

Indonesian Accreditation Agency for Higher Education in Health (IAAHEH)



ACADEMIC PAPER

**MIDWIFERY EDUCATION
PROGRAM ACCREDITATION**

FOREWORD

Indonesian Accreditation Agency for Higher Education in Health (IAAHEH), as an external quality assurance institution for higher education in health study programs has been trying to always enhance the quality of accreditation services to the higher education study program in health and to be recognized both national and international level. Currently, IAAHEH has developed instrument of accreditation for health programme studies in health including for midwifery schools in international level.

This academic paper describes the history of the Indonesian Accreditation Agency for Higher Education in Health which recently expand its function to become an International Accreditation Agency for Medical and Health Education Program. The background of the academic paper is to guide the Midwifery Education Study Program to comprehend and recognize of IAAHEH as an accreditation agency.

This academic paper describes the profile and history of IAAHEH in detail, the background of the agency as an international accreditation body and the process of international accreditation held by IAAHEH. This academic paper was designed to guide midwifery education study programs and assessors to understand the concepts and principles of the accreditation process. It was also equipped with the procedure of accreditation. It is believed that this academic paper will be a strong foundation to understand the aim and benefits of accreditation, and continuous quality improvement of midwifery education.

This academic paper is written by a team of midwifery education experts and practitioners who come from several accredited universities. I extend my thanks for their commitment to writing the book. I believe the expectation of the writers to provide comprehensive basic information on the IAAHEH accreditation program will positively impact midwifery study programs to always improve their quality of education to produce qualified midwifery education graduates.

Jakarta, July 4th, 2023

Prof. Usman Chatib Warsa, MD., PhD.
The Chairman of IAAHEH.

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Chapter 1. IAAHEH History and Profile

1.1 History

The establishment of IAAHEH was facilitated and funded by the Government of Republic Indonesia through a world-bank funded project, namely the Health Profession Education Quality Project (HPEQ) which ran from 2009-2014. For this purpose, international consultants were recruited, i.e., Prof Robert Woollard and Dan Hunt from the Liaison Committee for Medical Education (LCME) in 2011. A Project Team was also sent to visit the LCME Office in Washington to learn how a non-government accreditation agency operates. After several workshops involving seven professional organizations and seven educational school's associations were conducted, 14 organizations signed a declaration in 2011 to establish an independent accreditation agency for higher education in health.

Indonesian Accreditation Agency For Higher Education in Health (IAAHEH) or LAM-PTKes was eventually established in 2014 by 7 Health Professional Organizations and 7 Association of Education Schools in Health among those were Medicine (Indonesian Medical Association and Association of Medical Education Schools), Dentistry (Indonesian Dental Association, Association of Dental Education Schools), Nursing (Indonesian Nurses Association and Association of Indonesian Nursing Education Schools), Midwifery (Indonesian Midwives Association and Indonesian Midwifery Education Association), Pharmacy (Indonesian Pharmacist Association and Association of Indonesian Pharmacy Education Schools), Public Health (Indonesian Public Health Association and Association of Indonesian Public Health Education Schools), and Nutrition (Indonesian Nutrition Association and Association of Indonesian Nutrition Education Schools).

1.2 Profile

The primary task of IAAHEH is to accredit all health study programs in Indonesia which includes the veterinary study programs that joined in 2020. The number of health study programs has increased from 2950 study programs in 2015 to 6372 study programs in February 2023. At the end of March 2023, the IAAHEH accredited 6465 Study Programs in Health covering different higher education types (vocational, academic, and professional) and programs (diploma, bachelor, master, doctoral, profession, specialist, and sub-specialist). These programs must re-accredit every 5 years before the accreditation status expires or one year after the accreditation decision if they intend to improve their accreditation status.

IAAHEH's vision is to become a globally acknowledged accreditation school to facilitate quality higher education study programs in health. IAAHEH's missions are: (a) to develop IAAHEH in a professional and accountable manner; (b) to improve the quality of accreditation services for higher education study programs in health; (c) to increase the network and recognition of IAAHEH at national and global levels. The core values of IAAHEH are "amanah" (accountable and reliable) and "mandiri" (independent).

1.2.1 Operational Values

In delivering its services, IAAHEH is driven by its operational values as follows:

a) The Culture of Continuous Quality Improvement

The Culture of Continuous Quality Improvement is the commitment to improve the performance of study programs so that quality becomes a culture in all study programs. Continuous Quality Improvement is achieved when there is a closed connection between the internal quality assurance system and the external quality assurance system. IAAHEH believes that the internal quality assurance system is the starting point for external quality assessment. This belief is applied in the accreditation process, which begins with the study program's Self-Evaluation Report based on the results of their internal quality assurance system. This report will be used as the basis for the desk evaluation. Upon the completion of site visits and the validation process by the Accreditation Board, IAAHEH announces the accreditation decision and the recommendations for the improvement of the study program. This relationship is depicted in the following diagram:

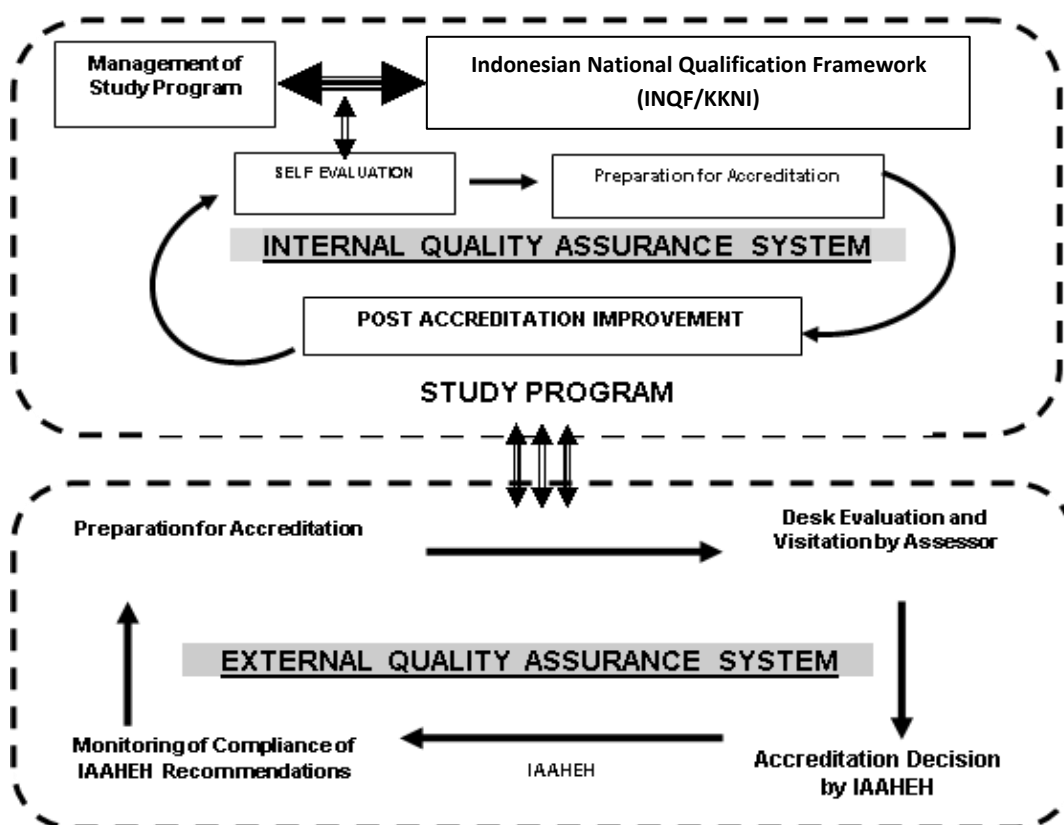


Figure 1. The Relationship between Internal Quality Assurance System and External Quality Assurance System

b) Quality Cascade

Quality that is interrelated between the quality of higher education in health with the quality of medical and health practices and eventually the quality of community health (Quality Cascade). The accreditation system ensures the quality of schools will produce quality graduates who will deliver quality medical and health practices.

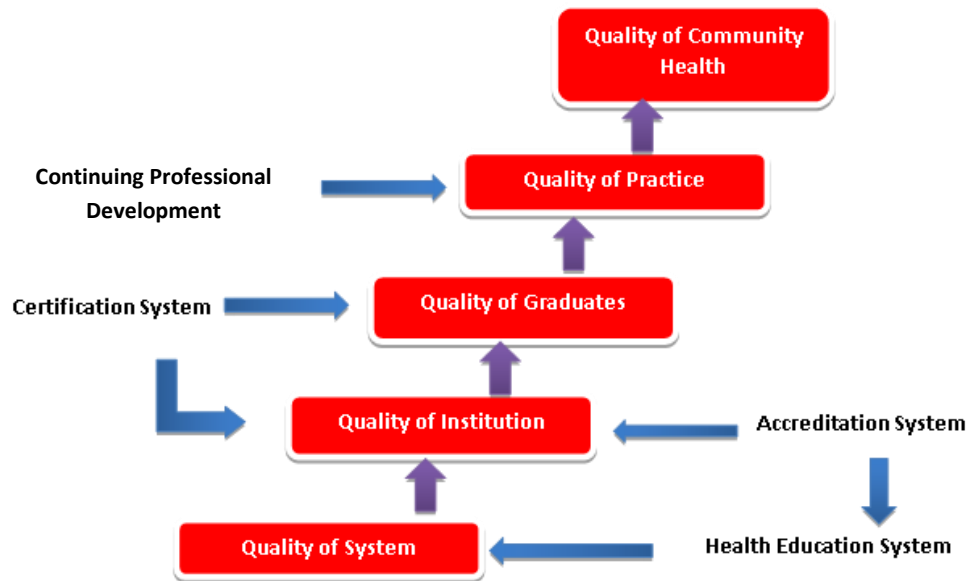


Figure 2. Quality Cascade

c) The Conceptualisation - Production - Usability Concept

The concept of production and use of the health profession which demands continuity between the career paths of health workers from education, graduation, and placement to professional development (Conceptualisation - Production - Usability (CPU):

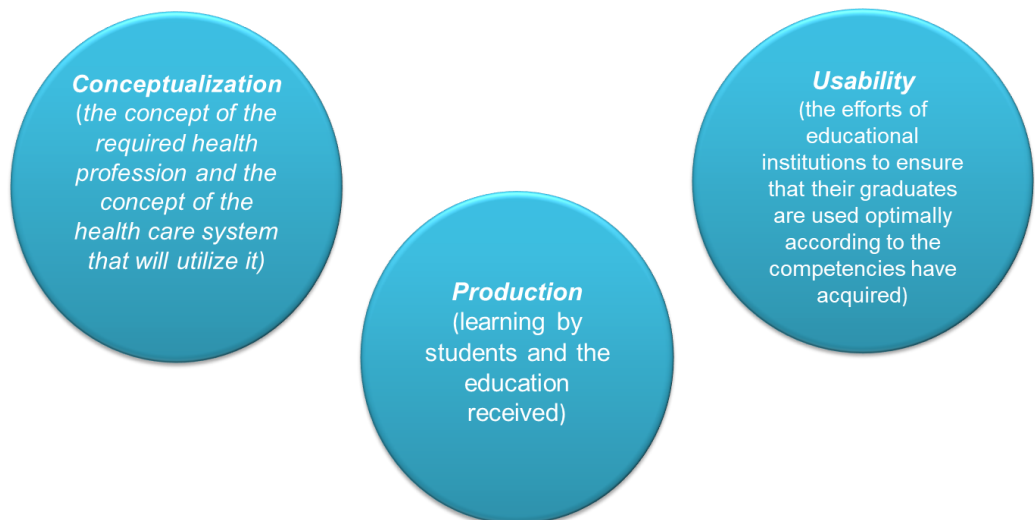


Figure 3. Conceptualisation-Production-Usability

d) Trusted by all stakeholders (Trustworthy)

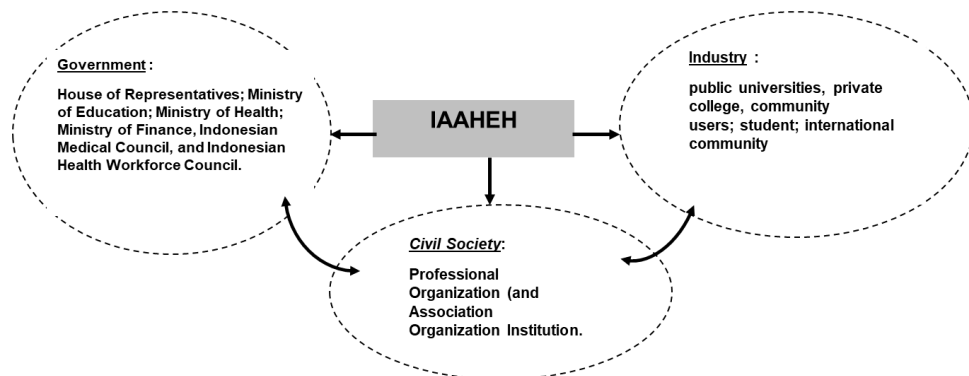


Figure 4. Relationship between IAAHEH and Stakeholders

IAAHEH strives to gain trust from the different stakeholders, namely the government, higher education schools and academic communities nationally and internationally, as well as civil society which include Professional Organisations, Association of Education Schools, the Indonesian Medical Council, and the Indonesian Health Workforce Council.

e) Interprofessional Education (IPE) as the Foundation for Interprofessional Collaboration (Inter-professionalism).

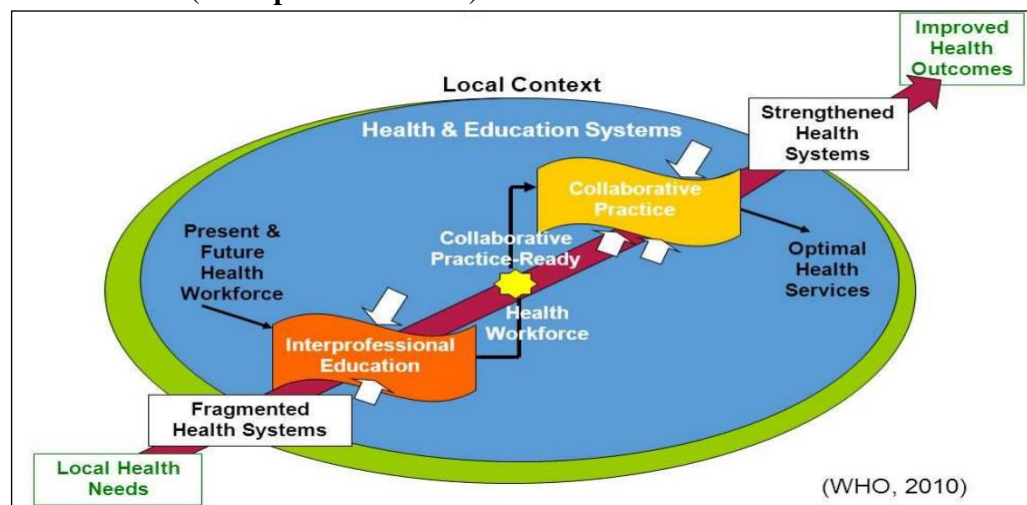


Figure 5. Relationship between Interprofessional education and interprofessional collaboration

IAAHEH encourages the implementation of IPE in higher education in health by including IPE as one of the scoring elements in the accreditation criteria. IAAHEH believes that implementing IPE will push the realisation of Interprofessional Collaboration which will increase the quality of service, and therefore improve patients' outcomes.

1.2.2 National Recognition

IAAHEH has obtained a number of recognition from national agencies. Recognition by the Ministry of Education, Culture, Research and Technology. The approval to establish IAAHEH from the Indonesian Government was obtained through the Ministerial Decree No. 291/P/2014 about Operational IAAHEH.

Recognition by the Ministry of Human Rights and Laws

The approval to operate legally as an accreditation agency was obtained from the Ministry of Human Rights and Laws through Ministerial Decree No. AHU-30.AH.01.07

The decree of the Ministry of Education and Culture No 83/P/2020 on International Accreditation Agency implied that since IAAHEH has been recognised by WFME and APQR, it can operate as an international accreditation agency in Indonesia. WFME and APQR are included in list A of the Decree. The recognition of IAAHEH by WFME could be found on the web <https://wfme.org/recognition/accrediting-agencies-status/> , and by APQR could be found on the web <https://www.apqr.co/register/view-as-a-list/iaaheh-lam-ptkes-jakarta> . The decree of the Ministry of Education and Culture No 385/P/2021 on Criteria and Procedures for Recognition of International Accreditation Institutions.

1.2.3 Recognition by the International Agencies

Internationally, IAAHEH is recognised by Asia Pacific Quality Register (APQR) for the duration of 2018 – 2023. APQR is a non-governmental and non-profit network in Asia Pacific that has been striving for “Enhancing the Quality of Higher Education in the Asia-Pacific Region” and "Dissolving Boundaries for a Quality Region".

IAAHEH is also recognised by WFME under the WFME Recognition Program until 2028. WFME is the only global organisation established by the WHO and WMA in 1972 that is mandated to safeguard the quality of medical education.

Currently IAAHEH is in the process of seeking recognition by the AQAF. AQAF is ASEAN Quality Assurance Framework - an initiative under the EU Share Program. The purpose of AQAF is to provide a common core of QA principles that demonstrates good international practices and serves as a benchmark and neutral point of reference for national quality assurance agencies.

Chapter 2. Purpose and Benefit

Midwifery is defined as “skilled, knowledgeable and compassionate care for childbearing women, newborn infants and families across the continuum from pre-pregnancy, pregnancy, birth, postpartum and the early weeks of life” (WHO, 2021). The evidence shows us that midwifery plays a “vital” role, and when provided by well educated, trained, regulated, licensed midwives, is associated with improved quality of care and rapid and sustained reductions in maternal and newborn mortality.

Midwives are essential to the provision of quality of care, in all settings, globally. All women and newborns have the right to a quality of care that enables a positive childbirth experience that includes respect and dignity, a companion of choice, clear and effective communication, pain relief strategies, and mobility in labour and birth position of choice. Midwife as the professional of choice for childbearing women in all areas of the world. This universal standard is based on initial and ongoing midwifery education development. The midwifery model of care based on respect for human dignity, compassion and the promotion of human rights for all persons. Midwives offer care based on a philosophy, which influences the model of midwifery care.

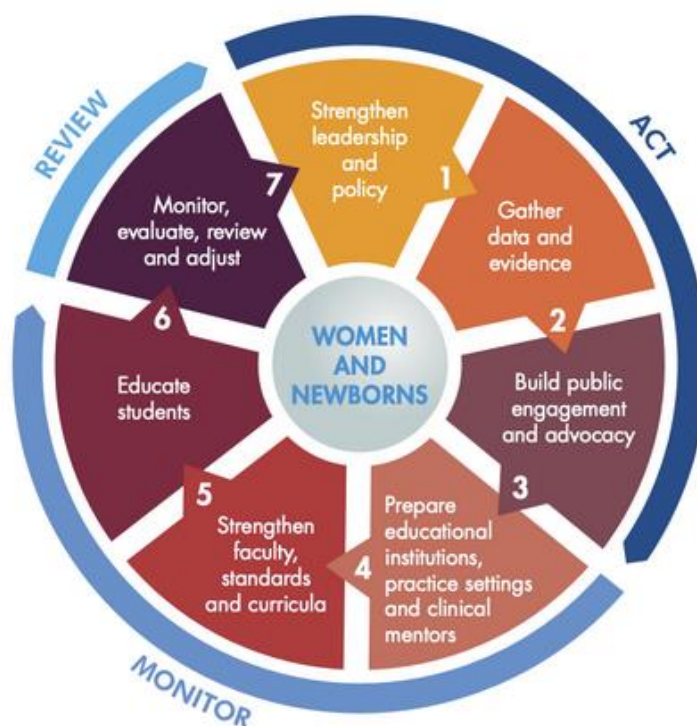
Philosophy of Midwifery Care (ICM, 2014)

- a. Pregnancy and childbearing are usually normal physiological processes.
- b. Pregnancy and childbearing is a profound experience, which carries significant meaning to the woman, her family, and the community.
- c. Midwives are the most appropriate care providers to attend childbearing women.
- d. Midwifery care promotes, protects and supports women's human, reproductive and sexual health and rights, and respects ethnic and cultural diversity. It is based on the ethical principles of justice, equity, and respect for human dignity.
- e. Midwifery care is holistic and continuous in nature, grounded in an understanding of the social, emotional, cultural, spiritual, psychological and physical experiences of women.
- f. Midwifery care is emancipatory as it protects and enhances the health and social status of women and builds women's self confidence in their ability to cope with childbirth.
- g. Midwifery care takes place in partnership with women, recognising the right to self determination, and is respectful, personalised, continuous and non-authoritarian.
- h. Ethical and competent midwifery care is informed and guided by formal and continuous education, scientific research and application of evidence

Strengthening midwifery education to international standards is a key step to improving quality of care and reducing maternal and newborn mortality and morbidity. Midwifery education is a key solution to the challenge of providing universal and quality maternal and newborn care to meet the Sustainable Development Goals. While improving access to care is critical, ensuring good quality of care has an even greater impact in terms of lives saved.

The Framework for Action to Strengthen Midwifery Education is a guide to develop high-quality, sustainable pre- and in-service education to save lives. It has been developed by WHO, UNFPA, UNICEF and ICM and includes a seven-step action plan for use by all stakeholders in maternal and newborn health.

The Framework for Action to Strengthen Midwifery Education



Midwifery education is designed to address three strategic priorities:

- All midwives should be educated to high standards and enabled to practise to their full scope
- Midwives should be involved in education policy at the highest level
- Education processes should be coordinated and aligned

The purposes of Midwifery Education (ICM 2021) are:

- Prepare students for entry to practise as a midwife;
- Promote high-quality teaching and learning processes;
- Ensure the ICM Essential Competencies for Midwifery Practice (2019) are incorporated into the curriculum;
- Provide a framework for designing, implementing, and evaluating the quality of a midwifery education programme;
- Assist programmes to engage in continuous quality improvement as an ongoing process;
- Enable systematic reporting of quality indicators to the public, the midwifery profession, the health care system, and the educational institution; and
- Contribute to systematic improvement of midwifery education programmes across the world.

Accreditation is a review process to determine if educational programs meet defined standards of quality. Accreditation provides the educational institution an opportunity for critical analysis leading to improve quality, services, and operations. Accreditation will encourage confidence that an institution's or program's presentation of the education it provides is fair and accurate, including the description of services available to students and the accomplishments of its graduates. Once achieved, accreditation is not permanent—it is renewed periodically to ensure that the quality of the educational program is maintained.

Study program accreditation is a process of comprehensive evaluation and assessment of a study program's commitment to the quality and capacity of managing a higher education, and to determine the feasibility of an academic program. Evaluation and assessment in the context of study program accreditation is conducted by a team of assessors consisting of peer experts and/or experts who understand the implementation of the study program's academic program. Decisions regarding quality are based on the evaluation and assessment of various evidence related to the established criteria and based on the reasoning and consideration of peer experts. The required evidence includes a written report prepared by an accredited, verified and validated study program through visits or field assessments by the assessor team to the location of the study program.

2.1 Purpose

The quality of the study program is a reflection of the totality of conditions and characteristics of input, process, output, outcome, and impact, or performance of the study program which is measured based on a number of set criteria.

The international accreditation is one of strategies for supporting WHO Global Strategy for Human Resources for Health in 2030 as it state that all schools have to be accredited, therefore the availability of accreditation is very important. The ICM also encourages the midwifery schools to be standarized globally. Nevertheless, currently, not all governments have provided accreditation services to health profession due to several reasons, such as the size of the country, different priorities, the limited number of schools, etc. Therefore, IAAHEH provides accreditation services to such countries or regions, so that it may support the WHO Global Strategy for Human Resources in Health goal in 2030.

The purpose of international accreditation are:

- a. To prepare the Midwifery Study Programs to obtain a higher international reputation
- b. To facilitate the graduates of Midwifery Study Programs for international recognition
- c. To ensure that the accredited of midwifery study program has fulfilled the Midwifery Education Standard by ICM
- d. To encourage study programs to have continuous improvement and to maintain their 'excellence accreditation statuses.
- e. Accreditation results can be used as a basis for consideration in tertiary institution credit transfers, provision of assistance and allocation of funds, as well as recognition from other bodies or agencies.

2.2 Benefit

The study program has the option to apply for international accreditation or national accreditation. For the study program that opts for international accreditation, they will get 'excellence' status if they are fully accredited. Benefit of international accreditation of Midwifery school by IAAHEH is the study programs that have been accredited internationally have more opportunities to develop international collaboration with overseas Midwifery schools or international organisations.

Chapter 3. Concept of IAAHEH Quality Assurance

Being recognized by several international agencies as having met the standards of international accreditation practices, in line with its vision to play a role globally in facilitating the enhancement of quality in midwifery and health profession education, IAAHEH intends to expand its accreditation services to accreditation agencies outside Indonesia's jurisdiction. IAAHEH aims to capitalize on its experiences to promote quality and assist accreditation agencies from other countries to identify their strengths and potential so that quality education can be uplifted. IAAHEH also supports Sustainable Development Goals No 4, i.e., quality education. Quality education for the Midwifery and health profession is very important in ensuring that the health development of a nation can be realized to achieve 'health for all' and to fulfill the call from Alma Ata Declaration in 1978 that 'health is a fundamental human right'.

IAAHEH realizes that there are countries that do not yet have a national accreditation system. Some factors may include: the size of the country and the number of schools in midwifery education and health professions, which cause the cost of setting up a national system to be too expensive and inefficient. These countries should be assisted in being able to take part in external systems of quality assurance as one of the terms of obtaining recognition from its stakeholders as a credible educational school.

3.1 Concepts of Quality

There are four groups of stakeholders that must be considered when defining quality: providers (e.g., funding bodies and the community, taxpayers); users of products (e.g., students); users of outputs (e.g., employers); and employees of the sector (e.g., academics and administrators) (Srikanthan & Dalrymple, 2003). Each group has a different perspective on quality.

Quality is not static but rather a dynamic, ever-changing pursuit of excellence that must be considered in the context of the larger educational, economic, political, and social landscape (Bobby, 2014; Ewell, 2010).

As shown in Table 1, the literature revealed four broad conceptualisations of quality: quality as purposeful, exceptional, transformative, and accountable.

Table 1. Definition of Quality

Classifications	Definition
Purposeful	Schools' products and services conform to a stated mission/vision or a set of specifications, requirements, or standards, including those defined by accrediting and/or regulatory bodies
Exceptional	Schools' products and services achieve distinction and exclusivity through the fulfillment of high standards
Transformative	Schools' products and services affect positive change in student learning (affective, cognitive, and psycho-motor domains) and personal and professional potential

Accountable	Schools are accountable to stakeholders for the optimal use of resources and the delivery of accurate educational products and services with zero defects.
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An accreditation agency needs to have a clear definition of quality. IAAHEH upholds the definition of quality as ‘fitness for purpose’, which belongs to the category of purposeful. IAAHEH believes that every action, every activity, and every program that is carried out by the school must be geared towards the achievement of the purposes of the school and the purposes of the study program. In addition to this, IAAHEH also perceives quality as being accountable to the internal and external stakeholders. Schools should ensure that resources are adequate and optimally used to deliver educational products and services.

3.2 Quality Assurance System for Midwifery Education

Quality assurance (QA) in higher education is not a simple one-dimensional notion about academic quality. Given the varied needs and expectations of a wide range of stakeholders, quality in higher education can be said to be multi-dimensional.

The World Declaration on Higher Education for the Twenty-First Century: Vision and Action (October 1998), Article 11, Qualitative Evaluation considers quality in higher education to be:

“A multi-dimensional concept, which should embrace all its functions and activities, teaching and academic program, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community, and the academic environment. Internal self-evaluation and external review, conducted openly by independent specialists, if possible, with international expertise, are vital for enhancing the quality”.

To develop, implement, sustain, and improve the level of quality in higher education, schools need to install a rigorous quality assurance system. The Regional Report of Asia and the Pacific (UNESCO, 2003) defines quality assurance in higher education as “the systematic management and assessment procedures to monitor the performance of higher educational schools.”

3.2.1 Internal Quality Assurance System

Each midwifery school is obliged to have an internal quality assurance system in place. An internal quality assurance system as defined above is an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of midwifery education. This implies there should be some structures to be assigned tasks and responsibilities to carry out QA functions. There should be some agreed procedures to ensure that educational programs are implemented as planned, and if there is force majeure, certain risks and mitigation plans are already in place.

3.2.2 External Quality Assurance System

Quality Assurance Systems in higher education are usually referred to as accreditation. In assessing the quality of health professional education, IAAHEH will consider the internal quality assurance system of the midwifery study programs during the accreditation process.

Chapter 4. IAAHEH International Accreditation

4.1 The Principles

The basic requirement is that the accreditation system must be trusted and recognized by all: midwifery schools, students, the profession, the health care system, and the public. Trust must be based on the academic competence, efficiency, and fairness of the system. These characteristics of the system must be known by the users, and consequently, the system must possess a high degree of transparency.

4.2 The Governance

The accreditation system must operate within a legal framework. The system must be under either a governmental law or decree; the statutory instrument will most probably be rules and regulations approved by the government. The legal framework must secure the autonomy of the accreditation system and ensure the independence of its quality assessment from the government, the midwifery schools, and the profession. The legal framework must authorize the accrediting body to set standards, conduct periodic evaluations and confer, deny, and withdraw accreditation of midwifery schools and their program in midwifery education. The framework must lay down the size and composition of the accreditation committee or council and must allow the committee or council to decide on the by-laws specifying the procedure for accreditation, including the appointment of a review or site-visit teams. Furthermore, the legal framework should include rules regarding the declaration of conflict of interest and the handling of complaints.

The accreditation body or agency must have an accreditation board, committee or council, and administrative staff or unit. For specified tasks, such as external evaluations, a review or site-visit team must be appointed by the accreditation committee or council. The accreditation council consists of three members. The members must be highly esteemed and respected within the profession, and preferably of international standing. All members must have an educational background in midwifery.

4.3 International Accreditation Standards

IAAHEH international accreditation standards has been developed with WFME as the main reference. Whilst, the IAAHEH international accreditation standards for midwifery schools has been developed by adapting dan adjusting various standards as references such as the ICM-MEAP, ACME, ANMEC, and CAMEd for global standards in order to improve quality in basic midwifery education, with the necessary national and/or regional specifications or a comparable set of standards.

4.3.1 Principles-based Standards

A principles-based approach seeks to set principles that specify the intention of regulation, rather than set rules detailing requirements of health professional education programs. Principles-based standards are not prescriptive and detailed but are stated at a broad level of generality. Those standards address the components of the educational program, such as student support, a curriculum model, or an assessment system. However, those standards do not detail how support should be offered, what curriculum model should be adopted, nor what assessment methods should be used. Those standards ask that the midwifery school states its mission and values, but these do not define what those missions or values should be. Those standards are contextual decisions for local agencies and schools. Therefore, principles-based

standards can meet the different needs of regulatory agencies and midwifery schools around the world, whatever their resources, contexts, purposes, and stages of development. This principles-based approach is designed to guide agencies and schools in any context. They might be used for new midwifery schools, established midwifery schools, and new or established regulatory systems. The new standards invite schools or organizations that wish to use them to interpret them for their own culture, resources, aspirations, and values, while still addressing the specified areas of performance.

4.3.2 Adoption of Global Standards for Midwifery Education

IAAHEH has adapted and adopted the standards of WFME, ICM-MEAP, ACME, ANMEC, and CAMEd for Basic Midwifery Education.

The following IAAHEH criteria, are:

- Criteria 1: Mission and Values
- Criteria 2: Curriculum
- Criteria 3: Assessment
- Criteria 4: Students
- Criteria 5: Academic staff
- Criteria 6: Educational Resources
- Criteria 7: Quality Assurance
- Criteria 8: Governance and administrations

4.3.3 Outline of IAAHEH International Accreditation Procedure

The following Outline of IAAHEH International Accreditation Procedure are:

- Stage 1. Application and Accreditation Registration
- Stage 2. Training and Preliminary Self-Evaluation Report
- Stage 3. Submission of Completed Self-Evaluation Report (SER)
- Stage 4. Desk Evaluation (DE)
- Stage 5. Survey Visit
- Stage 6. Preparation of Draft and Final Survey Reports
- Stage 7. The Decision of Accreditation Results (Online)
- Stage 8. Submission and Process of Appeal

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Contributors:

- | | |
|-------------------------------------|---------------------------------|
| • Dr. Soetrisno | IAAHEH |
| • Dr. Zulvi Wiyanti, SSiT MKes, | IAAHEH |
| • Dr. Emi Nurjasmi, Mkes | PP-IBI |
| • Laurensia Lawinono, MSc | PP-IBI |
| • Rize Budi Amalia, SKeb.Bd.Mkes | Universitas Airlangga |
| • Andari Wuri Astuti, SSiT.MPH.Ph.D | Universitas Aisyiyah Yogyakarta |
| • Emi Suryani, M.Mid | Poltekkes Kemenkes Surakarta |
| • Juli Oktalia, SST.MA | Poltekkes Kemenkes Jakarta III |

Supporting Team:

- Dodhi Widyatnoko
- Indah Ayu Lestari
- Desy Aryani Putri
- Ranti Prahyameita
- Amelia Nur Avianti