



**EVALUATION TOOL FOR A COLLEGE/UNIVERSITY OFFERING HEALTH
RELATED COURSE REGULATED BY THE MEDICAL COUNCIL OF MALAWI**

NAME OF TRAINING INSTITUTION:

PROGRAM:

PHYSICAL ADDRESS:

POSTAL ADDRESS:

EMAIL ADDRESS:

CONTACT PERSON:

DESIGNATION:

PHONE NUMBER:

DATE:

| # | GENERAL REQUIREMENT | SPECIFIC CRITERIA | AVAILABILITY | | REMARKS |
|---|---|---|--------------|----|---------|
| | | | YES | NO | |
| 1 | Does the institution have availability of the following | | | | |
| | | (i) Vision | | | |
| | | (ii) Mission | | | |
| | | (iii) Mandate | | | |
| | | (iv). Organization structure, standing committees and functions at each level | | | |
| 2 | **Student representation | Students represented in relevant the sub-committees | | | |
| 3 | **Sustainability | Does the institution have a strategy for sustainability of the program/course? | | | |
| 4 | **Curriculum | Does the Institution have a curriculum that complies to MCM format and guidelines? | | | |
| 5 | Policies | Does the Institution have policies in place? (as a minimum **Students welfare policy | | | |
| | | **Students admission policy | | | |
| | | **Students code of conduct | | | |
| | | Information Communication and Technology policy | | | |
| | | Staff recruitment policy | | | |
| | | Staff development policy | | | |
| | | **Staff code of conduct | | | |
| 6 | **Students Indexing | The Institution has a functional MCM students indexing system | | | |
| | | There is an MOU with MCM on students indexing | | | |
| 7 | **Legal Matters | The Institution has evidence of registration with i. National Council for Higher Education | | | |
| | | ii. MCM | | | |
| | | iii. Registrar general | | | |
| 8 | Governance and Human Resource | **Meeting the appropriate expected ratio between segregated full time and part time in line with MCM guidelines (Part time not more than 30% for the program) | | | |

| # | GENERAL REQUIREMENT | SPECIFIC CRITERIA | AVAILABILITY | | REMARKS |
|---|--|--|--------------|--|---------|
| | | Basic science lecturers to student ratio not more than 1:50 | | | |
| | | **Core modules/practical lecturers to students ratio not more than 1:15 | | | |
| | | Lecturers should have qualifications above the level of training being offered. Where the lecturer is at the same level (e.g. Masters or PhD), as the training being offered, the lecturer should have adequate relevant experience. | | | |
| | | There should be diverse levels of qualifications among the lecturers (BSc, Masters and PhD), relevant to the level of training being offered | | | |
| | | For a new Bachelors program in an existing institution, there should be a minimum of 3 lecturers (2 Masters and 1 PhD) specific to that program. | | | |
| | | **All relevant lecturers are registered and in good standing with the MCM | | | |
| | Pilot: Governance | Information about learners' performance, progression and outcomes are evaluated (assessment and examination results are collected, analyzed for improvement) | | | |
| | | Internal system for raising concerns about education and training is functional (investigation, responding, and feedback provided) | | | |
| 9 | Linkage between the institution and health care system | **MOUs available between the training Institution and approved teaching hospitals, laboratories or other relevant institutions | | | |
| | | **Log books that meet expected competencies for clinical and or practical placements of students available. | | | |

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| | <i>Pilot indicator</i> | Evidence of collaboration and meetings with preceptors and clinical/practical attachment facilities to inform program improvement is available (Meeting minutes and action plans for improvement, feedback from institutions, reports) | | | |
| 10 | **Admission policy | Clear admission criteria and process available. The admission policy includes: | | | |
| | | i. Programs | | | |
| | | ii. Entry requirements | | | |
| | | iii. Admission process | | | |
| | | iv. Admission sub-committees | | | |
| | | v. Application methods | | | |
| | | vi. Selection criteria | | | |
| 11 | Student support | Does the Institution have student support and counseling services to address social and personal needs? | | | |
| | | i. **Academic support | | | |
| | | ii. **Health services support (physical, psychological e.t.c.) | | | |
| | | iii. Students common room. | | | |
| | Pilot: Student supervision | Appropriate level of practical supervision by experienced and competent supervisors are planned and conducted | | | |
| | | Site based coordinators at each clinical placement site coordinate and supervise training and activities of learners | | | |
| 12 | Staff Policy and Development | Does the Institution have staff policy and development to balance capacity for teaching, research and service functions? | | | |
| | | i. Long and short term training for lecturers capacity building | | | |
| | | ii. CPD for lecturers | | | |
| 13 | Physical Facilities | The institution has the following physical facilities adequate for the staff and student population? | | | |
| | | i. **Lecture halls | | | |

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|----|---|---|--------------|--|---------|
| | | ii. **Laboratories/Skills laboratories | | | |
| | | iii. **Libraries | | | |
| | | iv. **ICT Facilities | | | |
| | | v. Hostels | | | |
| | | vi. Restaurant | | | |
| | | vii. Recreation Facilities | | | |
| | | viii. Water closets, urinals, wash hand basins, bathrooms for males and females | | | |
| | | ix. Wastewater collection, treatment and disposal system. | | | |
| | | x. Availability of water | | | |
| 14 | Pilot: Safety and Accessibility | xi. Environmental care and cleanliness | | | |
| | | xi. Relevant transport facilities for students | | | |
| | | xii. Emergency preparedness | | | |
| | | xiii. Fire preparedness | | | |
| | | xiv. Physical disability friendliness of facilities | | | |
| 15 | Pilot: Perspective of sampled current Educators and Learners (if existing programs) | The learning environment is safe, caring, compassionate and supportive for learners and educators | | | |
| | | Learners and educators are able to raise concerns about patient safety, education and training, openly and safely | | | |
| | | Learners receive educational and pastoral support to achieve the learning outcomes required by their curriculum. | | | |
| | | Learners are able to meet with their educational supervisor or personal adviser as required | | | |
| | | Learners have access to technology enhanced and simulation-based learning opportunities within their training programme as required by their curriculum | | | |
| | | Educators are inducted, trained, and appraised to reflect their | | | |
| | | | | | |

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| | | education and training responsibilities. | | | |
| | | Educators receive the support, resources and time to meet their education and training responsibilities | | | |
| 16 | Pilot: Theater and Anaesthesia (if applicable) | MCM Approved Operating Theatre | | | |
| | | Number of theaters available | | | |
| | | Number of registered anesthesiologists in good standing with MCM | | | |
| | | Number of registered Anaesthesia Clinical Associate in good standing with MCM | | | |
| | | Number of registered Anaesthesia Clinical Therapists in good standing with MCM | | | |
| 17 | Pilot: Procedures (if applicable) | All types of relevant procedures conducted at the facility | | | |
| | | Total number of procedures conducted in the previous year | | | |
| | | Number of major procedures conducted in the previous year | | | |
| | | Total number of minor procedures conducted in the previous year | | | |

Critical Findings Score and recommendations:

General Findings and Recommendations:

Conclusion:

Determination:

MCM Inspection Team:

Inspector Name:

Designation:

Signature:

Date:

Inspector Name:

Designation:

Signature:

Date:

Inspector Name:

Designation:

Signature:

Date:

Co-opted Expert:

Designation:

Signature:

Date:

**** (Asterisk) means a critical indicator and the training institution must meet it at all cost. Failing to meet an asterisk indicator implies failing to the assessment therefore the institution will not start training.**