



NURSING AND MIDWIFERY COUNCIL OF ZAMBIA

(Nurses and Midwives Act, 2019)

2024

EDUCATION AND TRAINING STANDARDS



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(The Nurses and Midwives Act No.10 2019)

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Lusaka

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GLOSSARY OF TERMS

Assessment - Is the systematic process of documenting students' knowledge, skills, attitudes and learning outcomes through various methods to inform teaching and improve the learning process

Advanced nursing and midwifery education- postgraduate programs aimed at enhancing the expertise, skills, and leadership capabilities of registered nurses and midwives beyond their basic education.

Administration - The strategic way of managing nursing personnel, patient care, and facility resources through the support of regulating policies

Board of governance - is a framework composed of structures, processes, rules, and practices from which the HEI operates and is directed.

Basic Nursing and Midwifery Education- a formally recognized program of study providing a broad and sound foundation in the behavioral, life and nursing and midwifery sciences for the general practice of nursing and midwifery and for leadership role

Curriculum – all the learning activities, processes and materials that are planned, implemented, monitored and evaluated to prepare learners to meet the expected competencies. The learning activities are intending to achieve specified educational objectives within a specified time

Curriculum design - Is a plan that reflects program competencies and outcomes, various methods of teaching / learning that provides a balance between lectures, tutorials, workshops, small group teaching, interactive learning and student assessments

Evaluation – Is a form of an appraisal of progress toward attainment of goals and outcomes of nursing and midwifery training and education

Infrastructure - Includes the physical and built environment and supporting elements; equipment, access to information technology (IT), systems and processes, sustainability, initiatives and staff which should facilitate the learning processes

Nurse/Midwifery Educator – registered and compliant practitioner responsible for teaching, instructing and assessing nursing and midwifery students at colleges, universities, and in clinical settings who holds a nursing or midwifery degree and meets the policies and requirements of nursing and midwifery

Regulation - Is the process of protecting the public by establishing and enforcing standards for conduct, education and practice in nursing and midwifery education

Statutory Body – Is the formal organisation designated by a statute to implement the regulatory form and process whereby order, uniformity and control are brought to the profession and its practice

Training and Education standards – statements that guide actions and behaviours of all registered nurses and midwives in training and education

Quality - The degree to which nursing and midwifery training and education increase the likelihood of desirable outcomes and are consistent with evolving nursing and midwifery knowledge

Monitoring - Means observing, measuring, and recording of nursing and midwifery educational activities to improve the quality of training and education

ACRONYMS

NMCZ	Nursing and Midwifery Council of Zambia
HEI	Higher Education Institution
HPCZ	Health Professions Council of Zambia
MoH	Ministry of Health
WHO	World Health Organisation
UNFPA	United Nations Population Fund
HEA	Higher Education Institution
ZAQA	Zambia Qualifications Authority
QA	Quality Assurance

FOREWORD

This Nursing and Midwifery Council of Zambia (NMCZ) Education and training standards is the first in the series of education and training standards documents aimed at establishing clear direction in the manner in which Higher Education Institutions (HEIs) with nursing and midwifery programs manage education and training activities.

In light of the above, I envision an institution that will be a world class regulator in regulating education, training and practice of nurses and midwives through implementation of the strategies highlighted in this document.

I am confident that this education and training standards will assist in positioning NMCZ to make a positive contribution towards the provision of quality education and training for nurses and midwives which will translate into provision of quality nursing and midwifery care to the citizens of Zambia. Consequently, I urge all Higher Education Institutions (HEIs) to adhere to these standards and advocate for exemplary education and training practices.

I therefore, urge all members of staff to dedicate themselves to the execution of these standards. I also call upon our stakeholders to continue providing support towards the successful implementation of these standards



Professor Patricia Katowa Mukwato
BOARD CHAIRPERSON

ACKNOWLEDGEMENT

I wish to start by expressing my gratitude to all the Nursing and Midwifery Council of Zambia (NMCZ) Heads of Departments, Units and Regional offices who participated in the drafting of the Nursing standards. On behalf of the NMCZ staff, I wish to extend special thanks to the team of technical staff from the School of Nursing Sciences –UNZA, MoH, Higher Educational Institutions, Defence Force Medical Services- Ministry of Defence and Nurses and Midwives from Cancer Diseases Hospital (CDH), National Heart Hospital (NHH) who provided much needed input into the development of these standards. This process could not have been possible without the financial and logistical support from UNFPA, we shall remain indebted to them

The NMCZ management team recognizes the importance of having the Education and Training standards to guide training of nurses and midwives. Therefore, I call upon all HEIs to adhere to and promote the use of these standards for sustained quality nursing and midwifery education



Mrs. Beauty Siansende Zimba

ACTING REGISTRAR/CHIEF EXECUTIVE OFFICER

1.0 INTRODUCTION BACKGROUND

The Nursing and Midwifery Council of Zambia (NMCZ) was established as a Statutory Body in 1970 under the Nurses and Midwives Act No.55 of 1970, later updated to the Nurses and Midwives Act No. 31 of 1997, and most recently revised to the Nurses and Midwives Act No. 10 of 2019. This legislative evolution reflects the dynamic nature of healthcare and the need for responsive regulatory frameworks.

The Act recognizes the Council as a Statutory Body with the explicit mandate of "Regulating the education, training, and practice of nurses and midwives." This underscores the pivotal role of the NMCZ in shaping the healthcare landscape in Zambia. The establishment of education and training standards is not merely procedural; it is a strategic response to the evolving healthcare landscape and the need to ensure that nursing and midwifery professionals meet contemporary challenges with competence and excellence.

NMCZ, recognizing the dynamic nature of healthcare, has developed standards for education and training. These standards, rooted in the Nurses and Midwives Act No. 10 of 2019, serve as authoritative benchmarks for educational institutions. This document is arranged in the following domains; governance, infrastructure, educators, curriculum, student empowerment, and program admission. This document should be used in conjunction with the Nurses and Midwives' (Education) Regulations, Recruitment Guidelines, Curriculum Implementation Monitoring Tool. These standards aim to guide and assess the quality of nursing and midwifery education and training, ensuring a competent and proficient workforce for the evolving healthcare landscape.

2.0 PURPOSE

1. To define expectations regarding education and training of nurses and midwives in HEIs under the jurisdiction of NMCZ
2. To promote, guide and direct HEIs on nursing and midwifery education and training

3.0 STANDARDS OF EDUCATION AND TRAINING

Nursing and midwifery practitioners, in particular, require extensive education and training. Strong standards ensure that educational programs are of high quality and effective. These guidelines address governance, administration, infrastructure, educators, curriculum, student empowerment, and program admittance, all of which contribute to the overall development of healthcare professionals

3.1 DOMAIN ONE: GOVERNANCE AND ADMINISTRATION

Domain One focuses on Governance and Administration in nursing and midwifery education, highlighting their crucial role in shaping effective programs. Standard 1 promotes autonomy and policy establishment, while Standard 2 emphasizes clear budget policies, competent staff, and accreditation standards. Assessment involves board governance guidelines, policies, and interviews

3.1.1 Standard 1- Governance

1. The governance structure promotes autonomy, advances goals and is capable of establishing policies in accordance with the vision, mission and goals of the institution.
2. The HEI complies with all legal, regulatory, professional and educational requirements having clear lines of responsibility and accountability for meeting those requirements and responding when standards are not met, in all learning environments.

3.1.1.1 Quality criteria

1. A governing body with representation from key stakeholders, academic and administrative staff and the student body sets strategic directions and institutional policies, provides oversight with respect to the fiscal and administrative management of the institution, and accepts accountability for decisions made.
2. The vision and mission are clearly stated and are congruent with the institutional goals of the parent institution, where applicable.
3. The institutional organisational charts reflect the governance structure and lines of responsibility.
4. The HEI is allocated its own budget and the governing body is responsible for fiscal planning and control.
5. Academic and professional leadership is provided by nurses and midwives with the required professional education, graduate academic qualifications, and proven leadership and management skills.
6. Institutional goals are achieved through the activities in the institutional strategic plan.
7. External linkages with other HEI or bodies reflect shared partnership values and recognition by the wider academic and professional community.
8. The HEI and educational programmes shall be accredited by recognized national academic and professional regulatory bodies (external quality assurance).

9. The HEI shall comply with all standards and requirements in the NMCZ/HEA/MOH/ZAQA standards for education and training
10. The Head and the Deputy Head of the HEI has a Nursing or Midwifery qualifications
11. The Head/Principal Tutor of a program is specialised in that programme to confirm that all proficiencies have been met by each student by the end of their programme
12. The HEI is compliant with the NMCZ standards for education and training for all periods of learning undertaken outside Zambia
13. All HEIs shall use NMCZ accredited clinical practicum sites

3.1.1.2 Sources of evidence

1. Functions and Membership of the Governing Body
2. Guidelines for Board Governance
3. Minutes of Meetings
4. Institutional Policies
5. Strategic Plan
6. Budget Documents
7. Interviews with the Chair of the Governing Body and Selected Board Members (where applicable)
8. Memoranda of Understanding and Agreements Pertaining to Partnerships and Collaboration

3.1.2 Standard 2 – Administration

1. An administrative structure exists with responsibility for carrying out the policies of the HEI in accordance with the vision, mission, goal and objectives of the institution

3.1.2.1 Quality criteria

1. Vision, mission and institutional goals are visibly posted and understood by academic, administrative and support staff and students
2. Institutional structures with responsibilities related to the administration of the institution (Education, Examinations, human, fiscal, facility and material resources management); implementation and monitoring of programmes; and other institutional activities hold regular meetings, record minutes, and communicate pertinent information to staff and others in a timely manner
3. Administrative and support staff are adequate in number and competent in their work
4. Policies related to core functions (e.g., personnel, budget, student admissions, graduation, student termination, student assessment, programme evaluation, records) are current and periodically updated.

5. Human resources policies and management systems are in place for recruitment, deployment, retention and dismissal of staff, and include job descriptions, staff appraisals, staff development programmes, promotion and other forms of recognition.
6. The budget policy is clear and coherent and staff members are active and informed participants in the budgeting process so that educational programmes are appropriately resourced.
7. A programme for continual quality improvement is in place through a) continuous systematic monitoring and auditing of institutional and programme performance, and b) regular external review of the institution and programmes.
8. The quality assurance processes, including internal and external reviews, involve administrators, educators, students, graduates and other stakeholders.

3.1.2.2 Sources of evidence

1. Organisational chart displaying the organisational structure and relationships
2. Committees, membership and terms of reference
3. Committee minutes
4. Job descriptions
5. Budget documents
6. Written personnel policies and procedures, e.g. staff recruitment and termination, staff development, promotion and tenure, record keeping
7. A quality assurance (QA) committee is functioning with responsibility for internal and external institutional and programme evaluation processes
8. Written QA policies
9. QA reports for past two years, and tools used for auditing and reviewing programmes and infrastructure
10. Results of graduate satisfaction level from different sources, e.g. surveys of graduates, employers, public perceptions
11. Program approval status
12. Interviews with faculty, administrative and support staff related to the organisational structure and processes

3.2 DOMAIN TWO: INFRASTRUCTURE

Domain Two of nursing and midwifery education emphasizes the importance of infrastructure and teaching resources. Standard 1 evaluates the adequacy of these resources, focusing on accessibility, safety, cleanliness, and sufficiency. This comprehensive approach ensures a well-equipped learning environment that meets diverse student and educator needs

3.2.1 Standard 1 - Teaching and Learning Resources

1. The infrastructure and teaching/learning resources are sufficient to allow the fulfilment of institutional and programme goals.

3.2.1.1 Quality criteria

1. The HEI has accessible, current and relevant physical facilities including, but not limited to, classrooms, clinical practice sites, conference/meeting rooms, and study/office/storage space, clinical simulation laboratories, libraries and provision for accessing information and communication technologies, as well as cafeteria, rest and leisure facilities.

2. Physical facilities, furniture and equipment, including accommodation when provided, are safe, clean, well maintained and sufficient in number and size to meet the needs of students and educators.

3. Clinical teaching and learning settings are easily accessible and provide a safe and supportive environment with an adequate number of appropriately qualified and experienced staff.

4. Full access to a library staffed by qualified librarians with adequate stock of relevant books, journals, online, media resources and quiet study space is provided.

5. Technical support for maintenance of information and communication technology and other equipment is immediately available.

6. Safety policies, procedures and equipment (e.g. fire, evacuation, security) are in force and known by all staff and students.

3.2.1.2 Sources of evidence

1. Documentation detailing the number, sizes, and equipment of classrooms, skill laboratories, and multimedia facilities.

2. Information on physical facilities available– offices, conference rooms, student study space

3. A list of library acquisitions and associated policies.

4. documentation about library and IT orientation to students and faculty
5. documentation about support services – secretarial, equipment management and facility maintenance
6. Site visit to institution, clinical practicum sites and hostel (where relevant)
7. Evidence of transport arrangements for access to institution and clinical sites (availability of functional vehicles or contracts for hired transport)
8. Interview with staff and students about infrastructure
9. Written safety and security policies and evidence of training and practice in firefighting equipment their placement and maintenance

3.3 DOMAIN THREE: CURRICULUM

Curriculum in nursing and midwifery education is crucial for shaping healthcare professionals. It involves designing, implementing, and evaluating curricula to ensure students achieve proficiencies and outcomes. Standard 1 emphasizes comprehensive educational outcomes, while Standard 2 emphasizes effective clinical learning experiences. Standard 3 ensures valid, reliable, and diverse assessment methods, promoting excellence and holistic development in healthcare professionals.

3.3.1 Standard 1 Curriculum design

1. Curricula and assessments are designed, developed, delivered and evaluated to ensure that students achieve the proficiencies and outcomes for their approved programme.

3.3.2 Quality criteria

1. The HEI delivers NMCZ approved Nursing and Midwifery curricula
2. The curriculum describes the full programme of study, addresses health priorities, population and community needs, core values, cultural and gender sensitivity and human rights approaches, the knowledge base and skills of the profession, and the educational process to be followed
3. Educational outcomes are realistic and comprehensive, and reflect the stage of development of the learners
4. The curricula demonstrates coherence and consistency of content with clearly stated intended educational outcomes
5. The curricula demonstrate the balance between the theory and clinical components appropriate to the type of programme and competencies that are required to graduate
6. Classroom and clinical learning activities that deliver the knowledge and skills required to meet the needs of populations and promote self-directed, lifelong learning are clearly stated in the curriculum
7. The curricula demonstrates the utilization of recognized, current, and evidence-based approaches to teaching and learning in its programs, encompassing adult education, self-directed learning, blended learning, and clinical simulation
8. Evidence of development of clinical reasoning, problem solving and critical thinking in programmes
9. Criteria for academic progress and successful achievement of the programme are clearly stated
10. HEIs engage in systematic and regular evaluations of curricula and clinical learning, incorporating feedback from students, clients, stakeholders, and partners. This includes continuous evaluation of all curriculum components, such as the relevance of goals, objectives, outcomes, and content, as well as the teaching/learning approaches in theoretical, clinical domains and the methods used for student assessment
11. Nursing or midwifery programmes offer opportunities for multidisciplinary content and learning experiences

12. Integration of emerging trends and advancements in the nursing and midwifery fields is incorporated into the curriculum to ensure alignment with evolving professional standards

13. The curricula demonstrates adaptability to changes in healthcare policies, technologies, and societal needs, fostering a dynamic and responsive educational environment

3.3.2 Standard 2: curriculum implementation

1. Nursing or midwifery curricula provide core content that will enable their graduates to meet the established competencies

3.3.2.1 Quality Criteria

1. Nursing programmes provide core content in nursing theory and practice,
2. Midwifery programmes provide core content in midwifery theory and practice
3. Nursing or midwifery programmes provide supervised clinical learning experiences that support nursing or midwifery theory in diverse settings
4. Clinical learning is pertinent and effectively planned, organised, monitored, evaluated and demonstrates the following characteristics;
 - i. Clinical placement areas and HEIs demonstrate commitment to collaborate in providing an adequate clinical placement through establishing written agreements or Memoranda of Understanding in relation to areas such as availability of clinical supervision, safety, legal aspects and resourcing
 - ii. HEIs maintains a thorough and effective system for monitoring all clinical learning sites
 - iii. There is an effective system for liaising with clinical staff
 - iv. Roles of practice placement providers, educators and students are clearly stated
 - v. Clinical learning placements are designed to align with the diverse practice settings where graduates are anticipated to work. These placements are adequate in quantity, duration, and diversity to facilitate the achievement of program learning outcomes

5. Prior to the clinical learning experience, all stakeholders, including students, practice placement providers, and Preceptors, receive detailed information covering the following aspects:
 - i. Clinical learning outcomes that are expected to be achieved
 - ii. Timings and the duration of the placement experience, along with associated record-keeping requirements
 - iii. Expectations regarding students' professional conduct
 - iv. Assessment procedures, including implications and actions to be taken in the event of failure to progress
 - v. Established lines of communication and responsibility
6. Information and communication technology is used to support self-learning, accessing information, managing patients and working in health care systems
7. A policy is in place to address the evaluation and effective use of information and communication technology in educational programmes
8. HEIs have forged dynamic collaborations with:
 - i. Other faculties and departments within the colleges/universities where the program is situated or affiliated
 - ii. Various healthcare and related disciplines
 - iii. Clinical practice sites
9. HEIs use inter-professional teamwork approaches in their classrooms and clinical learning experiences

3.3.3 Standard three: Assessment of students

3.3.3.1 Quality criteria

1. HEIs assess student theoretical and clinical learning, knowledge and skill development as well as progress throughout their programmes, using a variety of valid, reliable and approved evaluation methods
2. Assessment is mapped to the curricula and occurs throughout the programme to determine student progression
3. HEIs uses a variety of methods to assess the subject matter being studied including, but not limited to, student performance-based assessment and client/stakeholder feedback
4. Clinical assessment is facilitated and evidenced by direct observed practical examination, objective structured clinical examination, clinical drills and other appropriate methods.
5. HEIs have student retention systems in place.

6. Students' self-reflections contribute to, and are evidenced in assessments
7. Health care providers, educators and clients who use services contribute to student assessment
8. Assessment of practice and theory is weighted appropriately in each programme
9. HEIs should have a clear system for student appeals regarding assessments

3.3.3.2 Sources of Evidence

1. Curriculum
2. Course syllabi
3. Curriculum and programme evaluation tools
4. Teaching/learning materials
5. Student assessment tools
6. Teaching schedules
7. Student records – performance
8. Samples of student work
9. Class/clinical observations
10. Results of student evaluation of classroom/clinical learning
11. Most recent curriculum audit and review reports
12. tools used to audit the curriculum
13. Educator/student ratios for theory and practice
14. Copies of agreements with clinical facilities
15. Clinical practice site capacity to provide required clinical learning
16. Minutes of meetings with agencies providing clinical learning sites
17. Profiles/evaluation of clinical learning sites – type of clinical experience available, nature of clinical staff/teaching/supervision, availability of learning resources on site
18. programmes to prepare clinical educators/preceptors/assessors
19. Results of satisfaction surveys – student, graduate, employer

3.4 DOMAIN FOUR: EDUCATORS

The quality of nursing and midwifery education is significantly influenced by the faculty's competence. Standard 1 ensures all educators in Higher Education Institutions possess necessary competencies for effective management, teaching, learning, and research. Standard 2 and 3 focus on clinical faculty and professional development, ensuring a robust faculty.

3.4.1 Standard 1 - Faculty

1. All educators in the HEI have the required competencies to manage, teach, facilitate learning, advance educational programmes and carry out relevant research to improve evidence-based learning and practice

3.4.1.1 Quality criteria

1. The head of a nursing or midwifery programme is a compliant nurse or midwife who holds a graduate degree, is educated and experienced in leadership and administration, and demonstrates knowledge as an educator

2. The core academic faculty are nurses and midwives who demonstrate knowledge as educators and have a minimum of a bachelor's degree with advanced preparation and clinical competence in their specialty area

3. Lecturer or equivalent should have evidence of not less than two (2) years of nursing or midwifery clinical practice

4. Educator: student ratios are set at the following recommended level: theory: class 1:50; tutorial 1:20; 1: 2 lecturer/course ratio as a minimum

5. Educator workloads comprising teaching and clinical practice are reasonable, and expectations are clearly stated and documented (*for Universities as per available institutional workload policies*)

6. A system for periodic evaluation of educators' performance exists and is well implemented

7. Other health professionals who are guest lecturers in nursing or midwifery programmes hold a graduate degree and possess expertise in their specialty

3.4.2 Standard two: Clinical faculty

3.4.2.1 Quality Criteria

1. Practice placement educators (e.g. clinical educators or preceptors) have relevant knowledge, skills and experience to manage clinical learning

2. Clinical faculty comprises nurses and midwives who hold a minimum of a university degree in their specialty area

3. Nurses and midwives with clinical expertise in the content area being taught are designated to supervise and teach students in that clinical practice area
4. Clinical Instructor or equivalent should have not less than two (2) years of nursing or midwifery clinical practice. Standard ratios of 1:10 for small group demonstration or instruction 1:50 for clinical teaching or mentorship/ supervision
5. HEIs shall have Memoranda of Understanding with a variety of health facilities at different levels to secure qualified people to be clinical supervisors and preceptors

3.4.3 Standard three: Professional development of faculty

3.4.3.1 Quality criteria

1. HEIs have a policy and system in place that validates the updated clinical and educational expertise and competency of faculty
2. HEIs have a system in place that provides faculty with opportunities for development in teaching, scholarship, practice and external professional activity
3. HEIs have a system and policy in place and provide time and resources for competency development for staff
4. HEIs 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
5. Professional and academic qualifications, clinical experience and the number of educators are appropriate to the areas of responsibility and level of programmes
6. There is a policy, a developed system and time set aside to enable educators to update knowledge, mentor other educators, conduct and apply research, and maintain clinical and educator competence

3.4.3.2 Sources of evidence

1. Faculty credentials
2. Faculty profile
3. Faculty student ratios – theory, clinical, skills laboratory
4. Faculty appraisals
5. Student statistical records
6. Observation of theoretical and clinical classes
7. Examples of teaching assignments
8. Teaching/lesson plans
9. Record of faculty continuing education
10. Record of faculty publications, conference presentations, research projects, and awards in the past three years

11. Record of faculty practice commitments
12. Records of community service (institutional, national, regional, international) in health, education and the community fields
13. Offices held and/or voluntary work with professional associations or other health-related organisations e.g. Red Cross, family planning, patient support groups

3.5 DOMAIN FIVE: STUDENT EMPOWERMENT

Domain Five in nursing and midwifery education focuses on Student Empowerment, fostering resilience, care, reflection, and lifelong commitment. It ensures students have access to resources, accurate information, diverse learning opportunities, and support in their journey to become competent healthcare professionals. The domain also respects diverse needs, promotes positive professional behavior, and includes support services, feedback mechanisms, and involvement in decision-making processes. It aims to cultivate a generation of healthcare professionals.

3.5.1 Standard 1 Student welfare

1. Students are provided with a variety of learning opportunities and appropriate resources which enable them to achieve proficiencies and programme outcomes and be capable of demonstrating the professional behaviours in the Professional conduct with disciplinary code for nurses and midwives.
2. Students are empowered and supported to become resilient, caring, reflective and lifelong learners who are capable of working in inter-professional and inter-agency teams.

3.5.1.1 Quality Criteria

1. Students have access to the resources they need to achieve the proficiencies and programme outcomes required for their professional role
2. Students are provided with timely and accurate information about curriculum, training rules, approaches to teaching, supervision, assessment, practicum placement sites and other information relevant to their programme
3. Students have opportunities throughout their programme to work with and learn from a range of health care providers in a variety of practicum placement sites, preparing them to provide care to clients with diverse needs
4. Students are supervised and supported in practice learning in accordance with the NMCZ Standards for student supervision and assessment
5. Students are supervised according to their individual learning needs, proficiency and confidence at every level of training
6. Students are assigned and have access to a practicum site preceptor for a practice placement or a series of practice placements for each level of the education programme

7. Students have the necessary support and information to manage any interruptions to the study of programmes for any reason
8. Students are provided with timely and accurate information regarding entry to NMCZ registration and the award of their certificate
9. Students diverse needs are respected across all learning environments, with support and adjustments provided in accordance with human rights legislation and good practice
10. Students are protected from discrimination, harassment and other behaviour that undermines their performance or confidence
11. Students are equipped with the information and assistance needed to empower them in preparing for independent, reflective, and professional practice. They are also encouraged to assume responsibility for their mental and physical health and overall well-being.
12. Students are orientated to prepare themselves for learning in both theory and practical
13. Students are offered opportunities to collaborate and learn with and from other professionals and peers in order to develop supervision and leadership skills throughout their programme
14. Students are given constructive feedback from experienced educators to promote and encourage reflective learning throughout their programme
15. Students are provided with opportunities to provide feedback on the quality of support and supervision, encompassing both theoretical and practical aspects throughout their program
16. Students have direct and adequate representation on decision-making structures within the institution
17. Students have access to support services administered by qualified individuals, which include, but are not limited, to health, counselling, academic advice, career placement
18. A qualified academic adviser is available and arranges sessions with students for guidance once a term/semester
19. There is a fair and transparent student complaints and appeals process
20. A mechanism is in place to promote positive professional behaviour and a process for dealing with concerns about students' profession-related conduct is functioning

21. Student organisations and activities are encouraged, facilitated and supported with resources (access to sports facilities, meeting and activity spaces)

3.5.1.2 Sources of evidence

1. Curriculum
2. Curriculum and programme evaluation tools
3. Samples of teaching/learning materials
4. Student assessment tools
5. Teaching schedules
6. Student records of performance
7. Samples of student work e.g. work record books
8. Results of student evaluation of classroom/clinical learning
9. Most recent curriculum audit and review reports
10. tools used to audit the curriculum
11. Educator/student ratios for theory and practice
12. Copies of Memoranda of Understanding with clinical placement sites
13. Clinical practice site capacity to provide required clinical learning
14. Minutes of meetings with institutions providing clinical learning sites
15. Profiles/evaluation of clinical learning sites – type of clinical experience available, nature of clinical staff/teaching/supervision, availability of learning resources on site
16. Evidence of programmes to prepare clinical educators/preceptors
17. Outcomes of satisfaction surveys conducted among students, graduates, and employers
18. Existence of student representative bodies
19. Available internal and external financial support /scholarships
20. Criteria used to recognize student excellence
21. Institution and programme catalogues and established social media platforms
22. Minutes of student committees
23. Student handbook
24. Programme of student-led activities
25. Visit to student health services and/or interview with person responsible for student health services

3.6 DOMAIN SIX: PROGRAMME ADMISSION

Domain Six, which focuses on Programme Admission, is essential for nursing and midwifery education. It establishes admission policies and selection procedures to ensure that candidates meet basic requirements. Quality requirements stress open, non-discriminatory processes with several access points. Academic standards, health conditions, and health sector preparation are all factors considered in the admission policy. It matches the volume of students with the capacity of the institution. In Domain Six, the holistic approach to Programme Admission respects ethics and standards, assuring a successful educational journey.

3.6.1 Standard 1 Admission policy and selection

1. The candidates to be enrolled should meet the minimum NMCZ recruitment and selection guidelines to ensure enrolment of suitable candidates for relevant programmes

3.6.1.1 Quality Criteria

1. HEIs have a transparent admission policy that specifies the process of student selection and the minimum acceptance criteria
2. HEIs have a transparent non-discriminatory admission and selection process
3. HEIs 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 toward higher education goals
4. HEIs have entry requirements that meet NMCZ recruitment guidelines including, but not limited to, completion of secondary education
5. HEIs admit students who have the ability to meet the requirements of the programme
6. HEIs admit students who meet the institution's criteria and any other requirements
7. The student intake volume is established and reviewed regularly in alignment with HEIs capacities, considering factors such as classroom size, educator-to-student ratios, clinical placement capacity, and teaching/learning resources.
8. Student recruitment strategies are designed to attract the best qualified students

3.6.1.2 Sources of evidence

1. Written Policies and Procedures:

- i. Academic and administrative policies related to student recruitment, admission, termination, and graduation.
- ii. Policies regarding student academic advice and counseling.
- iii. Procedures for handling complaints and appeals.

2. Recruitment Materials and Activities:

- i. Recruitment materials
- ii. Documentation of the recruitment process undertaken by the institution.

3. Recruitment and Selection Guidelines:

- i. Documentation of recruitment and selection guidelines, ensuring compliance with NMCZ recruitment and selection guidelines.
- ii. Evidence of transparent and non-discriminatory admission and selection processes.

3.7 SUMMARY

The Education and Training standards for Nurses and Midwives in Zambia cover various domains which include; governance and administration, infrastructure, curriculum, nursing and midwifery educators, student empowerment and programmes admission. This would ensure that education programs align with international benchmarks and foster the development of competent and skilled nursing and midwifery professionals.

By delineating clear standards for education and training, it is hoped that the quality of nursing and midwifery education in Zambia will be elevated, contributing to improved healthcare outcomes and the overall advancement of the nursing and midwifery professions in Zambia

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ANNEX

- I. Board governing guidelines
- II. Assessment tool for training institutions
- III. Curriculum implementation monitoring tool
- IV. Recruitment and selection guidelines

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