



South African Nursing Council
(Under the provisions of the Nursing Act, 2005)

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NURSING EDUCATION AND TRAINING STANDARDS

INTRODUCTION

The SANC shall, by administrative rules and regulation, set standards for the establishment and outcomes of nursing education and training programmes, including clinical learning programmes and approve such programmes that meet the requirements of the Nursing Act (No. 33 of 2005). As the regulator of nurses and midwives in South Africa, the mission of the SANC is to:

- Safeguard the health and wellbeing of the public,
- Maintain a register of nurses and midwives:
- Set and maintain standards of education, training and practice
- Ensure that nurses and midwives keep their skills and knowledge up to date, and uphold the standards of their professional code
- Ensure that nurse and midwives are safe to practice by setting legal ethical framework for their practice.
- Provide mandatory guidance and additional advice to people designing and developing education programmes

BACKGROUND INFORMATION AND CONTEXT

In 2001 the World Health Assembly (WHA) supported the call to strengthen the nursing and midwifery professions by passing a resolution WHA54.12, validating WHO's commitment to the scaling up of the health professions.

The need for global standards has arisen for several reasons:

- the increasing complexities in health care provision,
- the increasing number of health professionals at different levels and
- the need to assure more equitable access to health care.

The global standards for the initial education of professional nurses and midwives are intended to serve as a benchmark for moving education and learning systems forward to produce a common competency –based outcome in an age of increasing globalization.

Nursing education and training across South Africa is responding to changing needs, developments, priorities and expectations in health and healthcare. Nurses who acquire the knowledge, skills and behaviors that meet our standards will be equipped to meet these present and future challenges, improve health and wellbeing and drive up standards and quality, working in a range of roles including practitioner, educator, leader and researcher.

As autonomous practitioners, nurses will provide essential care of a very high standard and provide complex care using the best available evidence and technology where appropriate.

Our standards aim to enable nurses to give and support high quality care in rapidly changing environment. The standards reflect how future services are likely to be delivered, acknowledge National Health Priorities, Re-engineering Primary Health Care and National Health Insurance. Nurses and midwives must be able to develop practice, and promote and sustain change.

GLOSSARY:

Accreditation : A process of review and approval by which an institution, programme or specific service is granted a time-limited recognition of having met certain established standards.

Assessment : A systematic process for collecting qualitative and quantitative data to measure, evaluate or appraise performance against specified outcomes or competencies.

Clinical learning: Part of the educational process that takes place in any practice setting in hospital or community

Code of ethics: The rules or standards governing the conduct of a person or the conduct of the members of a profession.

Competence : The combination of knowledge, psychomotor, communication and decision-making skills that enable an individual to perform a specific task to a defined level of proficiency.

Competency based education: Teaching, learning and assessment activities that are sufficient to enable students to acquire and demonstrate a predetermined set of competencies as the outcome of learning.

Curriculum : A systematic process that defines the theoretical and practical content of an education programme and its teaching and evaluation methods.

Determinants of health: The range of personal social economic and environmental factors which determine the health status of individuals, groups and population.

Domain: Is a sphere or field of activity concern or function.

Graduate: One who has received an academic and professional qualification in an institution higher of learning

Practical experience: Student time in nursing and midwifery practice settings for acquiring and applying knowledge, skills and behaviours and demonstrating competency in the practice of nursing and midwifery.

Protection of the public: To ensure the safety of the public through its regulatory mechanisms.

Quality improvement: An ongoing process for determining the effectiveness of actions and making needed improvements.

Recognition of prior learning: Procedures or processes whereby students are assessed and may be given recognition for knowledge and skill acquired through past learning and experience relevant to current programme of learning

Standard: Statement of a defined level of quality that articulates the expectation of initial nursing and midwifery programme.

Work integrated learning: A component of a learning programme that focuses on the application of theory in an authentic, work-based context. It addresses specific competences identified for the acquisition of a qualification.

The summary below highlights the structure and format of the nursing education and training standards developed:

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---|------------------|--|--|--|
| 1. PROGRAMME GRADUATES | 1.1. OUTCOMES | 1.1.1. Graduates adhere to professional values, norms and standards 1.1.2. Graduates reflect established competencies in nursing and midwifery practice | Duration & structure of course facilitates achievement of competencies Total clinical practice hours are adequate for graduates to achieve competency Clinical practice learning commences from the first year of training Theory precedes practica Practica hours are not less than 60% of the total duration of course Minimum of 8 weeks uninterrupted practica at end of course to allow for transition into workplace. | Course book with details of course Copy of full course outline Curriculum map/ grid Description of clinical experience Outline of the total clinical experience Duration and location of placements |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|--|---------------------|
| | | | Midwifery component must allow for continuity of care and facilitate acquisition of midwifery competencies | |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|---|---------------------|
| | | | <p>Midwifery component allows for integration of theory and practice with a minimum of 50% theory and 50% practical</p> <p>Structure of course facilitates extended period of placement in the clinical area toward the end of the component to allow for consolidation of competencies</p> | |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|---|--|---|
| | | 1.1.3. Graduates show sound understanding of the determinants of health | <p>Curriculum is mapped against SANC competency framework</p> <p>Programme outline clearly sets out plan for opportunities for the graduate is to obtain competence</p> <p>Selection organization and sequencing of curriculum allows graduate to attain competencies</p> <p>Organization of the learning programme focuses on nursing and current nursing issues with focus on health promotion, disease prevention and care of individuals, families and groups across the life – span</p> | <p>Table of competencies matched against curriculum content.</p> <p>Course content with the rationale</p> <p>Description of the content indicating reference to relevant current reports.</p> <p>Include legal and professional reports</p> <p>Focus on evidence based content</p> <p>Benchmark against</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|--|---|
| | | | <p>Nursing practice is inclusive of promotion and maintenance of health and prevention of illness</p> <p>Learning opportunities must allow graduate to assess , plan, implement and evaluate care according to clients' needs</p> <p>Learning records provide evidence of learning taking place within the multidisciplinary team with opportunities for delegation, supervision , leadership and coordination of care in various health contexts</p> <p>Curriculum addresses competencies related to professional values, legal & ethical issues and policy</p> | <p>national and international best practices</p> <p>Description and examples of a range of learning experiences across the course</p> <p>Lesson plans indicating a range of learning experiences</p> <p>Identification of content focused on research throughout course</p> <p>Teaching and learning content focused on</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
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| | | | <p>development.</p> <p>Curriculum is responsive to health care issues , national and international and includes health care priorities, chronic disease management , mental health and primary health care</p> <p>Curriculum is responsive to regional issues where applicable</p> <p>The focus of the midwifery component is women centred and primary health care</p> <p>Evidence based approaches is applied to theory and practice.</p> <p>Clinical learning experiences provide evidence of promotion of</p> | <p>health informatics</p> <p>Content shows focus on pharmacology and therapeutic medication management across the course</p> <p>List and description of electives and relevance to nursing</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
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| | | | <p>midwifery models of care in the hospital and in the community</p> <p>Information technology and information management that support health care are integrated in the curriculum</p> | |
| | | <p>1.1.4. Graduates of an initial programme in nursing and midwifery meet regulatory body standards (requirements) leading to professional licensure / registration as a nurse and a midwife</p> | <p>The total length and structure of the course allows the graduate to attain competence</p> <p>The total length of clinical experience allows the graduate to meet competence outcomes</p> <p>The academic content prepares the graduate for the timing and length of the clinical placements</p> | <p>Course handbook with details of course length and structure</p> <p>Copy of course outline</p> <p>Map / grid of clinical learning experiences related to competencies.</p> <p>Statement of total</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|---|---|
| | | | <p>The total clinical learning experience hours is not less than 2800hours</p> <p>The extended period of placement of the graduate toward the end of training allows the graduate to consolidate competencies and facilitates transition into the work place.</p> | <p>professional experience across the course</p> <p>Description of the length and timing of the last clinical learning experience in the course.</p> <p>The course outline that specifies continuity of midwifery training and achievement of midwifery competencies</p> <p>Theory and practice is integrated across the midwifery course and</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|--|--|---|
| | | | | 50% ratio of theory to practice |
| | | 1.1.5. Graduates are awarded a professional qualification | <p>Completion of training records</p> <p>Assessment policies indicating moderation processes</p> <p>Quality management system</p> <p>Conferment of certificate, diploma and/degree</p> | <p>Evidence of students experience against expectations of course</p> <p>Record of assessments and finalization of outcomes</p> |
| | | 1.1.6. Graduates are eligible for entry into advanced nursing and midwifery programmes | <p>Course must clearly indicate minimum credits at an NQF Level higher than that of the qualification</p> <p>Articulation options must be mapped out</p> | Curriculum outline with clear lines of articulation |

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| | | 1.1.7. NEI's employ methods to track professional success and progression of education of each graduate | <p>Alumni</p> <p>Research studies on efficiency of community service professionals</p> <p>Collaborative meetings with services where community service professionals are place</p> | <p>Evidence of research findings</p> <p>Minutes of collaborative meetings</p> |
| | 1.2. PROGRAMME GRADUATE ATTRIBUTES | 1.2.1. Graduates are knowledgeable practitioners who adhere to the code of ethics and standards of the profession | <p>Clinical learning experience supports learning activities and provides opportunities to attain learning outcomes.</p> <p>Processes/ protocols demonstrating promotion and adherence to a professional code of conduct.</p> <p>Clinical learning experience programmes provides for learning of curriculum content.</p> | <p>Curriculum Map indicating congruence between competencies and learning experience.</p> <p>List of health service providers</p> <p>Signed formal agreements between NEIs and service</p> |

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|---------|-------------|-----------|---|---|
| | | | <p>Memorandum of understanding between NEIs and Services where students are placed for experience.</p> <p>Risk assessment and risk mitigation plans in place in areas where students are placed.</p> <p>Collaborative approach to evaluation of students professional experience placement</p> <p>Supervision models for clinical experience placement and relationship to achievement of learning outcomes.</p> <p>Academic staff involved in supporting and assessing students are experienced and adequately prepared for their role</p> | <p>providers</p> <p>Guidelines for student activities on clinical taking into consideration risks</p> <p>Post placement evaluation of students' experience.</p> <p>Description and rationale for how students are supervised</p> <p>Outline of preparation programmes and resources for staff.</p> <p>Policies on minimum</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
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| | | | | <p>qualification and experience.</p> <p>Preparation and development of models and resources for assessment.</p> |
| | | <p>1.2.2. NEI's prepare graduates who demonstrate:</p> <p>Sound scientific knowledge</p> <p>Clinical competence and can make sound scientific clinical judgments</p> <p>Use of evidence in practice</p> <p>Cultural competence</p> <p>The ability to practice in the health-care system to meet population needs</p> <p>Critical, analytical and reflective</p> | <p>Research and use of evidence based practice (EBP)</p> <p>Curriculum content and clinical experience promotes and supports nursing practice – support for social inclusion, respect for individual choice and acknowledgement of diversity.</p> <p>Evidence of NEI working in partnership with clients , families ,</p> | <p>Length and structure of course allows for attainment of competency.</p> <p>Clinical experience and hours of practice allow for graduate to attain competence.</p> <p>Course handbook</p> <p>Copy of course outline.</p> |

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|---------|-------------|---|---|---------------------|
| | | <p>thinking</p> <p>The ability to be effective patient advocates and professional partners with other disciplines in health-care delivery</p> <p>Community service delivery and demonstrate social responsibility</p> <p>Effective leadership ability and continual professional development</p> <p>Fiscal responsible practice</p> <p>Accountability</p> <p>Independent practitioners e.g. independent decision makers</p> <p>The art of nursing e.g. caring</p> <p>Balanced approach to work and social life</p> <p>Ethical conduct</p> | <p>communities</p> <p>Learning programmes promotes health and well-being and empowers students to make choices to promote care and safety</p> <p>Role of nurse clearly identified and understood</p> <p>Graduates:</p> <p>Keep updated</p> <p>Practices independently</p> <p>Value evidence, understand and support research.</p> <p>Demonstrate communication skills and interpersonal relationships - for</p> | |

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| | | | <p>safe and effective practice.</p> <p>Listen with empathy and respond warmly and positively to people.</p> <p>Use a range of skills and technology</p> <p>Pursue accurate assessment, appropriate diagnosis and decision making</p> <p>Work toward understanding of the level of competency expected</p> | |
| <p>2. PROGRAMME DEVELOPMENT AND REVISION</p> | <p>2.1. GOVERNANCE</p> | <p>2.1.1. NEI's define and make public their vision, mission, , values and objectives</p> | <p>The mission and vision of the NEI is displayed within the NEI and on the NEI's website.</p> <p>There is a strategic plan for the NEI which indicates how objectives are to be met</p> | <p>Vision of the NEI</p> <p>Mission statement</p> <p>Strategic plan</p> <p>Website of the NEI</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
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| | | <p>2.1.2. NEI's educate their students through the programme to meet the health-care needs of their societies</p> <p>2.1.3. NEI's clearly define the educational and clinical outcomes of the programme</p> | <p>A situational analysis has been done within the last 5 years to review the health care needs of the local community.</p> <p>The course content of the curricula reflects evidence that the local health care needs were considered.</p> <p>The examination papers are pertinent to the local health needs of the community.</p> <p>The curricula reflect the educational outcomes for each programme offered at the NEI.</p> <p>The curricula reflect the clinical outcomes for each programme with a clinical component at the NEI.</p> | <p>Situational analysis</p> <p>Curriculum for all programmes.</p> <p>Examination papers and marking guides</p> <p>Curriculum for each programme</p> |

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| | | <p>2.1.4. NEI's employ nursing or midwifery lecturers with relevant expertise in the subject matter and the ability to develop and revise their programmes</p> | <p>Lecturers are registered nurses and midwives with an additional qualification in nursing education</p> <p>Lecturers have at least a Bachelor's degree and an academic qualification at least one level higher than the level of the programme they are teaching.</p> <p>Lecturers have at least 5 years clinical experience in the speciality area in which they teach.</p> <p>The curricula have been systematically reviewed within the last 5 years and the results used to revise the educational programme.</p> | <p>Staff establishment</p> <p>Staff allocation lists</p> <p>Evidence of qualifications of all academic staff members.</p> <p>Curriculum for each programme</p> <p>Curriculum review guidelines.</p> <p>Minutes / reports of curriculum review committee</p> |

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| | | 2.1.5. NEI's have in place and use a system of formative and summative assessment of the programme's educational and clinical objectives and outcomes | <p>A policy makes provision for the confidential, effective management of tests and examinations during the development, processing and writing phases.</p> <p>A written plan for the systematic, reliable and valid evaluation of all components of the programme, based on the outcomes for each programme, and including a range of assessment methods, is implemented.</p> <p>A policy exists for the processing, review and publishing of examination results as well as an appeals procedure</p> | <p>Examination policies and procedures</p> <p>Signed code of conduct by examiners and invigilators</p> <p>Examiners reports</p> <p>Letters of appointment of external examiners</p> <p>Samples of tests and examinations</p> <p>Agreements with external moderators</p> <p>Written appeals procedure</p> <p>Samples of published examination results</p> |

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| | | <p>2.1.6. NEI's define role descriptions for theoretical and clinical educators including, but not limited to, clinical lecturers, mentors, and preceptors.</p> <p>Formal institutional human resource policy in place in the NEI.</p> <p>The staff establishment size and composition is sufficient to provide teaching and guidance to ensure student progress and practice readiness</p> <p>Quality control programme is</p> | <p>An accurate job analysis is carried out prior to recruitment of new staff members</p> <p>Job descriptions for each category of staff indicate knowledge, skills and qualities required for the job.</p> <p>The job description for each academic staff members states the amount of time to be spent in theoretical and clinical supervision</p> | <p>Job analysis document</p> <p>Job descriptions for all academic staff members</p> |

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| | | <p>operational which will include personal performance appraisal, assessment of the quality of education given, moderation of assessment</p> <p>NEI's have a system in place to ensure accountability of staff</p> <p>Sound induction programme in place</p> | | |
| | 2.2. ACCREDITATION | 2.2.1. NEI's are an integral part of a higher education institution that meets internal standards, recognized accreditation and/or governing body requirements | <p>The nursing education institution is accredited with the HEQC.</p> <p>The nursing education institution functions within an agency agreement with an accredited HEI.</p> | <p>Certificate from the HEQC.</p> <p>Memorandum of agreement with an HEI</p> <p>Reports of internal audit committee</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
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| | | <p>2.2.2. NEI's have criteria in place that meet accreditation standards for clinical practice components of their programmes, academic content and the demonstration of professional outcomes</p> <p>2.2.3. NEI's and their programmes are recognized or accredited by credible, relevant professional and academic bodies and re-accredited as required.</p> | <p>The nursing education institution has a system in place for internal audit of the structure, processes and outcomes of the NEI</p> <p>There is evidence that an internal audit has been carried out within the last 2 years and the NEI was found to be compliant with the criteria in the audit tool</p> <p>The NEI is accredited by the SANC.</p> <p>The NEI is accredited by the HEQC</p> | <p>Results of the internal audit</p> <p>Accreditation reports</p> |
| | 2.3. INFRASTRUCTURE | 2.3.1. NEI's have accessible, current and relevant physical facilities including, but not limited | The facilities promote quality learning, education and comfort of the staff and students | <p>Site inspection reports</p> <p>Inventories</p> <p>Inter-institutional</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
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| | | to, classrooms, clinical practice sites, information and communication technology, clinical simulation laboratories and libraries. | <p>The equipment and other resources are sufficient, appropriate, well maintained and accessible to staff and students</p> <p>The resource centre is accessible to students and staff</p> <p>The resources are appropriate and continually updated according to the needs of students and staff</p> <p>The skills laboratory / simulation area facilitates adequate preparation of students for clinical placements</p> | <p>agreements</p> <p>Staff and students satisfaction survey results</p> <p>Equipment maintenance contract, service records</p> <p>Records of utilization of equipment and simulation area</p> <p>Staffing policy for resource centre and simulation areas.</p> <p>Policy on control of resources</p> <p>Occupational health and safety plans and</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|--|---|---|
| | | <p>2.3.2. NEI's have a system and policy in place that ensures the safety and welfare of students and lecturers</p> <p>2.3.3. NEI's have a system in place for student support services.</p> | <p>The facilities promote safety of the staff and students</p> <p>The NEI has a formal agreement which include a description of the nature of the agreement and the roles and responsibilities of both parties with the following organizations:</p> <p>The hospital where students are allocated</p> <p>The Community services where students gain experience</p> <p>Other national and /or internationally based NEI's</p> <p>The academic staff of the NEI are</p> | <p>reports</p> <p>Disaster plan.</p> <p>Site inspection reports</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
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| | | <p>2.3.4. NEI's have professional support personnel and human resources to meet programme and student demand</p> <p>2.3.5. NEI's have a budget allocation and budget control that meets programme, lecturer and</p> | <p>members of a professional organization</p> <p>The staff of the NEI meet regularly with the staff members of the facilitated institutions and engage in mutually beneficial projects</p> <p>Students and staff have access to a counselling and/or academic support service.</p> <p>There are sufficient academic, support and management staff to support the activities of the NEI</p> <p>Provision is made for revenue generation and collection and management of student fees and</p> | <p>Staff establishment / agreement with a counselling service.</p> <p>Staff establishment</p> <p>Financial policies and procedures</p> <p>Financial statements</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
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| | | student needs. | debt. The annual budget and financial resources reflect the strategic goals and activities of the NEI and allow for escalating costs and growth of the NEI | Budget Audited statements. Minutes of the finance committee |
| | 2.4. PARTNERSHIPS | 2.4.1. NEI's reflect successful partnerships with the academic institution where their programmes are located, with other disciplines, with clinical sites, with clinical and professional organizations and with international partners. | Inclusive of global competencies Addresses national and regional health needs and priorities Meets institutional and community expectations An evidence based programme based on analysis of disease profiles, health workforce needs and service delivery gaps | Agreements with affiliated organizations Minutes of meetings / reports of mutual activities. Membership cards / documents of professional organization |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|---|
| | | | | ICN framework of competencies National DOH nursing strategies WHO millennium development goals Institutional policies National Human Resources Plan for Healthcare Community Needs Assessment Health Strategy of SA |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
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| <p>3.PROGRAM CURRICULUM</p> | <p>3.1. CURRICULUM DESIGN</p> | <p>3.1.1. NEIs design curricula and NEI’s deliver programmes that take into account workforce planning flows and national and international health-care policies</p> <p>3.1.2. NEI’s plan and design curricula to meet national and international education criteria, and professional and regulatory requirements for practice</p> | <p>Inclusive of global competencies</p> <p>Addresses national and regional health needs and priorities</p> <p>Meets institutional and community expectations</p> <p>An evidence based programme based on analysis of disease profiles, health workforce needs and service delivery gaps</p> <p>Meets HEQF requirements</p> <p>Meets CHE (HEQC) requirements</p> <p>Meets the SANC requirements for registration of professional qualifications</p> | <p>ICN framework of competencies</p> <p>National DOH nursing strategies</p> <p>WHO millennium development goals</p> <p>Institutional policies</p> <p>National Human Resources Plan for Healthcare</p> <p>Community Needs Assessment</p> <p>Health Strategy of SA</p> <p>Qualification registered on NQF</p> <p>Certificate of accreditation by CHE (DHET)</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
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| | | <p>3.1.3. NEI's provide classroom and clinical learning that delivers the knowledge and skills required to</p> | <p>Programme designed to meet the scope of practice of relevant categories of nurses</p> <p>Offer programme that is nationally and internationally aligned to regulatory framework requirements</p> <p>Clearly defined competency levels and standards for each qualification type</p> | <p>Letter of approval from the SANC</p> <p>Senate & Council minutes</p> <p>SANC Regulations for nursing education and scope of practice</p> <p>Curriculum designed includes current evidence based practice in nursing education</p> <p>SANC Regulations for nursing education and</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
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| | | <p>meet the needs of their respective populations.</p> <p>3.1.4. NEI's establish and demonstrate balance between</p> | <p>Clinical mentoring by competent adequately skilled practitioners</p> <p>Learners have adequate exposure and practice to various appropriate clinical experiences ('real world')</p> <p>Prepares learners to transition into a variety of practice areas</p> <p>Develop and promote culturally sensitive practice</p> <p>Use of curriculum development approach that integrates conceptual</p> | <p>scope of practice:</p> <p>HEQF requirements</p> <p>Assessment policy</p> <p>Reports of accredited clinical facilities that meet varied health needs</p> <p>Curriculum supported by evidence based research and practice</p> <p>Learner employment statistics</p> <p>Curriculum framework - ratio between theory</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
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| | | theory and practice components of the curriculum | <p>and contextual knowledge</p> <p>Distribution of hours between theory and practice allocated as per the credit allocation.</p> <p>Theoretical components supported by appropriate and adequate practice allocation and accompaniment to develop competent practitioner</p> <p>Knowledge, skill and attitude integration clearly mapped in curriculum</p> | <p>and practice</p> <p>SANC Regulations</p> <p>Clinical hours</p> <p>Simulation hours</p> <p>Clinical learning experiences</p> <p>Clinical education model feedback reports</p> <p>Integration of theory practice model feedback reports</p> |
| | | 3.1.5. NEI's use recognized approaches to teaching and learning in their programmes, | <p>Teaching methodology to enable learner development</p> <p>Lecturers have adequate and</p> | <p>Micro curriculum map</p> <p>Learning experiences</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
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| | | <p>including, but not limited to, adult education, self-directed learning, e-learning and clinical simulations.</p> <p>3.1.6. NEI's provide classroom and clinical learning based on established competencies and grounded in the most current, reliable evidence.</p> | <p>update skills to facilitate</p> <p>Facilities and resources are adequate and appropriate for delivery of programmes</p> <p>Evidence based research used in determining the required competencies , competency level and context/s</p> <p>Facilitators of programmes have adequate skill and expertise</p> <p>Use of field experts in cooperated into programmes</p> | <p>as listed</p> <p>Learning Resources and facilities available – asset register</p> <p>A continued development programme in place for lecturers</p> <p>Qualifications of Nurse Educators</p> <p>Register of visiting lecturers, field experts</p> <p>Evidence based practice models</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
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| | | <p>3.1.7. NEI's enable the development of clinical reasoning, problem solving critical and reflective thinking in their programmes.</p> | <p>Multiple contexts and global issues are incorporated in both theoretical and clinical components</p> <p>Facilitation of programmes promotes learner centred approach</p> <p>Micro curriculum includes teaching and learning approaches that promote critical thinking and problem solving e.g. problem based learning, role playing, case presentations, reflective learning</p> <p>Programme evaluation structure in place for learners and internal</p> | <p>Learning content</p> <p>Teaching methodology</p> <p>Micro curriculum</p> <p>Assessment system</p> <p>Assessment reports</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|--|--|---|
| | | 3.1.8. NEI's conduct regular evaluations of curricula and clinical learning, and include student, client, and stake-holder and partner feedback. | <p>stakeholders</p> <p>A quality management system in place</p> <p>Meets the SANC and CHE audit requirements</p> <p>Internal and external moderation of programmes</p> <p>Programmes are aligned to NQF and SANC regulations allowing learner to progress as a practitioner – further studies and occupational</p> | <p>Appropriate tools and action plans</p> <p>Formal self – assessment of quality of programmes completed annually</p> <p>Annual review reports</p> <p>Quality Management system audit reports</p> <p>Trends from stakeholder feedback</p> <p>Class timetables indicate visiting lecturers</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|----------------------|---|---|--|
| | | 3.1.9. Nursing or midwifery programmes offer opportunities for multi-disciplinary content and learning experiences. | <p>succession</p> <p>Interdisciplinary facilitation and mentoring</p> | <p>Programme indicates multidisciplinary facilitation planned</p> <p>Database of experts in the field of study included in the faculty/department/NEI</p> |
| | 3.2. CORE CURRICULUM | 3.2.1. Nursing and midwifery curricula provide core content that will enable their graduates to meet the established competencies | <p>Curriculum committee is established to ensure core content is included.</p> <p>Core content is flexible and reflects current community, healthcare trends and issues, research findings and innovative practices.</p> <p>Core content identifies with national and international trends.</p> | <p>Minutes of curriculum committee.</p> <p>Annual review documents.</p> <p>Curriculum map.</p> <p>Curriculum Committee minutes reflect input from NEI's.</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|---|---|---|
| | | <p>3.2.2. Nursing programmes provide core content in nursing theory, practice, interventions and scope of practice</p> <p>3.2.3. Midwifery programmes provide core content in midwifery theory, practice, interventions and scope of practice for strengthening health systems through the primary health care approach</p> <p>3.2.4. Nursing and midwifery programmes provide supervised</p> | <p>Appropriate course sequencing is in place.</p> <p>There is congruence between theory and practice.</p> <p>Meaningful input from Nurse Educators into content and teaching/learning approaches</p> <p>Content identifies national and international targets for speciality.</p> <p>Content emphasises a primary health care approach</p> <p>Students are placed in an appropriate variety of clinical</p> | <p>Millennium Development Goals are included in the content.</p> <p>Curriculum and learner records.</p> <p>Tracking and monitoring of clinical hours.</p> <p>Adequate preceptor: student ratio.</p> <p>Documentation verifies student learning experiences.</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|------------------------------------|--|---|--|
| | | clinical learning experiences that support nursing or midwifery theory in diverse settings. | settings. Consolidation of theory and practice i.e. 'thinking in action'. Clinical preceptorship in place. Clinical hours aligned with the theory component | |
| | 3.3. CURRICULUM PARTNERSHIPS | 3.3.1. NEI's develop partnerships with other healthcare disciplines 3.3.2. NEI's use inter-professional teamwork approaches in their classrooms and clinical learning | Interdisciplinary collaboration that improves safety and efficiency of practice Inclusion of clinical staff, physiotherapists, dieticians, pharmacists, radiographers, | Sustainable partnerships. Memorandum of Agreement. Record of learning experiences. |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
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| | | <p>programmes</p> <p>3.3.3. NEI's have access to, and arrangements for, the clinical learning sites required for programme delivery.</p> | <p>occupational therapists, doctors in theory and clinical teaching/learning.</p> <p>Learning sites / clinical facilities required for various programmes are in place.</p> | <p>Situational analyses.</p> <p>Memoranda of Agreement.</p> <p>Minutes of meetings between role players.</p> |
| | <p>3.4.</p> <p>ASSESSMENT OF STUDENTS</p> | <p>3.4.1. NEI's assess student learning, knowledge and skill development throughout their programmes, using reliable evaluation methodologies</p> | <p>Assessment criteria aligned to course outcomes</p> <p>Assessment plan aligned to learning programme</p> <p>Level of Assessment activities aligned to learning activities</p> <p>Use of trained assessors and a standardized assessment</p> | <p>Assessment schedules indicate continuous assessment for theory and practice planned per year/per outcome over the number of years of study.</p> <p>Comprehensive</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|--|--|---|
| | | 3.4.2. NEIs use a variety of methods to assess the subject matter being studied including, but | <p>management and process in place</p> <p>Use of different forms of assessment e.g. continuous, formative, summative.</p> <p>Assessments spaced realistically through programme allowing adequate time for demonstrations, practice and remedial</p> <p>Use of a variety of theoretical assessment measures e.g. tests (written/oral), assignments, portfolios, case studies.</p> <p>Use of practice based as well as simulated (OSCE) assessments for clinical evaluation</p> | <p>assessment policy in place</p> <p>Different assessment tools and templates</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|---|--|---|
| | | <p>not limited to, student performance-based assessment and patient/stakeholder feedback.</p> <p>3.4.3. NEIs have student retention systems in place.</p> | <p>Use of a variety of assessment measures in different contexts for learner to demonstrate competence</p> <p>Use of integrated assessment measures to ensure applied competence.</p> <p>Allow for exemption opportunities when entering a programme</p> <p>Provide academic support for learners that are slow to develop:</p> <p>Extension programme</p> <p>Remedial/intervention programme</p> <p>Psycho-social support</p> | <p>available</p> <p>A fully equipped simulation laboratory</p> <p>The assessment schedule in place</p> <p>A recognition of prior learning (RPL) policy and process in place</p> <p>Academic intervention policy</p> <p>Programme schedule</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|--------------------|-------------------------|--|---|---|
| 4. LECTURING STAFF | 4.1. ACADEMIC LECTURERS | 4.1.1 The Head of the NEI is a registered professional nurse and midwife who holds and additional qualification in nursing education and nursing management. | <p>The institutional selection process include specific hiring criteria that deliberately search for candidates whose excellence in education, clinical practice, research community engagement has been demonstrated e.g.</p> <p>Personal/professional characteristics, traits and attributes required/demonstrated e.g.</p> <p>Leadership</p> <p>Experience needed as an Nurse Educator and a manager</p> <p>Competencies required e.g. evidence of governance and/or management</p> <p>Requirements regarding professional commitment e.g.</p> | <p>Approved NEI policies regarding selection of the candidate and include criteria:</p> <p>Degree certificates</p> <p>Professional licensure</p> <p>Resumé/Curriculum Vitae</p> <p>Professional portfolio's Excellence</p> <p>Achievement Awards</p> <p>Letter of recommendation</p> <p>Letter from previous employers including job descriptions i.e. references</p> <p>Information from</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|--|---|
| | | | <p>evidence of continuous professional development, active involvement in professional associations on national or international level</p> <p>Demonstration of/to the contribution to the body of knowledge of Nursing</p> <p>Evidence of social commitment</p> <p>The Head of the Nursing School has a signed contract that specifies the expectations and performance targets for the position</p> <p>There are approved institutional policies and procedures in place to measure the performance related</p> | <p>professional organizations</p> <p>Evidence of research Publications</p> <p>Evidence of community involvement and projects</p> <p>Evidence of verification of staff qualifications, expertise and competence</p> <p>Individualized contract of staff member with specified criteria</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|--|--|
| | | | <p>to the position of the head of the nursing school and ensure:</p> <p>Adherence to all regulatory requirements of external and internal stakeholders</p> <p>Leadership on local, national and international level regarding nursing and nursing education</p> <p>Management activities e.g. data management, resource management, growth and development of the School e.g. enrolments, new programmes</p> <p>Financial management</p> <p>Human resource management</p> <p>Academic leadership in the NEI and also on national and international level</p> | <p>regarding expectations and performance targets</p> <p>Institutional and departmental management policies</p> <p>Management reports</p> <p>Reports by the Head of the Nursing Education Institution e.g.</p> <p>Regulatory: Policies and procedures in the NEI</p> <p>Institutional reports</p> <p>Strategic plans for the NEI</p> <p>Contracts with external and internal</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|--|---|
| | | | Educational provision and quality control Provision of support mechanisms and structures Research and knowledge creation Community engagement activities Professional engagement and development Consultancy and Community Involvement Continuous Professional Development | stakeholders e.g. SLAs and MOU Contracts with staff stipulating requirements: Leadership Membership of national and international organisation Evidence of participation and active involvement Management activities Reports on strategic and operational planning with targets Evidence of total |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|--|
| | | | | <p>quality management on all levels e.g. performance reports</p> <p>Data management systems</p> <p>Statistical performance reports of programmes and courses and staff</p> <p>Resource management policies, procedures and reports e.g. provision of space, resources such as, libraries, technology available for teaching and learning, maintenance and control of resources</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|--|
| | | | | <p>for teaching and learning and administration e.g. buildings, office space, equipment, consumables</p> <p>Financial management Management report, budgets and audits</p> <p>Human resource management</p> <p>Policies and procedures and evidence of recruitment, selection, contracts and ethical utilization of staff e.g.</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|--|
| | | | | ratio's, workload, retention, discipline of, progression, succession of staff Development opportunities in the NEI for all staff continuous professional development of staff members and personal professional development in their specific area of expertise to ensure career-pathing and succession Grievance and |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|--|
| | | | | <p>disciplinary and termination processes</p> <p>Academic leadership</p> <p>Contributions to the body of knowledge on national and international level e.g. standards development</p> <p>Educational provision and quality control</p> <p>Documents of induction programmes and or reports from mentors for novice lecturers</p> <p>Documents related to external and internal</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|--|
| | | | | <p>academic requirement adherence are available and known to staff e.g. admission requirements, progression, examination entrance, exclusions and exemptions</p> <p>Policies, systems and process regarding qualifications, programmes and courses are in place and execution of roles and responsibilities, policy and process regarding data</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|---|
| | | | | <p>management and academic processes, curriculum review process and assessment practices, resource management e.g. examination policy, assessment policy, code of conduct for staff in different roles</p> <p>All policies available and known to staff e.g. programme approval and review, examinations, moderation, marks management,</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|--|
| | | | | awarding of qualifications, termination of study Provision of resources e.g. enough competent and qualified staff Academic risk management documentation Academic management e.g. programme development, programme implementation e.g. quality of programmes, teaching and learning |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|---|
| | | | | <p>quality assurance, outcomes of the programmes staff and student satisfaction, scholarship of teaching and learning, documents</p> <p>Provision of support mechanisms and structures</p> <p>Mechanisms and provision of support for students and staff e.g. counselling services, additional support e.g. writing and language support,</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|--|
| | | | | <p>IT and information literacy training</p> <p>Research and knowledge creation</p> <p>Research management reports e.g. reports on research activities and staff involvement</p> <p>Evidence of quality assurance and improvement in research</p> <p>Community engagement and consultancy activities</p> <p>Community engagement activity reports</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|---|
| | | | | Collaborative agreements, projects, contracts for service delivery Evidence of promotion of the public image of the profession and the nursing school Professional engagement and development Membership and activity reports of professional organizations Documents generated for external organization |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|---|--|--|
| | | <p>4.1.2 The head of a department is a Nurse or midwife who holds a graduate degree, is educated and experienced in leadership and administration, and demonstrates knowledge as an educator.</p> | <p>The institutional selection process include specific hiring criteria that deliberately search for candidates whose excellence in education, clinical practice, research and community engagement has been demonstrated</p> <p>This could include:</p> <p>Personal/professional traits required/demonstrated e.g. Leadership</p> <p>5 years recent experience needed as a Nurse Educator and a manager e.g. subject head.</p> <p>Managerial knowledge and competencies</p> <p>Current academic knowledge and</p> | <p>NEI Human Resources Policy</p> <p>Evidence of verification of staff qualifications, expertise and competence</p> <p>Degree certificates</p> <p>Professional licensure</p> <p>Resumé/Curriculum Vitae</p> <p>Professional portfolio's Excellence</p> <p>Achievement Awards</p> <p>Letter of recommendation</p> <p>Letter from previous</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|---|---|
| | | | <p>skill and competencies related to discipline of field</p> <p>Requirements regarding professional commitment can be met e.g. active involvement in professional associations</p> <p>Demonstration of/to the contribution to the body of knowledge of Nursing e.g. standards development, research undertaken and contributions towards procedures and policies</p> <p>Evidence of social commitment</p> <p>Electronic competence</p> <p>A formal contract in which a job description is incorporated is signed by the position holder</p> | <p>employers including job descriptions i.e. references</p> <p>Information from professional organizations</p> <p>Evidence of community involvement and projects</p> <p>Examples of policies, standards, financial statement developed by the lecturer</p> <p>Personal portfolio</p> <p>Evidence of competencies that are required before</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|--|---|
| | | | <p>There are approved institutional policies and procedures in place to measure the performance related to the position of the head of the programme ensure:</p> <p>The programme leader acts as a leader and change agent in the NEI</p> <p>The programme leader ensures that all national regulatory requirements, institutional policies and procedures are met, implemented and adhered to ensure quality nursing education programmes and outcomes</p> <p>The programme leader participates in quality assurance activities developing,</p> | <p>appointment include: evidence of: leadership in educational settings e.g. chairperson of committees, governance and/or management, policy and standards development, financial competence, human resource management, good organizational skills, proven involvement in quality assurance and improvement activities, and knowledge of</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|--|--|
| | | | <p>implementing(operationalized) and quality management system in the NEI to ensure targets are met in the strategic plan e.g. through programme management, human resource management, academic performances required financial management of the different programmes management and control of teaching and learning resource management</p> <p>The programme leader acts as consultants for academics, clinical facilitators and clinical practitioners and plays a supportive role with Integration of theory and practice in classrooms/practice</p> | <p>disciplinary proceedings</p> <p>Social networking skills and networks</p> <p>Evidence of quality management activities for programmes e.g. assessment of the teaching and learning environment, assessment of teaching and learning subject material, moderation of assessment</p> <p>Evidence of research involvement</p> <p>Publications</p> <p>Evidence of</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|--|--|
| | | | <p>There is evidence of leadership by the head of programmes in the nursing school and on local, provincial level</p> <p>Knowledge creation e.g. research</p> <p>Membership of professional organizations</p> <p>Participate in projects e.g. community engagement</p> <p>Serve as an intellectual role model and mentor for others to become scholars</p> <p>Disseminate knowledge of best practice in nursing education and research to others</p> | <p>community project management and community involvement</p> <p>Information regarding activities in professional associations</p> <p>Demonstration of computer literacy and skills.</p> <p>Personalized employment contract stating Document with key performance areas</p> <p>NEI Policy and procedure documents</p> <p>Individualized</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|--|
| | | | | <p>performance</p> <p>management contracts</p> <p>Evidence of leadership, management, change resulting from decisions taken by programme leader</p> <p>Requirements of external stakeholders are available and known to staff and met e.g. Regulatory requirements for SANC for programmes, documents to support the regulatory adherence of the</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|---|
| | | | | <p>Nursing School and students e.g.</p> <p>Staff lists with qualifications and SANC requirements of the programme e.g.</p> <p>Document stating the credit values, core content, exit level outcomes of the programmes or modules</p> <p>Documents relating to regulatory adherence e.g. registration of students, terminations and completions sent to SANC</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|---|
| | | | | <p>SLAs and MOUs signed and updated</p> <p>Evidence of consultancy, meetings, liaison and collaboration</p> <p>Evidence of information sharing and development e.g. collaborative clinical tool development</p> <p>Programme management e.g. Policies and Procedure documents relating to specific programmes</p> <p>Planning documents e.g. academic</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|---|
| | | | | <p>programmes and student placements, planning for providers of education e.g lecturers</p> <p>Implementation documents</p> <p>Evidence of directing and control e.g. alignment of programmes with HEQF, monitoring of assessment standards, moderation reports</p> <p>Documents supporting reporting structures/practices e.g. marks reports</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|---|
| | | | | <p>submitted, risk management, throughput rates, enrolment figures</p> <p>Documented evidence of coordination of programmes e.g. meetings and letters</p> <p>Moderation of clinical placements</p> <p>Meetings with stakeholders</p> <p>Documents supporting data management e.g. Statistical analysis of campus/programme/lecturers performance</p> <p>Statistical analysis of</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|---|
| | | | | <p>student performance</p> <p>Regulatory requirements e.g. control of registration at SANC, Completions Moderation of assessment</p> <p>Statistical analysis documents</p> <p>Human resource management documented evidence of performance management of academic and clinical staff members staff evaluation and</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|---|
| | | | | <p>performance management e.g. performance reports and disciplinary actions taken</p> <p>reports of staff development and participation</p> <p>staff development – needs assessment, planning, provision and control of staff participation</p> <p>Academic performances required e.g. quality of programme</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|--|
| | | | | <p>and course outcome measurements</p> <p>evidence of teaching and learning practices</p> <p>e.g. assessment methods, intervals of assessment and assessment decisions</p> <p>academic management e.g. data management, examination management, statistical analysis: student throughput rates, programme evaluation and management e.g.</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|--|
| | | | | <p>curriculum planning, implementation, review and curriculum evaluation e.g. measuring the exit level outcomes, quality assurance in teaching and learning, Financial management of the different programmes</p> <p>financial management principles are adhered to in course planning and implementation</p> <p>Develop a comprehensive budget</p> <p>Critically evaluate the</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|---|
| | | | | <p>cost of teaching and learning of your modules</p> <p>Documents to support financial procurement, expenditure and control</p> <p>Participate in fundraising activities</p> <p>Evidence of management and control in teaching and learning</p> <p>Documented evidence of quality assurance, maintenance and improvement of academic programmes</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|--|
| | | | | <p>e.g. review processes, benchmarking e.g. rations, staff utilization, review intervals,</p> <p>Documented evidence of knowledge creation e.g. research in the subject/department</p> <p>Documentation regarding academic management e.g. reporting and recording of marks and clinical hours</p> <p>Quality assurance and assurance, improvement</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|---|
| | | | | <p>measures for staff and programmes are in place and operationalized e.g. programme review, teaching and learning review e.g. peer review, moderation, student satisfaction, student attributes at exit level, curriculum mapping in programmes</p> <p>Documented evidence of</p> <p>Training and development for remedial actions</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|--|
| | | | | <p>Disciplinary procedures regarding teaching and learning activities</p> <p>Resource management Resources for teaching and learning management of the teaching and learning environment e.g. physical resource management, and the experiential learning environment</p> <p>procedure and control of clinical facilitation laboratories, control and maintenance of</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|--|
| | | | | <p>resources</p> <p>General resources</p> <p>Management records regarding clinical facilities and equipment, classrooms, teaching technology</p> <p>Ethical conduct in procurement, financial management and control or general resources</p> <p>Membership of organisations</p> <p>Evidence of academic contributions made to organizations</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|--|--|--|
| | | 4.1.3. The core academic lecturers are professional nurses and midwives who hold an additional qualification in nursing education and a clinical speciality. | The selection process for lecturers include specific hiring criteria that deliberately search for candidates whose excellence in education, clinical practice or research to | <p>Membership of national and international organizations</p> <p>Evidence of projects participated in or lead</p> <p>Evidence of research</p> <p>Publications</p> <p>Evidence of dissemination of information</p> <p>Benchmarking</p> <p>Evidence of consultancy</p> <p>NEI Human Resources Policy of the NEI</p> <p>Evidence of</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|--|---|
| | | | <p>provide teaching and guidance to students to ensure student progress to practice readiness and meeting the entry level competencies and standards of practice for registered nurses and could include:</p> <p>Personal/professional traits required/demonstrated</p> <p>Recent experience needed as a Nurse Educator</p> <p>An education qualification and be an expert in a substantive area of the nursing curriculum.</p> <p>Knowledge and competency in academic management</p> <p>Current academic knowledge and skill and competencies related to the discipline or field</p> | <p>verification of staff qualifications, expertise and competence</p> <p>Degree certificates</p> <p>Professional licensure</p> <p>Resumé/Curriculum Vitae</p> <p>Professional portfolio's Excellence</p> <p>Achievement Awards</p> <p>Letter of recommendation</p> <p>Letter from previous employers including job descriptions i.e. references</p> <p>Information from</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|---|---|
| | | | <p>Requirements regarding professional commitment can be met e.g. active involvement in professional associations</p> <p>Evidence of social commitment</p> <p>Electronic competence</p> <p>Lecturer position (job) responsibility statements specifically address the expert competencies and behaviours required for the roles of educator, clinician, academic manager, researcher and community engagement.</p> <p>The nursing lecturer to student ratio in the academic setting is sufficient</p> | <p>professional organizations</p> <p>Evidence of community involvement and projects</p> <p>Individualised contract for staff member which includes expectations and key performance areas</p> <p>Lecturer - student ratio's</p> <p>Lecturer profile of the NEI</p> <p>Evidence of:</p> <p>Teaching and Learning quality assurance</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|---|---|
| | | | <p>to ensure optimum student learning and student programme outcomes</p> <p>Academic Lecturers provide quality education to students and pursue continuous quality assurance and improvement in Teaching and Learning in Nursing Education and ensure and environment and opportunities to reach the stated outcomes of the programmes</p> <p>e.g.</p> <p>Teaching and Learning quality assurance e.g. self-assessment, peer review</p> <p>Educators participate in continuous professional development in their specific field of specialty take place</p> | <p>Curriculum development and review activities</p> <p>Syllabus development</p> <p>Syllabus review to ensure up to date and relevant information to the students</p> <p>Evidence of inclusion of evidence based information and decisions</p> <p>Planning of academic and clinical development of the student e.g. schedules, timetables for teaching and learning e.g.</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|---|---|
| | | | <p>to ensure that their knowledge and skill is relevant to the needs of the profession and the global society.</p> <p>Perform academic administration and general management function within the programme</p> <p>Apply financial management principles are implemented and adhered to in course planning and implementation and regarding resource management</p> <p>Identifies students with lower academic results timeously and provide and referral and support to the student to ensure academic success</p> <p>Participate in other activities that benefit the NEI, the programme and</p> | <p>clinical placements</p> <p>Academic teaching material</p> <p>Evidence of assessment planning and decisions (evidence based), assessment tools, and actual assessment e.g. marking an grading guides and feedback given to students</p> <p>Moderation reports of tests and assessment practices</p> <p>Evidence implementation of programmes e.g.</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|---|---|
| | | | <p>the students.</p> <p>Lecturers engage in scholarship and design and implements scholarly activities in their established area of expertise to ensure that they are change agents and leaders in their fields</p> <p>Lecturers integrate new technology in teaching and learning in the classroom and in clinical teaching and learning</p> | <p>syllabus, teaching timetables, instructional materials</p> <p>Evaluation of actual formative and summative assessment of students – theory, practicals e.g. exams, OSCE’s and reports written about assessment</p> <p>Evidence of appeals process implemented</p> <p>Marking/Re-marking</p> <p>Documents to support moderation</p> <p>Benchmarking of education with other</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|--|
| | | | | institutions – national and international Statistical reports Reports on support of students e.g. referrals and remedial sessions Involvement in clinical practice where applicable Evidence of meeting with practice partners Continuous professional development Peer reviewed assessment of competence as nurse educators |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|---|
| | | | | <p>Documented evidence of participation in continuous professional development</p> <p>Evidence of applying at least one skill or strategy learnt to a present course presented</p> <p>Academic administration and general management of the programme</p> <p>Documents to support: Meetings/seminars/conferences – internal, external, hospitals,</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|--|
| | | | | colleges, students, international people Statistical analysis of marks for courses Documents to support marks management Documents to support marketing activities e.g. school presentations, open day exhibitions Documents to support discipline of students Financial management Comprehensive budgets of courses Evidence of fundraising e.g. cost proposals of |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|--|
| | | | | <p>courses</p> <p>Evidence of resource management and control</p> <p>Provide and referral and support</p> <p>Reports on at risk students</p> <p>Documents to support students failure to thrive academically</p> <p>Evidence of sessions with students and supporting actions taken by lecturers</p> <p>Evidence of referrals</p> <p>Other</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|--|
| | | | | <p>Student advisor e.g. career planning documents</p> <p>Evidence of discussion with Unions and student representative councils</p> <p>International and national collaboration e.g. student exchanges and all the arrangements</p> <p>Change agents and leaders.</p> <p>Participation in researched and knowledge creation regarding the field of</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|---|
| | | | | <p>expertise and the discipline</p> <p>Membership of professional organisations</p> <p>Participate in projects e.g. community engagement</p> <p>Examples of disseminate knowledge of best practice in nursing education and research to others</p> <p>Evidence of consultancy regarding clinical practice, nursing in general for</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|--|
| | | | | peers and other institutions e.g. mentorship of peers Integrate new technology Evidence of new technology integration in courses Assessment of the teaching and learning environment |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|--|--|---|
| | | <p>4.1.4. Other health professionals who are guest lecturers in nursing or midwifery programmes hold a graduate degree and possess clinical and educational expertise in their speciality.</p> | <p>An approved institutional policy and procedure is used for the selection of the guest lecturers and contracted staff member</p> <p>The institutional selection process include specific hiring criteria that deliberately search for candidates whose excellence in education, clinical practice or research has been demonstrated and could include:</p> <p>Personal/professional traits required/demonstrated</p> <p>Expertise and/or Experience needed for the particular function and/or as an Nurse Educator</p> <p>Academic administration skills</p> | <p>Institutional human resource policies</p> <p>Evidence of verification of staff qualifications, expertise and competence</p> <p>Individualised contract with lecturers</p> <p>Degree certificates</p> <p>Professional licensure</p> <p>Resumé/Curriculum Vitae</p> <p>Professional portfolio's</p> <p>Excellence</p> <p>Achievement Awards</p> <p>Letter of</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|---|---|
| | | | <p>Current academic knowledge and skill and competencies related to discipline of field</p> <p>Requirements regarding professional commitment can be met e.g. active involvement in professional associations</p> <p>Demonstration of/to the contribution to the body of knowledge of Nursing e.g. standards development, research undertaken and contributions towards procedures and policies</p> <p>Evidence of social commitment</p> <p>Electronic competence</p> <p>Years of experience</p> <p>Special requirements needed for the programme</p> | <p>recommendation</p> <p>Letter from previous employers including job descriptions i.e. references</p> <p>Information from professional organizations</p> <p>Evidence of community involvement and projects</p> <p>Peer review documents</p> <p>Statistical analysis of courses presented by these lecturers</p> <p>Moderation results of</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|--|---|
| | | | <p>The performance management system in operation in the NEI includes assessment of other health professionals who are guest lecturers to ensure quality of the teaching and learning taking place</p> <p>Contract staff and guest lectures are providers of nursing education to ensure that students achieve the stated outcomes of the courses</p> <p>Participate in academic management</p> <p>There is evidence of continuous professional development of this category of staff member</p> | <p>test and examinations</p> <p>Evidence of planning, review and development of course materials that are in line with the curriculum and adhere to the regulatory requirements</p> <p>Planning documents e.g. timetables for students, lecture schedules</p> <p>Evidence of actual teaching e.g. power point presentations and attendance records,</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|--|
| | | | | <p>Evidence that assessment practices are aligned to the outcomes of the programme</p> <p>Mark sheets and assessment results</p> <p>Documentation of invitation to and participating in staff development sessions</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|------------------------|---|---|--|
| | 4.2. CLINICAL LECTURER | 4.2.1. Clinical lecturers comprises nurses, midwives and other health professionals who demonstrate clinical and educational expertise in their speciality area | <p>An approved institutional policy and procedure is used for the selection of the guest lecturers and contracted staff member</p> <p>The institutional selection process include specific hiring criteria that deliberately search for candidates whose excellence in education, clinical practice or research has been demonstrated and could include:</p> <p>Proven preparation of their roles as clinical lecturers/preceptors</p> <p>Personal/professional traits required/demonstrated</p> <p>Recent experience (3 years) in clinical teaching as a Nurse Educator</p> <p>Knowledge and competency in</p> | <p>NEI Human Resources Policy of the NEI</p> <p>Evidence of verification of staff qualifications, expertise and competence</p> <p>Degree certificates</p> <p>Professional licensure</p> <p>Resumé/Curriculum Vitae</p> <p>Professional portfolio's Excellence</p> <p>Achievement Awards</p> <p>Competency certificates</p> <p>Certificates of additional</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|--|---|
| | | | <p>academic management especially related to the regulatory requirements of programmes e.g. practical hours</p> <p>Current academic knowledge, skill and competencies related to discipline or field</p> <p>Requirements regarding professional commitment can be met e.g. active involvement in professional associations</p> <p>experience in clinical simulation</p> <p>Evidence of social commitment</p> <p>Electronic competence</p> <p>Good communication and interpersonal skills</p> <p>Positive attitude to self, students, nursing professional and clinical</p> | <p>qualifications and courses attended e.g. Short Learning Programmes</p> <p>Letter of recommendation</p> <p>Letter from previous employers including job descriptions i.e. references</p> <p>Information from professional organizations</p> <p>Evidence of clinical experience in community settings and projects</p> <p>Interview results that</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|---|--|
| | | | <p>environment</p> <p>Clinical lecturers /preceptors support outcomes to be reached by students in clinical training as a combination and integrated approach of theory and practice application in a complex relationship</p> <p>Clinical competence and clinical reasoning demonstrated after being shortlisted and before the contract the contract is signed</p> <p>Valid driver's licence</p> <p>The nursing lecturer to student ratio in the clinical settings is sufficient to ensure optimum student learning</p> | <p>pertain to evaluation of communication skills and positive attitude towards students and the nursing profession, a personal philosophy and value system that supports the nursing profession</p> <p>Evidence of experience in clinical simulation</p> <p>Evidence of clinical competence demonstration</p> <p>Accepted and stated student staff ratio</p> <p>Staff profiles</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|--|--|---|
| | | 4.2.2. Nurses and midwives with clinical expertise in the content area being taught are designated to supervise and teach students in that clinical practice area. | <p>Nursing lecturers possesses the theoretical nursing knowledge and clinical expertise appropriate to their teaching responsibilities.</p> <p>Clinical facilitators should be expected to remain clinical competent in their field and be part of the clinical preceptor team;</p> <p>Clinical facilitators mainly inspire, support, role model behaviour</p> <p>Are accessible to students through cell phone or pager</p> <p>Must schedule working time over weekends, night duty and NEI vacation time as a flexi time systems</p> <p>Clinical facilitators impart</p> | <p>Staff/lecturers/student ratios</p> <p>Staff/student/patient ratios</p> <p>Evidence of preparation for the role and/or accreditation of clinical competence</p> <p>Feedback and debriefing sessions with students</p> <p>Evidence Instruction and clinical training given to students e.g. evidence of actual teaching and clinical instruction</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|--|---|
| | | | <p>knowledge and skill to students, link theory with practice, facilitate higher order thinking and monitoring practice and progress of students</p> <p>Documentation of all clinical training as evidence of training and fulfilment of the regulatory requirements</p> <p>Participate in assessment of students</p> <p>There is a quality assurance mechanism operational regarding clinical training in the NEI to ensure adequate clinical training of students, safety of patients and to ensure that student programme outcomes are met. The process</p> | <p>Evidence of evidence based clinical practice integrated into teaching in clinical placement areas</p> <p>Documentation supporting actual student accompaniment e.g. signed sessions, student satisfaction reports, student progress reports</p> <p>Documented evidence in fulfilment of regulatory requirements</p> <p>Reports from students</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|---|--|
| | | | <p>includes:</p> <p>The nursing lecturer to student ratio in the clinical settings is sufficient to ensure optimum student learning and safe client care</p> <p>Adequate academic training and simulation is done before the student is placed in the clinical environment</p> <p>There is an expectation of a pre-determined 'order' to skill acquisition, with concomitant expectations about levels of ability</p> <p>Maintain a close working relationship with the academic staff and act as liaison between service and NEI</p> | <p>about clinical training</p> <p>Timetables and work schedules of clinical facilitators</p> <p>Evidence of assessment of students</p> <p>Formal quality assurance programme with intervals of reporting, data analysis and changes evidenced by</p> <p>Reports form NEI and clinical placement areas e.g. supervisors</p> <p>Statistical analysis of students performance</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|---|---|
| | | | <p>Participate in the formulation of clinical learning outcome</p> <p>Lecturers who teach in clinical areas are involved in the planning development and evaluation of the curriculum.</p> <p>Support clinical teaching by doing research on the topic</p> <p>The clinical facilitator interacts closely with allocated groups of students in a specific facility or group of facilities to optimise clinical learning of students in formal nursing programmes.</p> <p>Maximise learning opportunities of students and facilitate exposure to appropriate learning opportunities when placed</p> | <p>Progress reports regarding students</p> <p>Evaluation of clinical areas and facilitators by students</p> <p>Evidence of training in simulation in the provided academic environment</p> <p>Audits of facilities/technology and equipment that can be provided at the learning site</p> <p>Evidence of expected level of competence by the student before placement</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|---|---|
| | | | <p>Manage electronic placement software</p> <p>Promote the involvement of ward staff in teaching of students</p> <p>Monitor the student towards the achievement of learning outcomes</p> <p>role modelling of complex clinical behaviour</p> <p>provides adequate opportunities for students to practice their skills;</p> <p>Applies discipline in the clinical situation</p> <p>Clinical facilitators act as consultant for academics with regard to the teaching programme</p> | <p>Remedial action taken by lecturers if students prove to have unsatisfactory skills</p> <p>Meetings and evidence of support structures at the NEI</p> <p>Clinical tools are developed and revised with input from the clinical facilitators</p> <p>Disciplinary support is given to the clinical facilitators regarding student behaviour</p> <p>Meeting with curriculum committee</p> <p>Meetings and evidence</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|--|
| | | | | of development, changes, review of the syllabus, study material, teaching strategies and assessment tools Benchmarking activities regarding clinical competence and teaching and learning strategies Research reports Actual assessment Self-assessment and peer review by facilitators Moderation of clinical placements |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|---|
| | | | | Placement schedules and timetables Curriculum maps depicting academic and clinical correlation Demonstration of ward staff involvement e.g. signatures in competency evaluation books of students Formative assessment incidents, judgements and moderation reports Demonstration of behaviour in teaching and learning |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|---|--|--|
| | | 4.2.3. NEI's form partnerships to secure a variety of qualified people to be clinical supervisors and teachers. | Contracts are negotiated, formalized, implemented and re-assessed and between NEI's and clinical service areas (as circumstances change and needs arise) | Placement of students with mentors (criteria and reports) Conduct meeting reports Discipline reports Reports regarding remedial actions Reports regarding teaching and learning in clinical settings. SLAs and MOUs Evidence of criteria for accreditation Evidence of negotiations between NEI and clinical service sites. |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|---|---|
| | | | <p>The NEI has a quality assurance mechanism in place to ensure students achieve their programme outcomes especially the clinical competency</p> <p>Accreditation of clinical placement areas are performed by the NEI's who wish to place their students there for clinical learning and achievements of competency outcomes</p> <p>There is access to support services for students including learning support services, emergency student health services, learning resources e.g. simulation equipment, and staff willing to support the students</p> | <p>Evidence of situational analysis and assessment of the service area chosen to be a work integrated learning site.</p> <p>Assessments of the availability of opportunities for teaching and learning e.g. patient turnover and acuity</p> <p>Accredited institutions have enough nursing practitioners who are competent and who, by providing quality care, promote positive</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|---|--|
| | | | <p>The collaborative bond between students, Clinical service area and HEI is valued.</p> <p>There is evidence of contact and information sharing</p> <p>Clinical facilitators develop and maintain a system of optimal placement of students from all programmes in the NEI and clinical facilities based on negotiated MOUs and good interagency relationships that allows for student to achieve programme outcomes and assist health services to maintain good quality care</p> <p>The NEI based on an MOU with the service facility have lecturers that</p> | <p>health outcomes in the populations they serve</p> <p>Formal documentation related to accreditation e.g. audits of accredited sites, review documents,</p> <p>Indicating support services available, teaching technology, and staff student ratios</p> <p>Student and staff feedback</p> <p>Progress reports of students in clinical areas</p> <p>Evaluation of clinical</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|--|--|
| | | | <p>visit and accompany the students, that enrich the theoretical teaching and assessment of their students and enhance the capacity of the clinical and academic staff in both facilities</p> <p>Maintain existing and develop new relationships with clinical facilities for placement of students</p> <p>Recruit and organise training of preceptors</p> | <p>placement areas by students</p> <p>Meetings and information sessions between HEI and clinical service areas</p> <p>Placement schedules</p> <p>Curriculum requirements of students</p> <p>Evidence of clinical hours performed by students</p> <p>Reports of feedback sessions with clinical staff members</p> <p>Staff development sessions done by</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|---|
| | | | | <p>lecturers for staff in service placement areas</p> <p>Evidence of informal training and capacity development done for staff at clinical placement areas</p> <p>Evidence of supportive training sessions done by service placement staff at the NEI</p> <p>Liaison and new contracts</p> <p>Meetings in clinical areas and informal relationship building</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|--|--|---|--|
| | 4.3. PROFESIONAL DEVELOPMENT OF LECTURERS | 4.3.1. NEI's have a policy and system in place that validates the updated clinical and educational expertise and competency of lecturers | <p>There is a professional development policy in place at the NEI regarding selection, attendance and utilisation of staff regarding professional development opportunities to ensure that staff capacity is developed and to comply with institutional need, personal need, objectives, targets and priorities of the organization</p> <p>Venues and resources are available for staff development</p> <p>Continuous development is in line with the strategic priorities of the organization</p> <p>There are policies/processes in place to ensure return on investment for training and</p> | <p>Regulatory requirements for CPD</p> <p>Professional development policy of the NEI</p> <p>Strategic development documents relating to staff performance as an indicator of need for the organization</p> <p>Records of:</p> <p>Venues and general resources, plans for continuous professional development in the NEI</p> <p>Institutional needs and</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|---|---|
| | | | <p>development of staff e.g. working back, report back, integration of skills into performance management</p> <p>The organization (NEI) recognizes the need for and implements personalized development plans for employees e.g. specific management skills, mentoring or coaching needed in particular fields or circumstances e.g. support in clinical facilitation and counselling skills</p> <p>The NEI provides incentives for employees to further their studies within the organization</p> <p>Continuous professional development is catered for in the</p> | <p>themes reported by management (possibly in strategic plan)</p> <p>Needs analysis of staff requiring development</p> <p>Staff selection and participation profile</p> <p>Planning for staff development e.g. programmes, provision of the sessions</p> <p>Actual staff development sessions and attendance</p> <p>Reports on feedback session</p> <p>Personalized development and</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|--|---|
| | | | <p>budget of the organization</p> <p>Continuous professional development is included in the performance management system of the NEI</p> <p>The NEI has a recognition and reward system in place to validate and reward staff for improvement of their education and clinical competence</p> | <p>support plans</p> <p>Mentorship/Coaching programmes</p> <p>Evidence of incentives e.g. payment for registration within the organization</p> <p>List of other incentives given to employees e.g.</p> <p>Fast tracking career opportunities</p> <p>Computers for use whilst studying</p> <p>Strategic budget for training</p> <p>Operational budget for training</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|--|
| | | | | <p>Staff contract</p> <p>Records of:</p> <p>Activities regarding return on investment of the training programmes e.g. evidence of application of skill or competence in the programme/course, or cost benefit analysis is done regarding training and development</p> <p>Remedial sessions (topics and by whom) done for staff that are under performing</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|--|---|--|
| | | 4.3.2. NEI's have a system in place that provides lecturers with opportunities for development in teaching, scholarship, practice and external professional activity | The NEI has a policy in place regarding continuous professional development, personal development (for career-pathing) NEI's intentionally seek and provide opportunities for research and collaboration for staff members to benchmark and gain international experience and apply their skill in local settings | Reward and recognition reports Progression and succession reports Retention of staff reports. Reports stipulating Staff profile – qualifications, career opportunities and profiles/requirements needed for the positions Advertising of opportunities for development Staff education needs Number of staff |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|---|
| | | | | receiving study leave and for what purpose Financial implications for the Nursing School e.g. bursaries/loans awarded Feedback session provided by participants Internationalization reports Collaborative research reports Interdisciplinary/Trans disciplinary project reports |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|--|---|--|
| | | 4.3.3. NEI's have a system and policy in place and provide time and resources for competency development for staff | <p>The NEI has a programme for continuous professional development in place</p> <p>The NEI makes financial contributions towards continuous professional development of their employees that will add value to the HEI</p> <p>The NEI accommodates/provides staff external development opportunities e.g. give them study leave to further their careers and improve their skill in teaching and learning and in their field of expertise</p> | <p>Policy of the NEI regarding continuous professional development e.g. A needs assessment regarding training requirements of staff is done annually</p> <p>Evidence of financial contributions for training and development e.g. bursaries/loans provided to staff members</p> <p>Budgets and financial reports</p> <p>Progress reports about</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|-----------|----------|--|
| | | | | <p>students (financial implications)</p> <p>Replacement funding awarded to staff</p> <p>Management reports regarding study leave opportunities and participants</p> <p>Benchmarking opportunities and activities</p> <p>Opportunities where cross pollination can take place e.g. international visitors doing in-service training</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|---|--|--|
| | | 4.3.4. NEI's have a policy and system in place for reward and recognition of staff in accordance with the requirements for promotion and tenure of the institution. | <p>The NEI has a recognition and reward policy, system and procedure in place to validate and reward staff for improvement of their education and clinical competence (different categories)</p> <p>Recognition and reward for excellence in nursing education is awarded annually to a staff member using specified and agreed on criteria</p> <p>The NEI has a policy in place regarding promotion and tenure in place</p> <p>The performance management system is integrated into the recognition and reward system for lecturers</p> | <p>Policy of NEI</p> <p>Documents supporting system, process and procedures for recognition and reward</p> <p>Recognition and reward and award ceremonies</p> <p>Recipients, attendees lists and categories of awards</p> <p>Reward and recognition reports showing criteria and selection</p> <p>Progression and succession reports</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|--|---|--|--|---|
| | | | | <p>Retention of staff reports</p> <p>Contracts of staff members</p> <p>Criteria for recognition and reward (all categories)</p> <p>Profile of award winners</p> <p>Management reward given to winners</p> |
| <p>5.</p> <p>PROGRAMME</p> <p>ADMISSION</p> | <p>5.1.</p> <p>ADMISSION</p> <p>POLICY AND</p> <p>SELECTION</p> | <p>5.1.1. NEI's have a transparent admission policy that specifies the process of student selection and the minimum acceptance criteria.</p> | <p>The minimum criteria for admission to the programme should be set in consultation with regulatory body and within the higher education policies and guidelines.</p> | <p>Written materials comprehensively describing the entry requirements and that are available to the public.</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|--|---|---|
| | | <p>5.1.2. NEI's have a transparent non-discriminatory admission and selection process.</p> <p>5.1.3. NEI's have a system and policy in place that takes into account different entry points of students, recognition of their prior learning, experience and progression options towards higher education goals.</p> | <p>The transparency of the recruitment process may include:</p> <p>Explicitly written applications procedures</p> <p>published minimum entry requirements</p> <p>published deadlines for the programmes</p> <p>published admission decisions</p> <p>The programme has clearly stated policies related to recognition of prior learning (RPL):Examples of mechanisms that assess prior learning includes:</p> <p>Challenges examinations</p> | <p>Written materials describing the programme requirements set out in policies and procedures that are publically available.</p> <p>Written published policies about the extent of RPL and the procedures and deadlines for obtaining recognition for prior learning are publically</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|------------------------------|--|--|---|
| | | 5.1.4. NEI's have entry requirements that meet national criteria for higher education institutions including, but not limited to, completion of secondary education. | <p>presentation of documents of prior learning such as transcripts of training</p> <p>portfolio of evidence of previous experience and competencies</p> <p>Admission criteria, policies and procedures are in line with the Department of Higher Education and Training's publications</p> | <p>available.</p> <p>Policies and procedures wrt institutional requirements are available to the public</p> |
| | 5.2. STUDENT TYPE AND INTAKE | 5.2.1. NEI's admit students with backgrounds in basic science and mathematics literacy who demonstrate skills in the language | Each programme establishes both the process and criteria for acceptance based on national needs and institutional norms. | Written material describing the criteria and means of assessing and selecting |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|---|---|---|
| | | of instruction and in dealing with the patients | <p>The selection criteria may include the following:</p> <ul style="list-style-type: none"> able to read and write English at a certain level successful completion of subjects such as physical sciences, mathematics and life sciences at a certain level proof of good conduct strong motivation to become a nurse and midwife <p>Materials assessed for selection may include written application, personal interview, reference letters, standardized placements and assessment tests, national benchmark testing), records of previous schooling.</p> | <p>applicants are publically available.</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|---|---|--|
| | | 5.2.2. NEI's admit students who have the ability to meet the requirements of the programme. | <p>The enrolment plan for each school is in place and approved by the Department of Higher Education and Training.</p> <p>The size of student intake must be defined and related to the capacity of the schools.</p> <p>Admission criteria of each school adhere to the national benchmark.</p> <p>Throughput rates of students in the programmes and at each year level are within the national norms</p> <p>Academic progression through the programme, including promotion, graduation, failure and termination from the programme</p> | <p>Institutional enrolment plan</p> <p>Published staff: student ratios</p> <p>Published admission criteria line with national norms and standards</p> <p>Published annual trough put rates</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|--|---|---|
| | | <p>5.2.3. NEI's admit students who meet the national requirements and the institution's specific requirements for selection.</p> | <p>Students meet the selection and admission criteria</p> <p>Students have access to services that increase potential for success in the completion of the program, including:</p> <ul style="list-style-type: none"> Learning support services Personal counselling Academic counselling Student health services Learning resources Financial aid <p>Each Schools have clearly indicated graduates attributes that are</p> | <p>Written material describing the criteria and means of assessing and selecting applicants are publically available.</p> <p>Documents publically available indicating student support services</p> |

| DOMAINS | SUB-DOMAINS | STANDARDS | Criteria | Sources of Evidence |
|---------|-------------|--|--|--|
| | | 5.2.4. NEI's seek students who demonstrate the will to serve in health and the ability to be independent learners. | integrate within the programmes outcomes: In-depth disciplinary/interdisciplinary knowledge Social awareness and responsible citizenship Adaptive expertise Creativity and innovation Intra- and interpersonal skills Communication skills | Written material indicating the graduate attributes are publically available. |

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