

STANDARDS FOR APPROVAL OF NURSING AND MIDWIFERY PROGRAMMES

1. INSTITUTIONAL ORGANIZATION AND MANAGEMENT

The institution must have a governing body with clearly spelt out roles and responsibilities including formulation of organizational structure and policy; state its relationships with outside institutions and agencies; specify its departmental structure, policies and relationships with other departments; and various committees and their functioning.

Standard Statements	Performance Criteria	Evidence
1.1. Accommodation/ infrastructure		
<p>Lecture room/conference hall: The lecture room or conference hall must conform to the established norms.</p>	<ul style="list-style-type: none"> Equipped with teaching aids Acoustic and visual facilitation in place Sitting space is 1m² per student Adequate lighting. Adequate physical placement of lecture rooms 	<ul style="list-style-type: none"> Conference hall/ lecture room Number of relevant teaching aids <ul style="list-style-type: none"> flip charts charts white/black board writing material Availability of lighting, sound system and projection screen Number of available seats Size of room. Minimum disturbances from environmental pollution (noise, odour, etc.)
<p>Library: The library must conform to the established norms.</p> <p>It must be managed by a librarian.</p> <p>It should have enough space for reading in privacy.</p>	<ul style="list-style-type: none"> Well equipped with relevant teaching and learning materials. Library space is 250m²/1000 students and members of academic staff. Library catalogue conforming to the arrangement of books Availability of current and relevant books on different subjects. Text book/student ratio of 1:8 	<ul style="list-style-type: none"> Library Space dimension Catalogue system used Current, sufficient and relevant:- <ul style="list-style-type: none"> text books electronic books journals CDs etc.. Internet connection Number of functioning computers and accessories for references and accessible dynamic database Credentials of the librarian(s)/ librarian assistant(s)

	<ul style="list-style-type: none"> • Availability of internet connectivity and computers. • Qualified librarian • Photocopying and printing services 	<ul style="list-style-type: none"> • Photocopier • Printer • Book shelves (durability and safety) • Chairs and tables Number of reading desks and chairs per desk
Standard Statements	Performance Criteria	Evidence
<p>Demonstration room/skills lab: At least one practical room or skills lab according to established norms.</p>	<ul style="list-style-type: none"> • Availability of practical room or skills lab according to specific dimensions with different stations. Minimum number of stations is five. • Qualified permanent staff- at least two • Different types of models- anatomical, med/ surg, obstetric/gynaecological, paediatrics, • Security for models and equipment assured • Each station (medical, surgical, pediatrics and Gynecological and Obstetrics) in the skills lab must have 5m² able to accommodate a maximum of 5 students at the same time • Availability of a variety of instruments, equipment and materials for medical, surgical, pediatrics and gynecological/obstetrical for basic and common procedures and emergencies. • Availability of equipment and materials relevant to different specialties(where applicable) Adequate hand washing facility <ul style="list-style-type: none"> • Audio visual equipment/ materials • Computer • Seats 	<ul style="list-style-type: none"> • Practical room or skills lab available. • Different types of models and mannequins up to date and high-tech where possible • Lockable cupboards (drugs, materials, linen, diagnostic, monitoring and medical and surgical instruments/ equipment) available • Stations in skills lab available containing hospital bed, mattress, bed linen, bedside locker, heart table, chair and patient file holder • The skills lab stations conform to specific dimensions • Screens adjustable • A variety of equipment, instruments and materials necessary for each station available • User manual for skills lab • Reports on the use of skills lab- booking and attendance register • Running water and washing articles • Inventory records • First aid kit for users
Toilet facilities:	<ul style="list-style-type: none"> • Availability of toilet facilities 	<ul style="list-style-type: none"> • Number of toilets in comparison with the number

<p>Toilet facilities must conform to the established norms.</p>	<ul style="list-style-type: none"> • Separate for male and female • One toilet for 25 students and members of staff. 	<p>of students and staff for both male and female</p> <ul style="list-style-type: none"> • The state of the toilets (Hygienic and functional) • Hygienic articles.
<p>Students hostel: Space for residential accommodation must conform to established norms.</p>	<ul style="list-style-type: none"> • Dormitories, refectory, toilets, shower rooms and laundry/ laundry area • Warden’s accommodation • Students hostel with visitors’ parlor • Adequate ventilation. • Adequate light • 4m² for one student in dormitory 1m² for 2 students or staff in refectory or staff canteen 	<ul style="list-style-type: none"> • Dormitories, toilets, shower rooms and laundry available • Warden’s accommodation available • Visitor’s parlors available • Ventilators / ventilation • Light • Number of occupants per room/ cubicle • Size of room conforms with established standards
<p>Standard Statements</p>	<p>Performance Criteria</p>	<p>Evidence</p>
<p>Recreation facilities: Space for sports facilities for outdoor and indoor games must conform to established norms.</p>	<ul style="list-style-type: none"> • Different recreational facilities available. • 1m² per 4 and 10 residential and non-residential students respectively for activities such as TV and, cultural and social events • 1 field per 1000 students for sports 	<ul style="list-style-type: none"> • Basketball pitch, volley ball and tennis courts, soccer pitch for outdoor games • Tennis table, tennis balls and rackets, • TV room with a functional TV • Cultural materials.
<p>1.1.2 Clinical placement: The school must select appropriate health care facilities for students’ clinical placements.</p>	<ul style="list-style-type: none"> • The distance between school of nursing/ midwifery and clinical attachment area within a distance of one kilometer. • Transport facilitation for students’ clinical placement if the health care facility is not within the specified distance. • The health facility meets all requirements for student learning experience. • Facilities for referral 	<ul style="list-style-type: none"> • Health care facility attached to school • Health care facility within one kilometer radius • Student bus/van; or transport allowance • Staffing and levels (number, qualifications and /or experience should be above those of trainees, and relevant to expected training) • Minimum package for specific health care facility • Equipment, materials, instruments and supplies • Bed capacity and occupancy • Ambulance • Accommodation conditions

<p>1.1.3 Other school facilities: The school must have essential amenities to facilitate learning and ensure security of students and staff.</p>	<ul style="list-style-type: none"> • Electricity in and around perimeter and water supply. • Generator and fuel for back-up. • Water reservoirs • Risk management system. • Students and staff identification. 	<ul style="list-style-type: none"> • Security lights, fencing and guards • Functioning generator and fuel reserve • Alarm system and fire extinguishers • All students and staff have ID cards • First Aid kits • Risk management policy
<p>1.2. Personnel</p>		
<p>1.2.1. Director: The director of the school must be a nurse, midwife or both.</p>	<ul style="list-style-type: none"> • The qualification is higher than that of the programme being offered. • Prior experience of not less than five years of nursing/ midwifery practice. • Post graduate qualification in education. • Appraisal of good conduct and leadership skills. 	<ul style="list-style-type: none"> • A director <ul style="list-style-type: none"> - Appointment letter • Credentials <ul style="list-style-type: none"> - Certificates, diplomas, degrees - Professional certificate, and valid practicing license - CV • Appraisal reports
<p>1.2.2. Academic staff: The Institution must have fulltime nursing and /or midwifery teachers/lecturers.</p>	<ul style="list-style-type: none"> • Nursing/ midwifery lecturers with teaching qualifications or specialized in another field of nursing or midwifery. • Nursing /midwifery lecturers / clinical instructors have qualifications which are higher than that of the programme being offered. • At least 30% of all teaching staff should be permanent lecturers. • Clinical instructors have at least two years clinical experience in nursing or midwifery profession in a recognized health facility. • Clinical instructors must have appropriate qualification in nursing and/or midwifery. 	<ul style="list-style-type: none"> • Total number and relevance • Credentials <ul style="list-style-type: none"> - Certificates, diplomas, degrees - Professional certificate and valid practicing licenses - CVs • Records of employment <ul style="list-style-type: none"> - Letters of appointment - Promotions/ grades

	<ul style="list-style-type: none"> • Proof of registration and licensure with the Nursing and Midwifery Council. • 1:10 staff-student ratio in clinical learning and 1:12 for classroom learning 	
The provider institution must have a policy and system in place validating the clinical and educational competencies of teachers.	<ul style="list-style-type: none"> • A system validating claims of participation in updating knowledge. 	<ul style="list-style-type: none"> • Policy document • CPD plan • CVs • Certificates • Portfolios
Standard Statements	Performance Criteria	Evidence
The provider institution must have a system in place that provides teachers with opportunities for development in teaching, scholarship, practice and external professional activity.	<ul style="list-style-type: none"> • Capacity building mechanisms and teachers expertise. • Opportunities for research and development. 	<ul style="list-style-type: none"> • Capacity building plan • Research committee • Research fund • Strategic plan • MoUs • Contracts • Credentials
The provider institution must have a policy and system in place for recognition and rewarding of staff.	<ul style="list-style-type: none"> • Reward and motivation system • Promotion and tenure requirements in place. 	<ul style="list-style-type: none"> • Documents • Appraisal committee • Promotion guidelines • Appraisal forms • Appraisal reports
1.2.3. Support staff: The provider institution must have support staff to carry out non-academic services.	<ul style="list-style-type: none"> • Non-academic staff includes, but not limited to, administrators, technicians, drivers, cleaners, porters and security guards. 	<ul style="list-style-type: none"> • Personnel files • Payroll • Organizational structure
1.3. Policies and Procedures: The provider of nursing and midwifery programme(s) must have policies and procedures in place.	<ul style="list-style-type: none"> • Policies include, but not limited to, risk management and environmental policies • Teaching, learning and assessment policies • Established relationship with outside institutions • Committees and planned faculty activities. 	<ul style="list-style-type: none"> • Strategic plan • Rules and regulations including academic rules and regulations • Personnel files • Student records • Curriculum • list of partner institutions • memoranda of understanding

	<ul style="list-style-type: none"> • Evaluation results • Personnel policies and procedures. 	<ul style="list-style-type: none"> • functional committees • activity reports • Evaluation reports: <ul style="list-style-type: none"> - students - faculty - programme - administration processes and procedures • Records <ul style="list-style-type: none"> - Personnel recruitment - personnel appraisals - promotions - staff development plan - remuneration - grievances - Dismissals.
	<ul style="list-style-type: none"> • Research policy and strategies in place where post-graduate programmes exist. 	<ul style="list-style-type: none"> • Policy documents • Research papers and publications
	<ul style="list-style-type: none"> • Student support in terms of career guidance. • Student retention and progression. 	<ul style="list-style-type: none"> • Career guidance officer • Counselor • Tutorials • Working documents • Students records: <ul style="list-style-type: none"> - attrition rate - completion rates - passing grades • Document for strategies for retention and progression • Course guidelines • Study guide • Calendar of learning activities • Student assessment on learning • Record of assessments • Teacher and student feedback.
<p>1.4. Committees: Committees must be set up to regularly review and monitor academic developments including clinical learning.</p>	<ul style="list-style-type: none"> • Academic senate • Academic quality committee to regularly review and monitor academic developments including clinical learning. • Admissions committee • Research and ethics committee. • Examination committee 	<ul style="list-style-type: none"> • Reports • Minutes • Membership • Guidelines

	<ul style="list-style-type: none"> • Curriculum development and review committee • Councils • Disciplinary committee 	
A disciplinary committee must be set up to review disciplinary matters.	<ul style="list-style-type: none"> • Established disciplinary committee. 	<ul style="list-style-type: none"> • Institutional rules and regulations • Records of disciplinary hearings.
<p>1.5. Finance and administration The provider institution must develop a business plan including mechanisms for income generation and expenditure.</p>	<ul style="list-style-type: none"> • A financial management system in place. 	<ul style="list-style-type: none"> • Strategic plan • Action plan • Operational plan • Procedure manual • Budget • Procurement plan • Financial reports • Audit reports • Accounting support documents.

2. COURSE/PROGRAMME LENGTH AND STRUCTURE

The provider institution shall indicate the length and structure of theoretical and clinical learning of students specifying clearly the hours of theory, clinical practice and settings

2.1. Length and Structure

Standard Statement	Performance Criteria	Evidence
<p>2.1.1. Course length: The provider institution must state the length of the programme.</p>	<ul style="list-style-type: none"> • Statement of programme length in terms of semesters, trimesters and /or credits. • Initial programme takes a period of not less than six semesters for diploma level and eight semesters for bachelor's degree programmes. • Statement of programme expectations. • A minimum period of student's clinical placements and classroom based learning stated in terms of hours and weeks. 	<p>Documents:</p> <ul style="list-style-type: none"> • Business plan • Curriculum • Academic calendar • Programme specifications • Entry requirements • Exit awards • Academic records <ul style="list-style-type: none"> - transcripts - Logbooks.

	<ul style="list-style-type: none"> The minimum number of hours is 4800 for an eight semester programme and 3600 hours for a six semester programme. A minimum number of hours for postgraduate programme shall range from 600, 1200 and 2400 hours for postgraduate certificate, postgraduate diploma and Masters programmes respectively. <p>Upgrading /bridging programme should have a minimum of 1800 hours.</p>	
<p>2.1.2. Structure: The provider institution must indicate the structure of training in terms of students' theoretical and clinical learning.</p>	<ul style="list-style-type: none"> Block system or integrated model Students' clinical placements: <ul style="list-style-type: none"> - Community - Health Centre - District Hospital - National Referral Hospital. 	<ul style="list-style-type: none"> Placement plans/Gantt chart Academic calendar Log books MoU Reports

3. CURRICULUM

The curriculum must be relevant to philosophy, health needs of the society, local and global trends, fundamental scientific knowledge that is applied to nursing and midwifery and adult learning principles.

3.1. Curriculum Design

Standards statements	Performance criteria	Evidence
<p>3.1.1. The programme/ curriculum: The programme curriculum must be relevant to the health needs of society.</p>	<ul style="list-style-type: none"> Situational analysis carried out. Adaptation to changes Stakeholder involvement in curriculum development 	<ul style="list-style-type: none"> Situational analysis report or rationale Updated profile of changes to local and global trends Exit profile in the curriculum. List of contributors and report Approval from relevant authority

The programme/curriculum must be related to the philosophy and end of programme competencies.	<ul style="list-style-type: none"> • Institutional philosophy with a clear vision, mission and core values, and end of programme competences. 	<ul style="list-style-type: none"> • Philosophy, vision, mission and core values clearly defined in Curriculum • List of competencies in the curriculum.
The curriculum must establish and show the proportion between theory and practice.	<ul style="list-style-type: none"> • The theory to practice ratio specified. • Theory to practice ratio is 1:3 for a diploma level and 1:2 for a bachelor degree. • 1:3 for postgraduate programmes with clinical specialties • 1:2 for non-clinical postgraduate programmes 	<ul style="list-style-type: none"> • Curriculum <ul style="list-style-type: none"> - Theory and practice hours specified • Academic calendar. • Teaching plans
The basic nursing and midwifery programmes must place students at all levels of health care settings for clinical practice.	<ul style="list-style-type: none"> • Clinical training objectives and time allocated to clinical training for each level from community to national referral level. 	<ul style="list-style-type: none"> • Clinical training plans/Gantt chart • Defined objectives for each healthcare setting • Attached health care setting to school/ institution • Memorandum of understanding with clinical placement sites. • Records
Specialized nursing programmes must place students in settings relevant to their specialization and expected competences	Clinical training objectives and time allocated for each area of practice.	<ul style="list-style-type: none"> • Clinical training plans/Gantt chart • Defined objectives for each healthcare setting • Memorandum of understanding with clinical placement sites • Records
Standards statements	Performance criteria	Evidence
Clinical learning must be structured in form of blocks, integrated model or a combination of the two.	<ul style="list-style-type: none"> • A structure of clinical training. 	<ul style="list-style-type: none"> • Teaching-learning plan • Clinical logbooks and/or portfolios.
The programme structure must allow for pathways for entry and exit.	<ul style="list-style-type: none"> • Appropriate recognition of prior learning or relevant existing qualification(s). 	<ul style="list-style-type: none"> • Curriculum document • Academic regulations • Policy document
The provider institution must conduct regular review		<ul style="list-style-type: none"> • Policies and procedures • Academic quality committee

of the programme/ curriculum.	<ul style="list-style-type: none"> Established policies and procedures regulating reviews Current approach to curriculum design Review within three to five years 	<ul style="list-style-type: none"> Academic regulations Updated curriculum Evaluation tools Review reports
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3.2. Programme/Course Content

Standards statements	Performance criteria	Evidence
<p>3.2.1. Programme content: The programme must reflect national health priorities, fundamental scientific knowledge applied to nursing and midwifery professions, and evidence based practice.</p>	<ul style="list-style-type: none"> Health priorities and contemporary issues outlined. Fundamental scientific knowledge and evidence-based practice reflected Content enabling the graduate to attain the required competencies. Selection, organization and sequencing of content reflecting integration of knowledge, skills and attitude. 	<ul style="list-style-type: none"> Reference manual for competences Course syllabus. Current national and international health policies Logbooks/portfolios, performance reports Curriculum Course guidelines.

3.3. Teaching-Learning and Assessment

Standards statements	Performance criteria	Evidence
<p>3.3.1. Teaching-learning approaches: Approaches to teaching and learning must include adult learning principles and develop a capacity for, and commitment to life-long learning.</p>	<ul style="list-style-type: none"> Approaches conform to National Qualifications Framework for Higher Education. 	<ul style="list-style-type: none"> Approaches defined in the curriculum Course syllabus Course guidelines Teaching- learning facilities.
<p>The provider institution must put in place mechanisms for monitoring the quality of teaching-learning.</p>	<ul style="list-style-type: none"> Mechanisms for monitoring the quality of teaching and learning in place. 	<ul style="list-style-type: none"> Academic Quality Assurance office Peer evaluation tools Student evaluation tools Student attendance records Supervision tools Reports.

Standards statements	Performance criteria	Evidence
The provider institution must assess student learning outcomes.	<ul style="list-style-type: none"> The provider institution has policies, procedures and practices of approaches to assessment using reliable methodologies. 	<ul style="list-style-type: none"> examination policy document assessment tools examination board assessment reports student records Reports.
The provider institution must have student retention and progression systems in place.	<ul style="list-style-type: none"> Mechanisms for retention that cater for students with special needs. 	<ul style="list-style-type: none"> Tutorials Other student support services.

4. STUDENTS

The provider institution must demonstrate that the student meets all regulatory and institutional requirements for admission to nursing or midwifery programme indicating the processes, procedures and personnel involved in the recruitment, selection and admission.

Standard statement	Performance criteria	Evidence
<p>4.1. Programme Entry The provider institution must publish details of the programmes, entry requirements, admission criteria in line with the institutional policy of selection and admission.</p>	<ul style="list-style-type: none"> Transparent admission policy that specifies the process of student selection and the minimum acceptance criteria: <ul style="list-style-type: none"> Non-discriminatory admission and selection process. A system and policy in place which take into account different entry points of students, recognition of prior learning, experience and progression option towards higher education goals Entry requirements that meet national criteria for higher education institutions including but not limited to successful 	<ul style="list-style-type: none"> Admission Policies and procedures Prospectus Admission board Registrar Updated information on the institutional website Open day activities and reports Marketing strategies Orientation sessions Updated digitalized records Student handbooks Academic and internal regulation Career Guidance available and evidence reports. Counseling services/desk available Suggestion boxes

Standard statement	Performance criteria	Evidence
	<p>completion of secondary education.</p> <ul style="list-style-type: none"> • Pre-admission information to students. • Maintenance of adequately updated records of all students and annual statistical returns. • Students Guidance and Support mechanisms. • Communication, complaints and appeals management mechanisms. 	<ul style="list-style-type: none"> • Appeals committee • Complaints and appeals reports • Complaints and appeals management manual.
<p>The candidate must fulfill the entry requirements/ criteria as stated by the provider institution.</p>	<ul style="list-style-type: none"> • Established admission policy • Mechanisms for student selection. • Mechanism for screening for ability and physical fitness • Combination of courses for the Programme (Biology, Chemistry and Mathematics or Physics). • Acceptable minimum grade is two (2) principle passes (at least a C compulsory in Chemistry and Biology) for bachelor's degree and at least D compulsory in Chemistry and Biology for diploma plus at least a subsidiary in Mathematics, Physics, or Geography). • Minimum age for direct entry into programme is 18 years. <p>For bridging courses from basic registered nurse (diploma) to degree and from basic (degree) to master's levels:</p> <ul style="list-style-type: none"> • Must have recent practical experience in a 	<ul style="list-style-type: none"> • Notarised academic transcripts/certificates • National Identity document - Card/passport • Record of mental and physical fitness issued by a certified medical officer • Written application • Report of the pre-admission interview • Selection and admission records • Recommendation of good record • Student files.

Standard statement	Performance criteria	Evidence
	<p>recognized health facility for at least 2 years.</p> <p>For bachelor's degree course a registered nurse or midwife with evidence of prior practical experience as a licensed nurse/ midwife can gain direct entry to bachelor's degree course.</p> <ul style="list-style-type: none"> • Proof of good conduct • Conformity to general and academic regulations of the institution. • Educational Equivalence from HEC/ REB and Licensure by NCNM examination, for a candidate who studied outside Rwanda 	
<p>4.2.1. The provider institution must avail documents stating the student's rights, responsibilities and obligations.</p>	<ul style="list-style-type: none"> • Academic rules and regulations and other policies in place and accessible. • Course outlines • Code of conduct • Commitment and contracts 	<p>Documents:</p> <ul style="list-style-type: none"> • Copies of academic rules and regulations and other policy documents available (library and or websites, etc) • Rules and regulations availed to students on admission • Student signature of receipt • Attendance register • Records of the meeting with advisors • Confidential files of past complaints and their resolution. • Student handbook available • Student card available • Transcripts or progress report available

5. STUDENT SUPPORT SERVICES

Student support services must include but not limited to health and other welfare services. The services should conform to national health and education policies, and the Presidential Order.

5.1 Student Health Services

Standard statement	Performance criteria	Evidence
<p>5.1.1. Health clinic and services must conform to established norms.</p>	<ul style="list-style-type: none"> • Space for: <ul style="list-style-type: none"> - waiting, - consultation, - treatment and resting • Managed by an experienced nurse. • Basic medical equipment, drugs and supplies. • Mechanism to attend to emergencies • 	<ul style="list-style-type: none"> • Health clinic in the school • Nurse with a certificate of registration and practicing license • Patient files • Activity reports • Medications • Equipment • Other supplies • Ordering files • Stock control files. • Basic Life support services • Record of training of staff and students in BLS • First aid kits available • Equipped ambulance
<p>5.1.2. Students falling sick at provider institution or during learning activities must be facilitated for treatment</p>	<ul style="list-style-type: none"> • Mechanism for sick student support • MoUs with insurance companies, health care facilities • All students have medical insurance (private, personal, community health insurance). 	<ul style="list-style-type: none"> • MoUs available • Medical insurance cards for students • Reports on sick student support. • Policy available for sick student support
<p>5.2. Student support and welfare services</p>		
<p>5.2.1. The provider institution must set up student support and welfare services.</p>	<ul style="list-style-type: none"> • Student support in terms of career guidance. • Advice and counseling services. • Catering services and refectory. 	<ul style="list-style-type: none"> • Career guidance officer • Counselor • Tutorials • Allocation of mentors • Working documents • Kitchen and kitchen-ware • Refectory • Number of students • Canteen • Cutlery and crockery • Space dimension.

Approved by NCNM Board of Directors on: 25th October 2018

