



Government of Sierra Leone
Ministry of Health and Sanitation

**STANDARDS FOR ACCREDITATION
OF BASIC NURSING AND
MIDWIFERY EDUCATIONAL
INSTITUTIONS AND PROGRAMS IN
SIERRA LEONE**

NURSES AND MIDWIVES BOARD OF SIERRA LEONE

FEBRUARY 2016

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FOREWORD

The need for national as well as regional quality nursing and midwifery services is overwhelming! In Sierra Leone, there is a growing concern regarding fitness for practice of health care professionals who graduates from nursing and midwifery institutions. Improving nursing and midwifery education is therefore critical to strengthening health systems. The Directorate of nursing and midwifery services (DNMS) in the Ministry of health and Sanitation (MOHS) is committed to improve education and training for its health workforce in order to provide quality services to the health needs of the population. Institutions are challenged with the capacity of their educational programmes to graduate with the right competencies. In order to address these challenges, we have now developed standards for accreditation which aim to establish and improve an educational system that supports national nursing and midwifery standards.

It is intended to provide guidelines in the setting up of quality improvement systems at the institutional and programme levels. This in turn will inform the development of accreditation standards and tool for nursing and midwifery education. Let me take this opportunity to thank WHO and other health development partners for recognising that there is a dire need for the development of this document.

It is important to note that the structure of these standards recognises both regional and global standards of nursing and midwifery as well as medical education. I therefore commend this document as very important to all nursing and midwifery institutions.

ACRONYMS

CHO	Community Health Officer
CV	Curriculum Vitae
HR	Human Resources
ICN	International Confederation of Nurses
ICM	International Confederation of Midwives
MOHS	Ministry of Health and Sanitation
MOU	Memorandum of Understanding
NGO	Non-Governmental Organisation
NM	Nurse and Midwife
NMB	Nurses and Midwives Board of Sierra Leone
NMEI	Nursing and Midwifery Educational Institution
PHC	Primary Health Care
RN	Registered Nurse
RPL	Recognition of Priority Learning
SL	Sierra Leone
TEC	Tertiary Education Commission
WHO	World Health Organization

ACKNOWLEDGEMENT

The national nursing and midwifery standards have been developed through highly participatory processes involving various stakeholders ranging from nursing and midwifery workforce, professionals of Allied health Sciences, UN partners and other NGOs (List of participants attached see annex 1). They have given their best in ensuring a quality document is produced. They are therefore recognised for their time and contributions.

The development workshop was funded by WHO, who equally provided the technical assistance throughout the development process. Our sincere thanks go to them for their interest in supporting the development agenda of the government of Sierra Leone. We are forever grateful to Madam Margaret Loma Phiri who facilitated the process.

We are hopeful that the implementation of this document will improve the standards of nursing and midwifery institutions as well as their educational programmes which will inform the quality of the graduates they produce.

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1. BACKGROUND AND CONTEXT

Accreditation is defined as a process of review and approval by which an institution or programme is granted time-limited recognition of having met certain established standards (Uys and Coetze, 2012). If properly used, accreditation is a key tool for quality management of professional education and for ensuring that graduates have the competencies that correspond to accepted professional standards and to the needs of the population. NMB's accreditation process therefore aims to ensure the quality of the nursing and midwifery professions and their work, on behalf of public interest and public safety. The public needs to know that those who graduate from schools/colleges of nursing and midwifery education programs of study are competent to practise safely and effectively and eligible to be endorsed through the NMB as nursing and midwifery practitioners in Sierra Leone.

The Nurses and Midwives Board of Sierra Leone has been accrediting institutions offering nursing and midwifery education programmes for a number of years. The tool being currently used for accreditation of Nursing and Midwifery programmes was developed by the Nurses and Midwives Board of Sierra Leone in consultation with key stakeholders, including regulators, professional bodies, consumers and academics. The tool is however very limited in scope and was not based on comprehensive standards for basic nursing and midwifery education which have just been developed by the Board. To be in line with the newly developed standards for basic nursing and midwifery education, comprehensive standards for accreditation have been developed. The development of Accreditation standards is particularly important at this time because of the proliferation of private health professionals' education often in an unregulated environment.

2. ACCREDITATION PURPOSES

Accreditation by NMB is intended to accomplish the following general purposes:

1. To hold nursing programs accountable to the community of interest — the nursing and midwifery professions, consumers, employers, higher education, students and their families, and to one another by ensuring that these programs have mission statements, goals, and outcomes that are appropriate to prepare individuals to fulfil their expected roles.
2. To evaluate the success of nursing and midwifery programs in achieving their mission, goals, and outcomes.

3. To assess the extent to which nursing and midwifery programs meet accreditation standards.
4. To inform the public of the purposes and values of accreditation and to identify nursing and midwifery programs that meet accreditation standards.
5. To foster continuing improvement in nursing and midwifery programs — and, thereby, in professional practice.

3. THE ACCREDITATION PROCESS PRINCIPLES

NMB accreditation activities are based on statements of principles. These are that the Board will:

1. Foster *trust* in the process and in the professional community.
2. Focus on stimulating and supporting *continuous quality improvement* in nursing and midwifery programs and their outcomes.
3. Be *inclusive* in the implementation of its activities and maintain an openness to the *diverse institutional and individual issues and opinions* of the community of interest.
4. Rely on *review and oversight* by peers from the community of interest.
5. Maintain *integrity* through a consistent, fair, and honest accreditation process.
6. Value and foster *innovation* in both the accreditation process and the programs to be accredited.
7. Facilitate and engage in *self-assessment*.
8. Foster an educational climate that supports program students, graduates, and faculty in their pursuit of *life-long learning*.
9. Maintain a high level of *accountability* to the publics served by the process, including consumers, students, employers, programs, and institutions of higher education.
10. Maintain a process that is both *cost-effective and cost-accountable*.
11. Encourage programs to develop graduates who are *effective professionals and socially responsible citizens*.
12. Ensure *autonomy and procedural fairness* in its deliberations and decision-making processes.

4. THE ACCREDITATION STANDARDS

In developing these accreditation standards for basic nursing and midwifery education in Sierra Leone, the Board has formulated specific goals on which the standards are to be based. These goals include the following:

1. Developing and implementing accreditation standards that foster continuing improvement within nursing and midwifery education programs.
2. Enabling the community of interest to participate in significant ways in the review, formulation, and validation of accreditation standards and policies and in determining the reliability of the conduct of the accreditation process.
3. Establishing and implementing an evaluation and recognition process that is efficient, cost-effective, and cost-accountable with respect to the institution, program, and student.
4. Assessing whether nursing and midwifery education programs consistently fulfil their stated missions, goals, and expected outcomes.
5. Ensuring that nursing education program outcomes are in accordance with the expectations of the nursing and midwifery professions to adequately prepare individuals for professional practice, life-long learning, and graduate education.
6. Encouraging nursing and midwifery education programs to pursue academic excellence through improved teaching/learning and assessment practices and in scholarship and public service in accordance with the unique mission of the institution.
7. Ensuring that nursing and midwifery education programs engage in self-evaluation of personnel, procedures, and services; and that they facilitate continuous improvement through planning and resource development.
8. Acknowledging and respecting the autonomy of institutions and the diversity of programs involved in nursing and midwifery education.
9. Ensuring consistency, peer review, agency self-assessment, procedural fairness, confidentiality, and identification and avoidance of conflict of interest, as appropriate, in accreditation practices.
10. Enhancing public understanding of the functions and values inherent in nursing and midwifery education accreditation.
11. Providing to the public an accounting of nursing and midwifery education programs that are accredited and merit public approbation and support.

12. Working cooperatively with other agencies to minimize duplication of review processes.

The Accreditation Standards detail the minimum requirements that Nursing and Midwifery education providers must meet if they want their programs of study to be accredited by NMB.

The Eleven Standards of Accreditation are:

STANDARD 1: Mission, philosophy and objectives:

Educational institutions must define their mission, philosophy, conceptual framework and objectives and make them known to their users.

STANDARD 2: Educational programme

Learning programmes must show evidence of addressing the human resource needs and must fit harmoniously and coherently into the total health professional education system of the country, and in keeping with international trends.

STANDARD 3: Student selection, admission and support

Institutions must have policies and procedures related to student selection, admission and support requirements.

STANDARD 4: Assessment of students

Institutions should have assessment policies and procedures, which ensure that students meet all the requirements and demonstrate continuous progress towards achieving competencies stated in the curriculum.

STANDARD 5: Academic staff/faculty

The Nursing and midwifery faculty staff size and composition must be sufficient to provide teaching and guidance to students to ensure that students meet the entry requirements and gained the requisite knowledge to practice as defined by the national regulatory body (NMB).

STANDARD 6a: Educational resources

The nursing and midwifery institutions must have physical facilities, clinical training resources, information technology, research facilities, educational expertise, and educational exchange programmes, for the staff and the student population to ascertain that the curriculum can be delivered adequately in line with relevant policies.

6b: Clinical learning experiences

Nursing and midwifery school(s) must ensure access to an adequate range and depth of clinical learning resources and opportunities for the programmes offered

STANDARD 7: Programme evaluation

The nursing and midwifery programmes must establish a mechanism for programme evaluation that monitors the curriculum and student progress and ensures that concerns are identified and addressed.

STANDARD 8: Governance and administration

The nursing and midwifery institutions are part of the infrastructure of the society and demonstrate mechanisms required to operate an academic institution with adequate governance and administrative structure. Appropriate facilities and amenities shall be ensured for the successful implementation of programmes in collaboration with health facilities.

STANDARD 9: Continuous Renewal

The process of renewal should be based on prospective studies and analysis and should lead to the revision of the policies and practices of the educational institutions (nursing and Midwifery) in accordance with past experience, present activities and future perspectives.

STANDARD 10: Quality assurance mechanisms

Programme providers must use effective quality assurance processes in which findings lead to quality enhancement.

Standard 11: Research and evidence

The Educational institutions (nursing and midwifery) should have a policy that fosters relationship between research and education and should describe research facilities and areas of research priorities at the institutions.

5. HOW ACCREDITATION STANDARDS WILL BE USED

While the standards are principally for use by Nursing and Midwifery education providers, they are also useful for anyone interested and involved in the education of nurse and midwife practitioners.

Nursing and Midwifery education providers seeking accreditation will be mandated to apply for an accreditation process by the NMB before commencement of any training programme. Failure to do so will be subject to legal action as stated in the provisions of the Nurses and Midwives Act. After applying, the NMB will provide the institution with guidance tool, which will specify areas that will be addressed during the accreditation process and the steps that will be followed to do so. This guidance will be regularly reviewed and updated to help Nursing and Midwifery education providers prepare their submissions.

6.The Standards Guidance

Standards	Criteria/Indicator	Sources of Evidence
1. Mission, philosophy and objectives Educational institutions must define their mission, philosophy, conceptual framework and objectives and make them known to their users.	1.1. Nursing and midwifery school(s) must define their mission, philosophy, conceptual framework and objectives and make them known to its users.	<ul style="list-style-type: none"> • School Information Brochure • Institution strategic plan • Program Curriculum
	1.2. The mission statement and objectives must describe the educational process of producing a nurse and midwife who is competent at a basic level, with an appropriate foundation for further training in any branch of nursing and midwifery.	<ul style="list-style-type: none"> • Institution strategic plan • Program Curriculum
	1.3. In keeping with the roles of nurses and midwives in the health care system, the mission statement and objectives must be consistent with the educational goals of the parent institution, if present, and with national standards and goals of the profession.	<ul style="list-style-type: none"> • NMB education standard document • MOHS Job Description handbook. • Directorate of NM policy document
	1.4. The scope of the goals and objectives must be in agreement with national health priorities	<ul style="list-style-type: none"> • Scopes of practice • MOHS Job Description handbook. • Basic Essential Package Health

	and community health needs	<ul style="list-style-type: none"> • Service handbook •
	1.5. The philosophy must define the values attached to the society, health, nursing and midwifery, the health care system, educational models and approaches (WHO, 2007)	<ul style="list-style-type: none"> • Student handbook • Program curriculum • Strategic plan • SL Code of Ethics •
<p>2. Educational programme</p> <p>Learning programmes must show evidence of addressing the human resource needs and must fit harmoniously and coherently into the total health professional education system of the country, and in keeping with international trends.</p>	2.1. Learning programmes must show evidence of addressing the human resource needs of the country; they must fit harmoniously and coherently into the total health professional education system of the country, and in keeping with international trends.	<ul style="list-style-type: none"> • Programme Curriculum, • MOHS HR Policy, • MOHS Training Plan • Description of clinical experience, • Schedule Books/Student portfolio, •
	2.2. Nursing and midwifery school(s) must define the <i>competencies</i> that students should exhibit on graduation from each programme in relation to their subsequent education and future roles in the health system.	<ul style="list-style-type: none"> • ICN, ICM and WHO Competencies, • Core competences for nurses and midwives • NMB Educational standard document, NMB Act •
	2.3. Nursing and midwifery school(s) must define the <i>curriculum models</i> and instructional methods employed and show evidence that a variety of appropriate classroom teaching strategies are used effectively and efficiently. The nursing and midwifery curriculum must relate to national health priorities, community health needs, the present and emerging role of the practitioner, and professional and legal requirements for	<ul style="list-style-type: none"> • Programme Curriculum • Assessment results • curriculum/course evaluation report

	practice.	
	2.4. The curriculum documentation must reflect a <i>coherent learning programme</i> that clearly shows the outcomes to be achieved, and the educational process supporting these outcomes.	<ul style="list-style-type: none"> • Programme Curriculum • Assessment results • curriculum/course evaluation reports
	2.5. There must be evidence of <i>approval</i> of the curriculum by the academic institution or institutional processes as well as the professional regulatory body.	<ul style="list-style-type: none"> • Report of academic curriculum committee, • Approved curriculum • Previous accreditation certificate
	2.6. <i>Course outlines</i> must be comprehensive documents, which allow the students to become active partners in the learning-teaching process by clarifying expectations and requirements.	<ul style="list-style-type: none"> • Course handbook with details of course length and structure, • Programme curriculum
	2.7. The <i>content</i> of the subjects/courses must reflect up-to-date scientific knowledge and skills; and be consistent with the intended learning outcomes.	<ul style="list-style-type: none"> • Report of curriculum review. • Programme Curriculum
	2.8. The curriculum must adequately reflect the <i>priority health problems</i> or issues identified by the country and WHO. It must also include legal and professional requirements.	<ul style="list-style-type: none"> • Report of curriculum review. • Program Curriculum • National Health sector strategic plan
	2.9. Nursing and midwifery school(s) must teach the principles of <i>scientific methods and evidence-based practice</i> , including analytical	<ul style="list-style-type: none"> • Report of curriculum review. • Program Curriculum • Lesson Plan • Course Register

	and critical thinking.	<ul style="list-style-type: none"> • Program Timetable
	2.10. School(s) must identify and incorporate in the curriculum the contributions of the biomedical sciences to create an understanding of the scientific knowledge, concepts and methods fundamental to acquiring and applying the sciences	<ul style="list-style-type: none"> • Report of curriculum review. • Program Curriculum • Course Register • Program Timetable • Course plan
	2.11. Nursing and midwifery school(s) must identify and incorporate in the curriculum the contributions of the behavioural and social sciences that enable an understanding of contextual factors of health and health services	<ul style="list-style-type: none"> • Report of curriculum review. • Program Curriculum • Course Register • Program Timetable • Course plan
3 Student selection, admission and support Institutions must have policies and procedures related to student selection, admission and support requirements.	3.1. Nursing and midwifery school(s) must have an admission policy including a clear statement on the process of selection of students. The selection and admission procedures must ensure fair access to suitable candidates for relevant programmes.	<ul style="list-style-type: none"> • Student Admission and Selection policy • Guidelines on Minimum entry programme requirements • Guidelines on number of student intake per programme; • Information Brochures on student services; • Student handbook; <hr/> <ul style="list-style-type: none"> • Scheme of Service • NMB Accreditation criteria
	3.2. The size of the student intake must be defined and related to the capacity of the nursing/midwifery school(s) at all stages of education and training. It must be reviewed in consultation with relevant stakeholders and regulated periodically to meet the needs of the community and society.	
	3.3. Students must have access to appropriate career, academic and personal counselling	

	support services.	
	3.4. Students must have direct and adequate representation on decision-making structures within the institution and student organizations and activities must be encouraged and facilitated.	<hr/> <ul style="list-style-type: none"> • Scheme of Service • NMB Accreditation criteria <hr/> <ul style="list-style-type: none"> • Student union
<p>4. Assessment of students</p> <p>Institutions should have assessment policies and procedures, which ensure that students meet all the requirements and demonstrate continuous progress towards achieving competencies stated in the curriculum.</p>	4.1. In order for academic and professional outcomes to be valid and reliable, the assessment system must be linked to institution/programme and learning objective	<ul style="list-style-type: none"> • Assessment and examination Policy • Timetables • Program curriculum • Assessment schedules • Recognition of prior learning • Samples of tests and examinations • Lecturer's Marking scheme • Examinations answer sheet
	4.2. Assessment principles, methods and practices must be clearly compatible with educational objectives and must promote learning.	
	4.3. Nursing and midwifery school(s) must define and state methods to be used for assessing its students, including the criteria for passing examinations.	<ul style="list-style-type: none"> • Student welfare unit • Guidance and Counselling career unit, • Canteen • Chaplaincy • Recreational facilities
	4.4. Assessment in the professional experience context establishes the combination of skills,	

	knowledge, attitudes, values and abilities that underpin quality outcomes of performance.	
<p>5. Academic staff/faculty</p> <p>The Nursing and midwifery faculty staff size and composition must be sufficient to provide teaching and guidance to students to ensure that students meet the entry requirements and gained the requisite knowledge to practice as defined by the national regulatory bodies.</p>	5.1. There must be clear <i>human resource policies</i> for recruitment, deployment and retention. Human resources management systems must have clear job descriptions, regular staff appraisals, continuing education, promotion and or recognition that support the mission of the institution.	<ul style="list-style-type: none"> • School/ MOHS Recruitment Policy • Approved NMEI policies regarding selection of staff
	5.2. The <i>student-staff ratio</i> must be in line with professional norms and the qualifications, experience and research activities of academic staff which match their teaching responsibilities.	<ul style="list-style-type: none"> • Established staff – student ratios
	5.3. The <i>staff profile</i> must show continued participation in the areas of classroom and clinical teaching, leadership/management, research and community service.	<ul style="list-style-type: none"> • Availability of skills set data for academic and supportive staff • Staff contracts and CVs
	5.4. The staff must show evidence of expertise in their areas of teaching and practice.	<ul style="list-style-type: none"> • Availability of skills set data for academic and supportive staff • Staff contracts and CVs

<p>6a. Educational resources</p> <p>The nursing and midwifery institutions must have physical facilities, clinical training resources, information technology, research facilities, educational expertise, and educational exchange programmes, for the staff and the student population to ascertain that the curriculum can be delivered adequately in line with relevant policies.</p>	<p>6.1. Nursing and midwifery school(s) must have sufficient physical facilities for the staff and the student population to ensure that the curriculum is delivered in an appropriate and safe environment.</p>	<ul style="list-style-type: none"> • Site inspection reports • Assets Register • Inter-institutional Agreements • Library • Tutorial rooms • Skills laboratory • Computer Laboratory • Staff common room • Staff Offices • Classroom of 100 student capacity • Sick bay • 200 capacity auditorium • Water Supply • Electricity • Toilets,
	<p>6.2. The school must ensure that the faculty/department and students have adequate access to an appropriate, current and adequate range of information resources.</p>	<p>Evidence of</p> <ul style="list-style-type: none"> • Notice boards, • Students Administration office, • School Website,
	<p>6.3. Teaching/learning and research <i>equipment</i> must be adequate and appropriate to the needs, and must be well maintained and utilized.</p>	<ul style="list-style-type: none"> • Evidence of projector, Laptops/desktops, White Board, Dummies, Simulation room,
	<p>6.4. The interaction between research and education should encourage and prepare students to engage in nursing and midwifery research and development.</p>	<ul style="list-style-type: none"> • Available dissertations in School library, Nursing and Midwifery Journals, online facility,
	<p>6.5. Institution conforms to research ethics and</p>	<ul style="list-style-type: none"> • Approval by ethics

	guidelines and protects clients' rights and safety during the conduct of research.	committee/hospital board
	6.6. <i>Regional, international and national exchanges</i> of academic staff and students must be facilitated through the provision of adequate resources for appropriate and desired learning experiences.	<ul style="list-style-type: none"> • Elective Placement reports • List of collaborative Institutions • MOU with Collaborative Institutions
6b. Clinical learning experiences Nursing and midwifery school(s) must ensure access to an adequate range and depth of clinical learning resources and opportunities for the programmes offered	6.7. Nursing and midwifery school(s) must ensure access to an adequate range and depth of clinical learning opportunities for the programmes offered.	<ul style="list-style-type: none"> • List of collaborative Institutions • Programme-Curriculum with course details;
	6.8. The <i>quality of staff and services</i> in clinical facilities used for training must enhance the educational outcomes.	<ul style="list-style-type: none"> • MOU with Clinical facilities, • Clinical Mapping information, • Student allocation rosters, • Clinical skills laboratory, • Evidence of preceptor-ship/ • Mentorship programmes • Minimum (RN/CHO) qualification of clinical instructors, • Written agreement with health facilities, • Minutes of joint meetings between Health Facility and School, • Visitors Register.
	6.9. The <i>relationship</i> between the training institutions and the health systems of the countries must be harmonious in terms of objectives, organization, and human relations.	
	6.10. There must be a clear policy on the process and structure of <i>clinical placement and supervision/teaching</i> to ensure that theory and	<ul style="list-style-type: none"> • Clinical courses with stipulated clinical hours of practice. • Clinical Placement Policy, • Clinical supervision tools,

	practice are optimally linked.	<ul style="list-style-type: none"> • Guidelines for student activities on clinical placement. • Reports on Students' clinical experience evaluations. • List of health facilities with type of services (Maternity, Paediatric, PHC, Internal medicine, Surgery, Psychiatry) with their bed capacity.
	6.11. The external linkage of the nursing and midwifery school(s) must reflect <i>leadership</i> , mutual partnership involvement and acceptance in the wider academic and professional community, with clear memoranda of understanding (MOU) and agreements.	<ul style="list-style-type: none"> • Agreements with affiliated organizations, • MOU between Institution and clinical service sites.
	6.12. Clear institutional <i>student records</i> policy must be established maintained and updated.	<ul style="list-style-type: none"> • Student Portfolio.
<p>7. Programme evaluation</p> <p>The nursing and midwifery programmes must establish a mechanism for programme evaluation that monitors the curriculum and student progress and ensures that concerns are identified and addressed.</p>	7.1. A school(s) must have an established mechanism for <i>programme evaluation</i> that monitors the curriculum and student progress, and must ensure that concerns are identified and addressed in a timely fashion.	Programme Evaluation Policy;
	7.2. Both teacher and student feedback must be sought systematically, analysed and addressed.	<ul style="list-style-type: none"> • Student/staff feedback report • Programme evaluation report • Internship report • Minutes / reports of curriculum review committee
	7.3. Student performances in all examinations	<ul style="list-style-type: none"> • Examiners reports

	must be analysed at least twice in an academic year and corrective measures taken where necessary.	<ul style="list-style-type: none"> • Assessment results • Academic board minutes of meetings • External examiners agreement and reports
8. Governance and administration The nursing and midwifery institutions are part of the infrastructure of the society and demonstrate mechanisms required to operate an academic institution with adequate governance and administrative structure.	8.1. Institutional organizational charts must reflect a <i>governance structure</i> which allows for the inputs of relevant stakeholders, in order for efficient and effective decision-making, planning and monitoring to take place.	<ul style="list-style-type: none"> • School Organogram • School Management board, • Minutes of board meetings
	8.2. Responsibilities of the academic leadership of the school(s) for the nursing and midwifery educational programmes must be stated clearly, and rules, procedures and <i>policies must be clear</i> and accessible to both staff and students.	<ul style="list-style-type: none"> • Job description for staff, • Rules and regulations, • Evidence of criteria for accreditation, • Staff recruitment policy
	8.3. The <i>budget policy</i> must be clear and coherent and the staff must be active and informed participants in the budgeting process and that all relevant aspects of budgeting must be taken into account to ensure that institutional programmes can proceed effectively.	<ul style="list-style-type: none"> • School Budget • Minutes of meetings / reports of mutual activities. • Annual work plan • Auditors report • Financial Reports
	8.4. The external linkage of the nursing and midwifery school(s) must reflect <i>leadership</i> , mutual partnership involvement and acceptance in the wider academic and professional community, with clear memoranda	<ul style="list-style-type: none"> • Agreements with affiliated organizations, • Sustainable partnerships through memorandum of understanding.

	of understanding (MOU) and agreements.	<ul style="list-style-type: none"> • Evidence of negotiations between Institution and clinical service sites. • Signed formal agreements between Institution and service Providers.
	8.5. Clear institutional <i>student records</i> policy must be established maintained and updated.	<ul style="list-style-type: none"> • Record of learning experiences. • Student Portfolio.
STANDARD 9: Continuous Renewal The process of renewal should be based on prospective studies and analysis and should lead to the revision of the policies and practices of the educational institutions (nursing and Midwifery) in accordance with past experience, present activities and future perspectives.	The nursing and midwifery institutions must , as dynamic and socially accountable institutions 9.1 Initiate procedures for regularly reviewing and updating the process, structure, content, outcomes/competencies, assessment and learning environment of the programme.	<ul style="list-style-type: none"> • Reports on seminars/workshops done.
	9.2 Rectify documented deficiencies.	<ul style="list-style-type: none"> • School archives
	9.3 Allocate resources for continuous renewal.	<ul style="list-style-type: none"> • School Budget
10. Quality assurance mechanisms Programme providers must use effective quality assurance processes in which findings lead to quality enhancement.	10.1. Programme providers' quality assurance processes must be aligned with the programme specification, programme evaluation and enhancement.	<ul style="list-style-type: none"> • Quality Assurance Audit Criteria • Availability of guidelines and procedures for assessing compliance lity
	10.2. Education institutions must ensure that: <ul style="list-style-type: none"> ○ Feedback from students and mentors is used to inform the programme and enhance the 	<ul style="list-style-type: none"> • Student feedback reports • Clinical placement feedback reports • Minutes of staff and students

	<p>practice learning experience;</p> <ul style="list-style-type: none"> ○ Stakeholders at all levels are committed to, and will contribute to quality assurance and enhancement; ○ All practice learning experiences are of the same high standard; ○ Theory and practice are equally important, and external examiners consider and report on both the quality of theory and practice learning. 	<p>durbars and meetings</p> <ul style="list-style-type: none"> ● Minutes of joint meetings between school and health facility, ● School annual report ● Staff and student relationship policy
	10.3. Educational institutions demonstrate that they use effective quality assurance processes including joint programme approval of minor or major modifications, endorsement and half yearly monitoring	<ul style="list-style-type: none"> ● Programme/module Specification tools
	10.4. Programme providers must allow the Nurses and Midwives Councils to monitor programmes.	<ul style="list-style-type: none"> ● Internal and external auditing criteria and reports
	10.5. The curricula model and instructional methods should be contextualized to ensure that they are appropriate and relevant.	
	10.6. Assessment principles, methods and examinations should be developed according to changes in educational objectives, learning goals and methods.	<ul style="list-style-type: none"> ● Accreditation tool ● Curriculum ● NMB Educational Standard
	10.7. The management of the institution should avail itself for quality assurance reviews on a regular basis.	<ul style="list-style-type: none"> ● Visitors' Register ● Exchange programmes ● Internal and external auditing criteria and report
Standard 11: Research and evidence	11.1 Research policy must be developed and	<ul style="list-style-type: none"> ● Research Policy

The Educational institutions (nursing and midwifery) should have a policy that fosters relationship between research and education and should describe research facilities and areas of research priorities at the institutions.		implemented to foster a supportive environment for research activities	
	11.2	Interaction between research and education activities should be reflected in the curriculum and influence current teaching.	<ul style="list-style-type: none"> • Program Curriculum
	11.3	The interaction between research and education should encourage and prepare students to engage in nursing and midwifery research and development.	
	11.4	Dissemination forum within the institution shall be organized and researchers encouraged participating in research conferences.	<ul style="list-style-type: none"> • Symposium/Conference reports
	11.5	Conforms to research ethics and guidelines and protects clients' rights and safety during the conduct of research.	<ul style="list-style-type: none"> • Research Documents in the Library
	11.6	<p>Research supportive environment is available:</p> <ul style="list-style-type: none"> ○ Researchers ○ Computer centre ○ Support system (funds, policy, committee) 	<ul style="list-style-type: none"> • Resource Centre • Funding allocated for research in School Budget • Research Committee available

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ANNEX- 1

List of Participants/Contributors to the Development of Standards for Accreditation and Accreditation Tools For Nurses and Midwives Board

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