



**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF HEALTH AND SOCIAL WELFARE**

**PRE SERVICE EDUCATION QUALITY IMPROVEMENT
TOOL FOR NURSING AND MIDWIFERY PROGRAMMES
IN TANZANIA**

FINAL DRAFT



MINISTRY OF HEALTH AND SOCIAL WELFARE

PRE SERVICE EDUCATION QUALITY IMPROVEMENT TOOL FOR NURSING AND MIDWIFERY PROGRAMMES IN TANZANIA

FINAL DRAFT

August 2008



Foreword

The Nursing and Midwifery Pre-service Education (PSE) quality improvement tool illustrates a practical management approach for improving quality of PSE. It is based on use of operational, observable performance standards for school assessment.

The following factors in nursing and midwifery education led to the development of this tool: the increasing demand for high standards for students and school infrastructure despite diminishing resources, and new advances in nursing and midwifery care delivery systems, practices and information technology.

To strengthen performance, the Ministry of Health and Social Welfare (MOHSW) has decided to develop a tool to be used to assess the schools. The tool will be used to identify gaps and develop strategies to bridge them. It will also be used by nursing managers, as well as external assessors.

The goal is to improve the quality of PSE in nursing and midwifery performance in the country. The tool is designed to be used as a guide and reference in the schools

It is organized in four sections.

Section 1: Classroom and skill laboratory instructions

Section 2: Clinical instructions and practice

Section 3: School infrastructure, teaching and learning materials

Section 4: School management

I hope that those who will adapt this tool will find it useful to improve performance in Nursing and Midwifery Education as well as service delivery in the country.

Dr. G. Mliga

Director Human Resource

Ministry of Health and Social Welfare

Acknowledgement

Hence, the tool is a product of the partnership between the MOHSW through the Human Resource Development Department, the Nursing and Midwifery Education Unit and the ACCESS programme in order to raise standards of education in the pre service training institutions of Tanzania. The MOHSW would like to express its gratitude to the following:

- USAID Mission in Tanzania for their financial support, through the ACCESS programme, for the development and printing of this tool.
- JHPIEGO/Afghanistan country staff and the Ministry of Public Health of Afghanistan for sharing their 2005 version “Standards-Based Management for Improving Quality in Midwifery Education” which enhanced the technical content of the Tanzania product.
- Eliaremisa Ayo, Assistant Director of MOHSW Training Department- Nursing and Midwifery Education Unit, and Vermand Ndementria, Coordinator of Nursing Training - MOHSW, for coordinating resources to come up with this national quality improvement tool in pre service education.
- ACCESS/Tanzania Country team members for their technical input and organizing of related logistics throughout the exercise.
- The task would have been impossible without remarkable contributions from the team of Muhimbili Nursing and Midwifery Tutors for their initial ideas in the adaptation of the Afghanistan 2005 version of standards. The team of Nursing and Midwifery tutors from KCMC, Muhimbili National Hospital, Mbeya School of Theater Management, Morogoro School of Public Health and Huruma School for harmonizing the content of this tool with the local context. Their names are appended. Others are reviewers of the draft document representing schools from the Northern zone with affiliated hospitals as well as CEDHA, Peramiho, Tukuyu, Kahama, Newala and Zanzibar representatives.

Special appreciation should also go to Gaudiosa Tibaijuka, Lucy Ikamba and Ukende Shalla, all ACCESS/JHPIEGO Midwifery Advisors for their facilitation and guidance throughout the period of advocating the tool and making required modifications.

Lastly, the Ministry would also like to extend gratitude in advance to all those who on being exposed to this tool will offer quality theory and clinical instructions to student nurse midwives in all programmes and also give constructive criticisms and suggestions to improve the tool.

PRE-SERVICE EDUCATION QUALITY IMPROVEMENT TOOL USED TO IDENTIFY LEVELS OF PERFORMANCE IN NURSING AND MIDWIFERY TRAINING INSTITUTIONS

INTRODUCTION

The Tool lists key standards for pre-service education in Nursing and Midwifery programmes in Tanzania. It includes direct tasks related to theory and clinical instruction as well as the support functions required to improve quality of education in different institutions. Each standard has verification criteria that are observable and have to be recorded with the following options: Yes (Y), No (N), or Not Applicable (NA).

The Pre-Service Education Quality Improvement (PSE QI) Tool does the following:

- Establishes the desired level of performance objectively and expresses it using standards
- Serves to measure actual performance during the baseline as well as in the internal monitoring and external assessment visits
- Helps identify the gaps between actual and desired performance.

The PSE QI Tool is organized in 4 Sections with a total of 55 standards:

- | | |
|---|--------------|
| • Section 1: CLASSROOM AND SKILL LABORATORY INSTRUCTION | 13 standards |
| • Section 2: CLINICAL INSTRUCTION AND PRACTICE | 20 standards |
| • Section 3: SCHOOL INFRASTRUCTURE, LEARNING AND TEACHING MATERIALS | 10 standards |
| • Section 4: SCHOOL MANAGEMENT | 12 standards |

ALL STANDARDS NEED TO BE ASSESSED THROUGH OBSERVATION OR INTERVIEW OR RECORDS REVIEW

The tool also has:

- Instructions for completing it.
- Summary of contents of the instrument.
- Form to consolidate the results. (Total and by sections)

INSTRUCTIONS FOR COMPLETING THE PSE QUALITY IMPROVEMENT TOOL

Each standard has instructions about the way that information is collected and the number of cases to be observed or reviewed.

Collection of information is based upon:

- Direct structured observation,
- Revision of administrative documents and medical histories/records, and
- Guided interviews.

HOW TO COMPLETE THE PSE QUALITY IMPROVEMENT TOOL

- Record information collected immediately.
- Write Yes (Y), No (N) or Not Applicable (NA) in the provided third column.

ALL criteria of verification must be completed using Y, N or NA. DO NOT LEAVE ANY blank criteria.

- Write Y if the item is performed correctly or meets the description of the verification criteria. E.g. In case you are observing a tutor making an interactive presentation and she/he states learning objectives to introduce the session.
- Write N if the item is not performed or does not meet the description (incorrect or incomplete or not done but was required).
For instance:

1. A criteria was not performed:

In a case where you are observing a tutor making an interactive presentation and she/he does not a present summary of the session

2. Does not meet the description of the verification criteria:

In a case where you are observing a tutor making an interactive presentation and she/he presents a summary of the session but adds content outside the made presentation. Therefore, you should write N for this criteria.

3. Item has sub-items and one or more of sub items is not performed:

For example, the school has a recruitment policy and it is implemented, reflecting a functioning selection committee. Students are recruited from nearby localities of both urban and rural settings. In the case where the school does not have either a functioning selection committee or does not recruit students from within localities as expected, you should write N for each of the sub-item that is not performed.

4. Record all relevant comments, clearly and briefly, trying to highlight the gaps and possible causes

5. N.B. This guides in identification of causes for gaps and proper planning of interventions.

- Write NA only when the verification criteria specify a condition that does not apply to the case you are observing or assessing. For instance: Clinical practice sites represent the variety of types of facilities where graduates can be expected to work including:
 - A general hospital
 - A special hospital e.g Mirembe Mental Health Hospital,
 - Health centers
 - Dispensaries and RCH clinics/health posts

Write NA for student Midwives to practice clinical skills at a special hospital e.g Mirembe Mental Health Hospital. Currently student Midwives are not required to practice at any special hospital.

SCORING THE POINTS

- To mark a standard as accomplished, all verification criteria must be marked with Y or NA. Even if one verification criteria has an N, the standard cannot be marked accomplished
- Each accomplished standard is worth 1 point

CONSOLIDATION OF RESULTS FORMS (included in the tool)

- Fill in the form Summary of Standards. Put Y if the standard was achieved and N if not in the correspondent column. Fill out the number of total standards achieved by section.
- Fill in the consolidation of results from the number of standards achieved by sections. Estimate the percentage by sections and total.
- Use the instrument for consolidation, based on the PSE Quality Improvement Tool.

OPERATIONAL ACTION PLAN (included in the tool)

- Fill in the matrix Operational Action Plan included in this tool
 - List all the verification criteria marked with N (those are founded gaps)
 - Select gaps to start if there are many
 - Find the cause(s) of the gap (until reach the more specific cause if possible)

Identify the properly intervention to decrease the gaps, person responsible and date to be accomplished

STEPS TO IMPLEMENT THE PSE QUALITY IMPROVEMENT PROCESS

Steps	Activities
1. Advocacy Promotion/Consensus building	Inform and motivate facility management, staff, community representatives and DMO's office regarding the objectives and methodology of the process; reach consensus on its implementation including identification of Quality Improvement Team members as well as a team to receive feedback.
2. Identification of actual performance using the Quality Improvement Tool	Baseline/first assessment/second assessment/third assessment Consolidation of results. Feedback meeting.
3. Cause analysis	Meeting to discuss cause analysis.
4. Identification and design of interventions	Intervention planning meeting.
5. Implementation of the interventions	Technical assistance. Resource mobilization and coordination with Technical Groups. Monitoring of progress using the Quality Improvement Tool. Feedback meeting.
6. Verification	Visits to every level of performance using the Quality Improvement Tool. Feedback meeting, cause analysis and intervention identification as needed.
7. Accreditation	Coordination between official recognition and community campaign.

CONSOLIDATION OF RESULTS

SECTIONS	TOTAL STANDARDS	ACHIEVED STANDARDS	% ACHIEVED
1. Classroom and Skills Laboratory Instruction	13		
2. Clinical Instruction and Practice	20		
3. School Infrastructure, Teaching and Learning Materials	10		
4. School Management	12		
TOTAL	55		

Name of school: _____ Responsible persons: _____

Type of assessment: Baseline ___ 1st Assess ___ 2nd Assess ___ 3rd Assess ___ 4th Assess ___ Date _____

Formula for calculating percentage achieved: (% ACHIEVED) = ACHIEVED STANDARDS / TOTAL STANDARDS x 100

N.B. Target is to observe all 56 standards

Pre service Education Nursing and Midwifery Quality Improvement

SECTION 1

Classroom and Practical Instruction

PSE QUALITY IMPROVEMENT TOOL FOR MIDWIFER AND NURSING PROGRAMMES.

Area: CLASSROOMS and Practical Instruction

School (name and place): _____

Date: _____

Supervisor/Assessor: _____

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	REMARKS
1. Class teachers ensures physical environment of the class is conducive for teaching and learning	<p>Before classroom instruction, observe or interview teacher or students whether the teacher has:</p> <ul style="list-style-type: none"> • Checked on workability of lights, ventilation and cooling/heating system in the classroom. • Prepared a seating plan to accommodate required number of students • Ensured the classroom is clean, tidy and away from noise. • Availability of audio visual Aids in working order 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
2. Classroom teacher come to class prepared.	<p>Verify through direct observation or interview teacher or students and review teaching plans and materials if the classroom teacher:</p> <ul style="list-style-type: none"> • Developed and distributed a course syllabus, including course calendar • Has developed a lesson plan to guide teaching, including learning objectives • Has an outline of the class and has prepared notes • Has prepared, or uses prepared, visual aids to be used during the class 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
3. Classroom teachers are teaching	<p>During classroom teaching, observe/interview whether the classroom teacher specifies which module/semester is being taught</p> <ul style="list-style-type: none"> • Refers to the correct reference books for that module/semester 	<p>_____</p> <p>_____</p>	

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	REMARKS
according to the curriculum and related learning resource materials.	<ul style="list-style-type: none"> • Uses the learning resource materials for that module/semester • Encourages students to use the learning resource package for that module 	<p>_____</p> <p>_____</p>	
4. Classroom teachers set induction effectively.	<p>During classroom instruction, observe/interview whether the teacher</p> <ul style="list-style-type: none"> • States the module objectives for the class. • Relates this topic to content previously covered or related topics • Introduces the topic in an engaging and informative manner 	<p>_____</p> <p>_____</p> <p>_____</p>	
5. Classroom teacher use effective presentation skills	<p>During classroom teaching observe whether the teacher:</p> <ul style="list-style-type: none"> • Projects her/his voice clearly • Moves about the room with purpose • Maintains eye contact with students • Uses appropriate visual aids during presentation • Selects appropriate questions for topic and relevant clinical examples • Provides respectful feedback and repeats correct responses • Redirects questions that are partially or totally incorrect until the correct answer is revealed • Uses a variety of teaching methods (e.g., role plays, case studies, group work, exercises) during the classroom session • Be effective role model • Uses lesson plans as a guide • Communicates in an easily understood manner • Clarifies difficult/ new words, highlights points or statements 	<p>_____</p>	

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	REMARKS
	<ul style="list-style-type: none"> • Targets questions to individuals/class 		
6. Classroom teacher presents an effective summary before ending a presentation or class.	During classroom instruction observe whether the classroom teacher: <ul style="list-style-type: none"> • Emphasizes the main points of the topic • Relates content to the objectives • Provides opportunity for students to ask questions 	_____ _____ _____	
7. Classroom teacher facilitates group activities effectively.	During classroom instruction observe whether: <ul style="list-style-type: none"> • The teacher prepared the group activity in advance and assigned working groups • The activity to be done is written clearly on the chalkboard, flip chart or projected well on the screen • Group activity is relevant to learning objectives • Re explains clearly the purpose, content, and instructions for activity • Teacher states the activity time limit clearly • Teacher moves among the groups while students are at work to offer suggestions and answer questions • At the end, all students gather together to discuss activity • Responds to the questions asked during presentation • Teacher gives a summary of the assignment 	_____ _____ _____ _____ _____ _____	
PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	COMMENTS
8. Classroom	Review classroom teacher's records to verify if:		

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	REMARKS
	determine reliability, fairness, and validity. <ul style="list-style-type: none"> Student papers were graded/scored consistently (e.g., using answer key) 	_____	
PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	COMMENTS
9. Knowledge assessments and exams are administered fairly.	Verify through observation or by interviewing classroom teacher if teacher gives clear instructions at the beginning of a knowledge assessment including the following: <ul style="list-style-type: none"> number of questions to respond to such as five out of six. the time allowed to complete the test. how and where to record answers. how and when the test/exam will be scored. teacher remains in the room and moves around the room as needed to monitor the students. the room is kept quiet. 	_____ _____ _____ _____ _____ _____	
10. Instructors use the skills learning laboratory effectively for demonstrating clinical skills.	Verify through observation or by interviewing the instructor the step-by-step used for introducing new skills to the students using the skills learning laboratory. <ul style="list-style-type: none"> Ensuring that all students have the necessary learning materials (e.g., supplies, models, learning guides, etc.) Describing the skill and why the skill is important Describing steps involved in the skill, using the relevant learning guide Demonstrating the skill as follows: <ul style="list-style-type: none"> - Simulates clinical setting as much as possible 	_____ _____ _____ _____	

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	REMARKS
	<ul style="list-style-type: none"> - Proceeds in a step-by-step manner - Demonstrates skill accurately from beginning to end, without skipping steps - Interacts with students, asking and answering questions - Uses all the necessary supplies and equipment - Demonstrates so that all students can see - Ensures that each student follows using a learning guide - Summarizes and asks students if they have questions. - Allows for return demonstration if possible. <p>Observe OR ask the teacher to explain to you how s/he interacts with the students during the demonstration.</p> <ul style="list-style-type: none"> • Interacts with students, asking and answering questions • Uses all the necessary supplies and equipment • Demonstrates so that all students can see • Ensures that each student follows using a learning guide • Summarizes and asks students if they have questions 	<p>_____</p>	
<p>11. Classroom teacher use the skills learning laboratory effectively for preparing student practice of clinical skills.</p>	<p>Verify through observation or by interviewing teacher</p> <p>whether teacher uses learning laboratory to foster practical learning by:</p> <ul style="list-style-type: none"> • Allowing students to practice the skill in small groups, taking turns with various roles (practicing, observing, giving feedback, simulating role of patient) • Ensuring that there are no more than four students per model • Observing students practicing and providing feedback in a positive and constructive manner • Questioning students to check their knowledge and problem- 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	REMARKS
	solving skills <ul style="list-style-type: none"> • Summarizing the session before the end 		
PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	COMMENTS
12. Classroom teacher uses the skills learning lab effectively for assessing student achievement of clinical skill competence.	Verify through observation or by interviewing teacher whether the teacher uses the learning laboratory to assess the achievement of clinical competence in desired skills in the following manner: <ul style="list-style-type: none"> • Ensuring students are aware that they will be assessed for specific skill competence using the skills checklist • Ensuring that each student has a copy of the skills checklist • Preparing assessment station/area with all necessary supplies and equipment • Conducting assessments in an objective and impartial manner • Providing feedback at the conclusion of the assessment session, but not during the assessment • Recording results of the assessment session in the student's logbook • Recording results of the assessment session in the student's performance file • Providing opportunity for re-assessment if the student does not achieve competence during the session 	_____ _____ _____ _____ _____ _____ _____ _____	
13. Teaching is routinely monitored for effectiveness.	Through interviews with faculty, and by review of administrative records, verify that teaching is monitored for effectiveness: <ul style="list-style-type: none"> • There are self-administered evaluations by teachers on: <ul style="list-style-type: none"> - course content 	_____	

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	REMARKS
	<ul style="list-style-type: none"> - context - process - immediate outcomes on file • There are student evaluations on: <ul style="list-style-type: none"> - relevance of teaching to course objectives - effective use of instructional methods. - relevance of knowledge and skill assessments to course objectives on file • There is a review of students performance in: <ul style="list-style-type: none"> - knowledge - clinical assessments 	_____ _____ _____ _____ _____ _____ _____ _____	

Total Standard	13
Total standard achieved	
Percent achievement (standard achieved / total standard)x100	

**Pre Service Education Nursing and Midwifery:
Quality Improvement**

SECTION 2

Clinical Instruction and Practice

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	COMMENTS																																										
3. The infrastructure of the clinical practice area is conducive to clinical practice	Observe in the clinical practice site whether the place: <ul style="list-style-type: none"> • Has sufficient space in each clinical area to accommodate four to six students working alongside staff • Has space where classroom teachers/clinical instructors and students can meet to review objectives and discuss practice 	_____ _____																																											
4. Clinical volume at the clinical practice sites is adequate for student learning	Determine by reviewing statistical records whether there is sufficient clinical volume: <ul style="list-style-type: none"> • Client load is sufficient for teaching and learning • Total volume is according to the prescription in the relevant curriculum to achieve skill competence through the full duration of the program. <table border="1" data-bbox="342 719 1209 995"> <thead> <tr> <th data-bbox="342 719 457 760">N/M</th> <th data-bbox="457 719 632 760">Programme</th> <th colspan="2" data-bbox="632 719 940 760">Per Vaginal Exams</th> <th colspan="2" data-bbox="940 719 1209 760">Deliveries</th> </tr> <tr> <td></td> <td></td> <th colspan="2" data-bbox="632 760 940 800">Normal Labor</th> <th colspan="2" data-bbox="940 760 1209 800">Abnormal Labor</th> </tr> <tr> <td></td> <td></td> <th data-bbox="632 800 779 841">Normal Delivery</th> <th data-bbox="779 800 940 841">Abnormal Delivery</th> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td data-bbox="342 841 457 881">Certificate</td> <td data-bbox="457 841 632 881">5</td> <td data-bbox="632 841 779 881">5</td> <td data-bbox="779 841 940 881">15</td> <td data-bbox="940 841 1087 881">5</td> <td data-bbox="1087 841 1209 881"></td> </tr> <tr> <td data-bbox="342 881 457 922">Diploma</td> <td data-bbox="457 881 632 922">10</td> <td data-bbox="632 881 779 922">5</td> <td data-bbox="779 881 940 922">30</td> <td data-bbox="940 881 1087 922">10</td> <td data-bbox="1087 881 1209 922"></td> </tr> <tr> <td data-bbox="342 922 457 963">Adv. Diploma</td> <td data-bbox="457 922 632 963">5</td> <td data-bbox="632 922 779 963">5</td> <td data-bbox="779 922 940 963">10</td> <td data-bbox="940 922 1087 963">15</td> <td data-bbox="1087 922 1209 963"></td> </tr> <tr> <td data-bbox="342 963 457 1003">Degree</td> <td data-bbox="457 963 632 1003">10</td> <td data-bbox="632 963 779 1003">5</td> <td data-bbox="779 963 940 1003">30</td> <td data-bbox="940 963 1087 1003">10</td> <td data-bbox="1087 963 1209 1003"></td> </tr> </tbody> </table>	N/M	Programme	Per Vaginal Exams		Deliveries				Normal Labor		Abnormal Labor				Normal Delivery	Abnormal Delivery			Certificate	5	5	15	5		Diploma	10	5	30	10		Adv. Diploma	5	5	10	15		Degree	10	5	30	10		_____ _____	
N/M	Programme	Per Vaginal Exams		Deliveries																																									
		Normal Labor		Abnormal Labor																																									
		Normal Delivery	Abnormal Delivery																																										
Certificate	5	5	15	5																																									
Diploma	10	5	30	10																																									
Adv. Diploma	5	5	10	15																																									
Degree	10	5	30	10																																									
5. The school has an agreement with the clinical practice sites that allows students' learning	Verify with the school administrator by interviewing /observing whether: <ul style="list-style-type: none"> • There is an agreement between the school and the clinical practice site that allows students to directly participate in supervised clinical care of patients • There is an agreement with each of the following types of facilities: <ul style="list-style-type: none"> - National/consultant hospitals - Regional/district/the equivalent hospitals - Health centers - Dispensaries and RCH clinics 	_____ _____ _____ _____																																											

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	COMMENTS
	<ul style="list-style-type: none"> - Communities - Orphans' homes - Special groups' rehabilitation centers 	<hr/> <hr/> <hr/>	
<p>6. The clinical practice sites are prepared for student effective teaching and learning</p>	<p>Verify by interviewing clinical practice site managers/supervisors, class teacher and reviewing records whether:</p> <ul style="list-style-type: none"> ● Clinical practice facilities have been assessed prior to student placement ● Classroom teacher and hospital personnel meet regularly to discuss issues related to students' clinical practice <p>Observe that clinical sites have medical supplies such as:</p> <ul style="list-style-type: none"> - Fetoscope, stethoscope and sphygmomanometer - Personal protective equipment (e.g., plastic apron, eye protection, masks, examination and sterile gloves etc.) - Appropriate disinfectants and antiseptics - Vaccines and common medicines including ARVs - Forms and documents (e.g., partograph, RCH card no. 4, MTUHA books numbers 2, 6 and 10, TT cards etc.) - Other necessary supplies 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>7. Clinical rotation plans have been developed to distribute students across clinical practice areas evenly</p>	<p>Verify with clinical instructors/classroom teacher if:</p> <ul style="list-style-type: none"> ● A clinical rotation plan of each class of students exists and has been shared with all the clinical practice sites ● Clinical rotation plans identify instructor responsible for each block of time a student group is in a unit ● Clinical rotation plans are organized so that students move from basic to more complex skills over time 	<hr/> <hr/> <hr/>	
<p>8. Transportation to and from clinical practice sites is assured as</p>	<p>Verify with the school administration, classroom teachers and clinical instructors whether:</p> <ul style="list-style-type: none"> ● There is availability of reliable transport ● Transportation maximizes the safety of students 	<hr/> <hr/>	

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	COMMENTS
appropriate			
9. Students are provided meals while on duty in clinical practice facilities	Verify with students and classroom teachers/clinical instructor: <ul style="list-style-type: none"> • If students are at the site for more than five hours, they are provided nutritious meals 	<hr/>	
10. Classroom teachers/clinical instructors have the necessary teaching materials to effectively guide students in clinical practice	Verify by interviewing and observing the classroom teachers /clinical instructors if: <ul style="list-style-type: none"> • There is a set of learning resource/teaching materials (learning guides/checklists, job aids/procedure and medicines cards, etc.) • There are learning objectives for skills practice 	<hr/> <hr/>	
CLINICAL PRACTICE			
11. Clinical instructors have been appropriately selected and adequately prepared	Verify with the school administration and clinical instructors by interviews and review of documents if clinical instructors: <ul style="list-style-type: none"> • Have evidence of training (degree, diploma, or licensure) • Are experienced nurses, midwives or doctors, i.e. have evidence of a total of 2 years of clinical practice and is practicing full time in a specific area • Chose to become an instructor; have an interest and is committed • Have received knowledge and skills refresher training (at least once in past 3 years) • Have participated in a teaching skills or instructor skills workshop (in last 3 years) 	<hr/> <hr/> <hr/> <hr/>	
12. Students are prepared for clinical practice	Verify with the school administration and classroom teachers by document review and interviews if: <ul style="list-style-type: none"> • A clinical instructor or classroom teacher meets with students prior 		

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	COMMENTS
prior to their departure for clinical practice site	to their departure for clinical practice sites <ul style="list-style-type: none"> • Students are oriented to the use of a personal clinical experience log books, e.g. – Delivery and PV Examination Register books, Practical Experience books, etc. 	<hr/> <hr/>	
13. Students are prepared for clinical practice upon their arrival at clinical practice site	Verify with at least two students, classroom teachers and clinical instructors if: <ul style="list-style-type: none"> • Students are introduced to staff in clinical area • Students are oriented to each site on arrival including: the pharmacy, laboratory, and out-patient department, waste disposal System, etc. • Students receive explanations of admission, discharge, and follow-up procedures, and duty starting and ending time depending on the shift • Students receive orientation to medication administration and recording • Students are oriented to patient emergency procedures and equipment • Students are oriented to safety and security 	<hr/> <hr/> <hr/> <hr/> <hr/>	
14. Classroom teachers/clinical instructors come for clinical teaching prepared	Verify through interview with classroom teachers/clinical instructors if they: <ul style="list-style-type: none"> • Develop objectives for clinical teaching • Review literature for clinical teaching • Develop a lesson plan/guide and learning guide for clinical teaching • Inform targeted students about the clinical teaching session • Prepare teaching aids • Practice the skills to be demonstrated • Inform the practical site manager • Identify clients for clinical teaching and obtain consent if appropriate 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
15. Students,	Observe in the clinical practice site if:		

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	COMMENTS
classroom teachers and instructors use appropriate learning and assessment tools	<ul style="list-style-type: none"> ● Students at the clinical practice sites have their personal learning resource package (learning guides, checklists, job aids/procedure cards, drug cards, etc.) ● Classroom teachers/clinical instructors are recording observations, comments, and achievement of competence in the students' learning resource package ● Clinical instructors and students are using the clinical experience logbooks for recording the attainment of skills 	<hr/> <hr/> <hr/>	
16. Classroom teachers/clinical instructors begin practice sessions by providing clear instructions	<p>Observe whether the classroom teachers/clinical instructors:</p> <ul style="list-style-type: none"> ● Present clearly the objectives for the clinical practice session ● Describe the tasks to be performed by students ● Demonstrate or reinforce clinical skills, if necessary ● Demonstrate skills on actual patients whenever possible, or use simulation if necessary 	<hr/> <hr/> <hr/> <hr/>	
17. Clinical instructors monitor student performance and give timely feedback	<p>Observe whether the clinical instructors:</p> <ul style="list-style-type: none"> ● Protect patients' rights by: <ul style="list-style-type: none"> - Informing the patient of the role of students and clinical instructors - Obtaining the patient's permission before students observe, assist with, or perform any procedure - Ensuring that an officially recognized doctor or nurse/midwife is always present - Respecting the right to bodily privacy whenever a patient is undergoing a physical examination or procedure - Observing the confidentiality of patients and their information, including ensuring other staff and patients cannot overhear, or by not discussing cases by the patient's name ● Supervise students as they work and do not leave students unsupervised for extended periods of time (more than 2 hours) ● Provide feedback to students by: <ul style="list-style-type: none"> - Providing timely praise and positive reinforcement during and/or 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	COMMENTS
	after practice - Correcting student errors while maintaining student self-esteem	_____ _____	
18. Classroom teachers/clinical instructors meet with students at the end of a clinical practice session	Observe whether classroom teachers/clinical instructors: <ul style="list-style-type: none"> • Review the learning objectives • Document and report achievements • Discuss cases seen that day, particularly those that were interesting, unusual, or difficult • Provide opportunities for students to ask questions • Ask students to discuss their cases or care plans for patients 	_____ _____ _____ _____	
19. Classroom teachers/clinical instructors develop and implement structured practical examinations	Verify with the school administration, clinical instructors, and students, by interviews and records review, whether: <ul style="list-style-type: none"> • Structured practical examinations are held for each student at the end of each semester/end of programme • Students are provided information about the process to reduce their anxiety level • Appropriate patients are selected and participate with consent • Checklists or other tools are used to document observations of students in structured practical examinations • Results are provided to students once the examination is completed and approved by appropriate boards • Results are also shared with the administration for record keeping 	_____ _____ _____ _____ _____	
20. The classroom teachers, clinical instructors, practice site managers and students meet regularly to plan, monitor and	Verify by interviewing the school administrator, classroom teachers, clinical instructors and students and observe whether: <ul style="list-style-type: none"> • Minutes of previous meetings are available indicating: <ul style="list-style-type: none"> - Agenda - List of participants to each meeting - Deliberations and recommendations - Implementation of recommendations 	_____ _____ _____ _____	

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	COMMENTS
evaluate clinical learning experiences			

Total performance criteria	20
Total criteria achieved	
Percent achievement = (standard achieved / total standard) x 100	

Pre Service Education Nursing and Midwifery Quality Improvement

SECTION 3

School Infrastructure, Teaching and Learning Materials

SECTION 3: SCHOOL INFRASTRUCTURE, TRAINING AND LEARNING MATERIALS

School (name and district): _____ Date: _____ Supervisor/Assessor: _____

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	COMMENTS
<p>1. The school has the basic infrastructure to function effectively, including facilities to accommodate the disabled</p>	<p>Observe that the school has:</p> <ul style="list-style-type: none"> • Classrooms • Conference room/assembly hall • Learning/skills laboratory • A library • Administrative space <ul style="list-style-type: none"> - Secretary - Accountant - Pantry • Areas for students to gather for eating and socializing • Toilet facilities for faculty • Toilet facilities for students • Photocopy machine • Computer room (with internet connection) • Notice board • Need of one verification criteria for accommodating disabled persons 	<p>_____</p>	
<p>2. The school facilities are clean, and in good working order</p>	<p>Visit the school facilities to observe the absence of dust, soil, trash, insects, and spider webs in the following areas:</p> <ul style="list-style-type: none"> • Classrooms • Conference room/assembly hall • Skills laboratory • Library • Administrative space/office 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	COMMENTS
	<ul style="list-style-type: none"> • Areas for students to gather for recreation • Toilet facilities for faculty • Toilet facilities for students • Photocopy machine area • Computers in office • Hostel/ dormitories 	<hr/> <hr/> <hr/> <hr/> <hr/>	
3. The school compound is safe and secure	<p>Observe if:</p> <ul style="list-style-type: none"> • There are physical barriers to the school facilities (locked doors or gates, fence, etc.) • There is a security person assigned to each active entrance • Weapons are not allowed on campus grounds • Staff are available to handle any disturbance at all times students are present (warden) • Secure light • Fire extinguisher 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
4. Classrooms are comfortable and properly equipped for learning and teaching	<p>Observe if the classrooms have:</p> <ul style="list-style-type: none"> • Adequate light, either natural or electricity • Adequate ventilation (open windows, air conditioner, fans) • Chairs in sufficient numbers for the largest class size • Desks in sufficient numbers for the largest class size • Adequate and flexible space for group learning activities • Chalk and white board • Chalk or whiteboard markers • Source of electricity • Overhead projector with voltage stabilizer • Flipchart and tripod (as needed) • Notice board • Waste bin 	<hr/>	

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	COMMENTS
	<ul style="list-style-type: none"> Table and chair 		
<p>5. The skill lab is properly equipped for practical learning sessions</p>	<p>Observe that learning/skills labs have:</p> <ul style="list-style-type: none"> Adequate light, either natural or electrical Adequate ventilation (open windows, air conditioner, fans) Tables to place models Blackboard or whiteboard Chalk or whiteboard markers Cabinets with locks for supplies Anatomic models Instrument kits Adequate consumable medical supplies Appropriate infection prevention (IP) supplies and equipment for hand washing (running water into sinks or buckets) Plastic buckets for decontamination, soiled linen, and waste Educational posters and anatomical charts 	<p>_____</p>	
<p>6. The learning lab is accessible for independent practice</p>	<p>Verify if there is a system with:</p> <ul style="list-style-type: none"> Student or staff member assigned to allow access for students after official working hours System of accountability exists for ensuring security of materials 	<p>_____</p> <p>_____</p> <p>_____</p>	
<p>7. The learning lab's equipment and teaching materials are in a functional state</p>	<p>Observe whether Zoë pelvic models:,</p> <ul style="list-style-type: none"> Are draped appropriately and/or stored safely Have intact or repaired skin Are complete and intact Schedule for equipment maintenance <p>Observe whether the Obstetric Simulator models:</p> <ul style="list-style-type: none"> Are draped appropriately and/or stored safely 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	COMMENTS
	<ul style="list-style-type: none"> - <i>Guidelines for Performing Breast and Pelvic Examinations</i>, JHPIEGO, 2000 - <i>The Essentials of Contraceptive Technology</i>, Hatcher, 2003 - <i>Pocket Guide for Family Planning Service Providers</i>, JHPIEGO, 1996–1998 - <i>Post abortion Care: A Reference Manual for Improving Quality of Care</i>, Post abortion Care Consortium, 1995 - <i>IUD Guidelines for Family Planning Service Programs</i>, JHPIEGO, 1998 - <i>Preservice Implementation Guide: A Process for Strengthening Preservice Education</i>, JHPIEGO, 2000 	<p style="text-align: center;">—</p> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>9. The hostel (dormitory) is well furnished with adequate space</p>	<p>Observe whether the hostel:</p> <ul style="list-style-type: none"> • Has rules and regulations • Has a responsible person, e.g., hostel manager • Is accessible to the school facilities • Is secure, especially at night • Has beds/cushions and blankets, bed nets • Has cupboards where students can lock personal belongings • Has clean and adequate functional bathing and toilet facilities • Has access to kitchen facilities • Has someone present during the day when students are absent • Has a space for students to see visitors • Has adequate ventilation for warm weather (open windows, fans, air conditioner) • Has availability of electricity • Has a living/dining room (TV optional) • Has a quiet study area • Has laundry facilities 	<hr/>	

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	COMMENTS
	<ul style="list-style-type: none"> • Has a sick bay • Has availability of playing grounds for boys and girls 	<p>_____</p> <p>_____</p>	
10. Nutritious meals are provided to students	<p>Observe the nutrition/kitchen unit and interview students to verify whether meals:</p> <ul style="list-style-type: none"> • Are provided at regular hours • Are prepared in a clean and hygienic manner • Include sources of protein and vitamins • Lunch is available for all students on class days • Breakfast and dinner are available for hostel students everyday • Meals are arranged with input from students 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

Total Performance Standards	10
Total Performance Standards achieved	
Percent achievement =(Performance achieved /total standard x 100	

Pre Service Education Nursing and Midwifery Quality Improvement

SECTION 4

School Management

SECTION 4: SCHOOL MANAGEMENT

School (name and district): _____ Date: _____ Supervisor/Assessor: _____

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	COMMENTS
<p>1. Student composition reflects national Human Resources (HR) policies for nursing and midwifery education</p>	<p>Verify in the registry with record of student data if:</p> <ul style="list-style-type: none"> • Students are both females and males • Students are 18 years or older • Each student has met entry requirements • Each student has an admission letter • Each student has evidence of medical examination reflecting fitness for the course 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Attach record of student data</p>
<p>2. Class size is consistent with national HR policy and local capacity</p>	<p>Through review of school records, verify that the class size does not exceed recommendations from the MOHSW/HRDD</p> <ul style="list-style-type: none"> • Teacher-to-student ratio does not exceed recommendations: <ul style="list-style-type: none"> - Theory/class room teaching: 1:30 per subject - Clinical teaching and learning: 1:4 to 6 - Skill laboratory practices 1:10 • Integrated services at all clinical sites allows sufficient experience to achieve skills proficiency (documented experiences as prescribed in a particular curriculum) • There is an adequate number of classrooms that accommodate all students in physical space of campus 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Attach service delivery statistics</p>
<p>3. School has developed and implemented effective student recruitment and admission strategies</p>	<p>Interviews with two administrative staff and two students, to verify that:</p> <ul style="list-style-type: none"> • School has a recruitment policy • School has a functioning selection committee • School has a copy of national student admission policy 	<p>_____</p> <p>_____</p> <p>_____</p>	

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	COMMENTS
4. School academic policies exist and are applied	<p>Verify through interview with the administration and review of records whether:</p> <ul style="list-style-type: none"> • School academic policies are present and if they include the following topics: <ul style="list-style-type: none"> – Attendance of students – Attendance of teachers – Class diary – Dress code/uniform (specifically for clinical areas) – Professional conduct in class, clinical areas, and on campus – Disciplinary action procedures (probation, suspension, termination, expulsion) – Training regulations are available e.g. date after which students will not be admitted to the program (2 weeks after start of first day of class is recommended since students must have 85% attendance to graduate) <p>Randomly interview two faculty and two students to verify whether:</p> <ul style="list-style-type: none"> • Faculty and students are aware of the policies 	<hr/>	
5. School has a clear academic calendar and a curriculum	<p>Verify that the school:</p> <ul style="list-style-type: none"> • Has an academic calendar with academic events • Has a curriculum cum rotation plan is available and includes: <ul style="list-style-type: none"> - Start and end dates of the academic year - Approximate dates of holidays, breathers/student breaks according to national policy - Dates of examinations (1st and 2nd chance) • Administrators, instructors and clinical managers can locate the curriculum • Teachers can locate the curriculum • Students can access the curriculum 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
6. Written job descriptions exist	<p>Verify that the job description is based on national government/NGO's policy for:</p>		

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	COMMENTS
for all staff at the school	<ul style="list-style-type: none"> ● Head of school ● Faculty/Tutors ● Clinical preceptors (paid or unpaid) ● Administration staff, secretary, typist ● Warden, and other support staff (developed by each school) 	<hr/> <hr/> <hr/> <hr/> <hr/>	
7. Written government scheme of service circular exist for all staff at the school	<p>Through interviews with administration and two faculty members, and review of administrative documents, verify if:</p> <ul style="list-style-type: none"> ● A salary structure exists ● Staff is paid in accordance with the salary structure ● Staff is paid in a timely manner 	<hr/> <hr/> <hr/>	
8. A staff development and performance evaluation system exists	<p>Verify through interviews with administration and staff, and review of administrative documents, if:</p> <ul style="list-style-type: none"> ● Staff/career development plan/ continuing education is available ● Staff performance is measured on a regular basis ● Evaluations of performance are performed using a standardized format ● The evaluations are documented ● Staff participates in the process and signs written evaluations to show that they agree to their content ● Feedback to staff includes student evaluations 	<hr/> <hr/> <hr/> <hr/> <hr/>	
9. Student academic performance standards exist and are known by students and teachers	<p>Verify through review of administrative documents that academic performance and advancement standards exist and include:</p> <ul style="list-style-type: none"> ● Percentage achievement on all written examinations ● Achievement on practical clinical examinations ● Minimal score for passing any subject ● Value of quizzes, clinical performance report, semester exams individual and group assignments and final exam toward final score ● Minimum student performance for each semester/phase 	<hr/> <hr/> <hr/> <hr/> <hr/>	

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	COMMENTS
	<ul style="list-style-type: none"> • Criteria for academic dismissal <p>Verify through interviewing two faculty members and two students that:</p> <ul style="list-style-type: none"> • Faculty is aware of standards • Students are aware of standards 	<hr/> <hr/> <hr/>	
10. Individual student's performance results are confidential and communicated to only the concerned	<p>Through record reviews and interviews with administration, verify that:</p> <ul style="list-style-type: none"> • There is a central record keeping system to track/capture student knowledge assessment results (at the school) • There is a central record keeping system to track/capture student clinical assessment results (at the school) • Only faculty, coordinators, and administrators know the student results • Grades/scores are communicated to students in a confidential. manner and opportunities for student counseling are available • A policy for students to file grievances regarding performance assessment exists 	<hr/> <hr/> <hr/> <hr/> <hr/>	
11. Graduation requirements are explicit and are met before any student can graduate	<p>Through record reviews, verify that:</p> <ul style="list-style-type: none"> • Graduating requirements are explicitly stated and students informed of requirements • All students who have graduated during the last teaching cycle have met the graduation requirements • A student who has not met the graduation requirements is offered a time-limited tutorial plan as per curriculum to help her/him achieve the requirements 	<hr/> <hr/> <hr/>	
12. School administrators and teaching staff meet regularly	<p>Through record reviews and interviews with two administrators and two faculty members, verify if:</p> <ul style="list-style-type: none"> • Meetings that include all staff occur regularly (at least once a month) • Teachers can provide input and influence decision making about education • Student and teaching results are discussed and areas for improvement identified 	<hr/> <hr/> <hr/>	

PERFORMANCE STANDARDS	VERIFICATION CRITERIA	Y, N, or NA	COMMENTS

Total Standards	12
Total standards achieved	
Percent achievement = standard achieved / total standard x 100	