery education.***

To explore contextual influences, ten focus group discussions (FGD) were conducted with 76 faculty members from institutions across eight districts. Institutions represented varying performance levels: low (n=2), medium (n=6), and high (n=2). Participants included nursing instructors or lecturers (n=60), along with principals/vice principals (n=8), midwifery instructors (n=2), assistant professors (n=2), accountants/cashiers (n=2), one computer operator, and one academic adviser. Most holding a master’s degree, but also include PhD, diploma in midwifery, bachelor´s degree in management and a Higher Secondary Certificate. The FGD were transcribed and analysed using qualitative content analysis. A manuscript based on these findings is in preparation.