

1. INSTITUTIONAL ORGANIZATION AND MANAGEMENT

The institution must have a governing body with clearly spelt out roles and responsibilities including formulation of organizational 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.

1.1 Resources and Facilities

Standard Statements	Performance Criteria	Evidence
<p>1.1.1. Accommodation/ infrastructure</p>		
<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. 	<ul style="list-style-type: none"> • Conference hall/ lecture room • Availability of lighting, sound system and projection screen • Number of available seats • Number of relevant teaching aids • Size of room.
<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. • Availability of internet connectivity and computers. • Qualified librarian • Photocopying services. 	<ul style="list-style-type: none"> • Library • Space dimension • Catalogue system used • Current and relevant: <ul style="list-style-type: none"> - books - electronic books - journals • Internet connection • Number of functioning computers and accessories for references • Credentials of the librarian(s)/ librarian assistant(s) • Photocopier • Book shelves and durability • 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. • Different types of models • Security for models and equipment assured • Each station 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 and gynaecological/obstetrical procedures. 	<ul style="list-style-type: none"> • Practical room or skills lab available. • Different types of models available • Lockable cupboards available • Stations in skills lab available • The skills lab stations conform to specific dimensions • A variety of equipment, instruments and materials available • Reports on the use of skills lab • Booking and attendance register • Inventory records
<p>Toilet facilities: Toilet facilities must conform to the established norms.</p>	<ul style="list-style-type: none"> • Availability of toilet facilities • Separate for men and women • One toilet for 25 students and members of staff. 	<ul style="list-style-type: none"> • Number of toilets in comparison with the number of students and staff for both male and female • The state of the toilets.
<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 • Warden's accommodation • Students hostel with visitors' parlour • Adequate ventilation. 	<ul style="list-style-type: none"> • Dormitories, refectory, toilets, shower rooms and laundry available • Warden's accommodation available • Visitor's parlour available • Ventilators • Number of occupants
<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. 	<ul style="list-style-type: none"> • Basket ball 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:</p>	<ul style="list-style-type: none"> • The distance between 	<ul style="list-style-type: none"> • Health care facility

Standard Statements	Performance Criteria	Evidence
<p>The school must select appropriate health care facilities for students' clinical placements.</p>	<p>school of nursing/ midwifery and clinical attachment area within a distance of one kilometre.</p> <ul style="list-style-type: none"> • 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. 	<p>within one kilometer radius</p> <ul style="list-style-type: none"> • Student bus/van; or transport allowance • Staffing levels • Minimum package for specific health care facility • Equipments, materials, instruments and supplies • Bed capacity and occupancy • Facilities for referral • Accommodation conditions
<p>1.1.3 Other 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 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 nursing education. • Appraisal of good conduct and leadership skills. 	<ul style="list-style-type: none"> • A director • Credentials • Appraisal reports

Standard Statements	Performance Criteria	Evidence
<p>1.2.2. Faculty: 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 have qualifications which are higher than that of the programme being offered. • At least four permanent lecturers with a post-graduate diploma or a degree in nursing or midwifery education as may be appropriate. • 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. • Proof of registration and licensure with the Nursing and Midwifery Council. 	<ul style="list-style-type: none"> • Credentials • Records of employment • Registration number/certificate and practicing license
<p>The provider institution must have a policy and system in place validating the clinical and educational competences of teachers.</p>	<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
<p>The provider institution must have a system in place that provides teachers with opportunities for development in teaching, scholarship, practice and external professional activity.</p>	<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
<p>The provider institution must have</p>	<ul style="list-style-type: none"> • Reward and motivation 	<ul style="list-style-type: none"> • document

Standard Statements	Performance Criteria	Evidence
a policy and system in place for recognition and rewarding of staff.	system <ul style="list-style-type: none"> • Promotion and tenure requirements in place. 	<ul style="list-style-type: none"> • 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 and assessment policies • Established relationship with outside institutions • Committees and planned faculty activities. • Evaluation results • Personnel policies and procedures. 	<ul style="list-style-type: none"> • Strategic plan • Rules and regulations • Personnel files • Student records • Curriculum • list of partner institutions • memoranda of understanding • 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

Standard Statements	Performance Criteria	Evidence
		<ul style="list-style-type: none"> • 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 feed-back.
<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 quality committee to regularly review and monitor academic developments including clinical learning. • Research and ethics committee. 	<ul style="list-style-type: none"> • Academic quality committee • Research and ethics committee • Disciplinary committee • Reports • Minutes
<p>A disciplinary committee must be set up to review disciplinary matters.</p>	<ul style="list-style-type: none"> • Established disciplinary committee. 	<ul style="list-style-type: none"> • Functional disciplinary committee • Institutional rules and regulations • Records of disciplinary hearings.
<p>1.5. Finance The provider institution must develop a business plan including mechanisms for income generation.</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 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 students clinical placements and classroom based learning stated in terms of hours and weeks. • A minimum number of hours is 4600. 	<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.
<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</p>	<ul style="list-style-type: none"> • Situational analysis carried out. • Adaptation to changes. 	<ul style="list-style-type: none"> • Situational analysis report or rationale • Updated profile of changes to local and

Standards statements	Performance criteria	Evidence
society.		global trends <ul style="list-style-type: none"> • Exit profile in the curriculum.
The program/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. 	<ul style="list-style-type: none"> • Curriculum specifying theory and practice hours • Academic calendar.
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 • Memorandum of understanding with clinical placement sites.
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 of the programme/ curriculum.	<ul style="list-style-type: none"> • Established policies and procedures regulating reviews • Current approach to curriculum design. 	<ul style="list-style-type: none"> • Policies and procedures • Academic quality committee • Academic regulations • Updated curriculum • Evaluation tools • Review reports.

3.2. Programme/Course Content

Standards statements	Performance criteria	Evidence
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<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. • National and international health policies • Logbooks/portfolios, performance reports • Curriculum • Course guideline.
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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.
<p>The provider institution must assess student learning outcomes.</p>	<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.
<p>The provider institution must</p>	<ul style="list-style-type: none"> • Mechanisms for retention 	<ul style="list-style-type: none"> • Tutorials

Standards statements	Performance criteria	Evidence
have student retention and progression systems in place.	that cater for students with special needs.	<ul style="list-style-type: none"> • 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</p> <p>The provider institution must publish details of the programs, 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. • 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 completion of secondary education. • Pass pre-registration entry interview • Pre-admission information to students. • Maintenance of adequately updated 	<ul style="list-style-type: none"> • Admission Policies and procedures • Prospectus • Admission board • Admission officer • Updated information on the institutional website • Open day activities and reports • Marketing strategies • Orientation sessions • Updated digitalized records • Student handbooks • Academic and internal regulation • Guidance and counseling services/desk • Suggestion boxes • Appeals committee • Complaints and appeals reports • Complaints and appeals management manual.

Standard statement	Performance criteria	Evidence
	<p>records of all students and annual statistical returns.</p> <ul style="list-style-type: none"> • Students Guidance and Support mechanisms. • Communication, complaints and appeals management mechanisms. 	
<p>The students must fulfill the entry requirements/ criteria as stated by the provider institution.</p>	<ul style="list-style-type: none"> • Admission of students who demonstrate skills in the language of instruction and good communication skills. • Demonstration of willingness to serve in the health sector and ability to be independent learners. • Age minimum for direct entry: 18 years old. • Acceptable passing rates: a minimum of 2 principle passes in Biology and Chemistry and 1 subsidiary pass in Mathematics or Physics. • Admission of students who have the physical and mental soundness to allow them to meet the requirements of the program. • Payment of registration fees as stated by the institution • For bridging courses from associate nurse to registered nurse and for post basic levels. • The maximum age shall be 45 years old. • Having recent practical experience in a recognized health facility for at least 2 years. • Pass pre-registration entry examination • Recommendation of good conduct from the immediate supervisor. 	<ul style="list-style-type: none"> • Notified academic transcripts/certificates • National Identity Card/passport • Certificate of mental and physical fitness issued by a certified medical officer • Written application • Deposit/bank slip • Report of the pre-registration interview • Recommendation of good record • Student files.

Standard statement	Performance criteria	Evidence
	<ul style="list-style-type: none"> • Conformity to general and academic regulations of the institution. 	
<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"> • Regular meetings with academic advisors at least twice a year. 	<p>Documents:</p> <ul style="list-style-type: none"> • 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.

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. 	<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.
<p>5.1.2. Students referred to hospital must be under the care of a physician.</p>	<ul style="list-style-type: none"> • A memorandum of understanding (MoU) between the provider institution and health facility. • All students have medical 	<ul style="list-style-type: none"> • MoU • Medical insurance card.

Standard statement	Performance criteria	Evidence
	insurance.	
5.2. Student support and welfare services		
5.2.1. The provider institution must set up student support and welfare services.	<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 • Working documents • Kitchen and kitchen-ware • Refectory • Number of students • Canteen • Cutlery and crockery • Space dimension.

Approved by NCNM Board of Directors on: 14th October 2011

Signatures:

Name & Designation: Agnes Uwayezu Chairperson NCNM Board of Directors	Name & Designation: John Mugarura Chairperson Education Committee
Signed:	Signed:
Date: 14 th October 2011	Date: 14 th October 2011

Date for review: