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Competency based curricula in nursing and midwifery education in Rwanda: Middle-range theory

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Statement of the Problem: Competency Based Curricula (CBC) are acknowledged as the benchmark for transforming and up scaling the education and training of the health workforce for improved population and health outcomes. It was adopted in pre-service nursing and midwifery education in Rwanda in 2007, when it switched from a content-driven curriculum to align education with the demands of the working environment. Although this approach is recommended in national health policies, there is no clear guide for its implementation at the nursing and midwifery school level.

Purpose of the Study: To develop a middle range theory that guides the practice of CBC in pre-service nursing and midwifery education.

Methodology: The grounded theory of Corbin and Strauss was followed. After obtaining ethical approval, data was collected through individual interviews with the staff and focused group interviews with the students that were triangulated by observations and document analysis.

Findings: In this context, CBC as transformative learning entails the processes used to achieve learning outcomes. These processes include planning for curriculum change, student-centered implementation, and monitoring and evaluation of that result in the accreditation of curricula at the end of the cycle.

Conclusion & Significance: A developed middle range theory serves as a guide to improve the quality of education in order to produce competent nurse and midwife graduates.

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