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Terms of Reference for the Development of Bachelors Nursing of Science (BNSc) Programme at Scott College of Nursing

1. Background and Institutional Context

1.1 Introduction to Scott College of Nursing

The Scott College of nursing is a non-profit making, Lesotho Evangelical Church in Southern Africa Nurses' Training Institution which was established in June 1961. The College started training Enrolled Nurses from 1961 and the programme was phased out in 1978. Running simultaneously with enrolled nursing, Nursing Assistant Programme was started in 1976. In preparation of training Registered Nurses, the Scott College of nursing embarked on a bridging programme of 23 Enrolled nurses leading to their registration as General Nurses in 1999, in July 2006, the College commenced with the programme for Diploma in General Nursing and followed by Diploma in Midwifery in July 2012. Professionally, the College is regulated by the Lesotho Nursing Council (LNC). As an institution of higher learning, the Council on Higher Education (CHE) Lesotho plays an integral role in ensuring quality education. The institution has been audited by CHE and all the programs offered by the College have been accredited by CHE Lesotho.

1.2 Mission, Vision, and Strategic Priority

The Mission of Scott College of Nursing is to provide training of nurses and other allied health care professionals at undergraduate, graduate and post-graduate levels; provide continuing education and capacity building workshops for practicing health professionals; and engage in community health development activities, and research. The College vision is based on 'Healthy communities supported and cared for by educated, well-trained, dynamic, dedicated and competent health care professionals, who are guided by Christian values and principles in their work'.

Within the strategic focus area 9, 'programme development', the proposed BNSc is based on the strategic objective which talks to 'Teaching programs of Scott CON diversified to respond to emerging needs of healthcare services in the country by 2028'.

1.3 Current Academic Capacity

The College currently offers three programmes, namely (1) Certificate in Nursing Assistant, (2) Diploma in Nursing and (3) Diploma in Midwifery.

1.4 Rationale for a Bachelors Nursing of Science Programme

Given Lesotho's critical health workforce shortages, high maternal mortality, and the evolving complexity of health needs (e.g., HIV, non-communicable diseases), establishing a Bachelor of Science in Nursing & Midwifery is not only justified but

strategic. A degree-level program would (1) increase the quantity of well-qualified nurses and midwives, (2) improve the quality of care through competency-based training, (3) strengthen professional recognition and retention, and (4) align with national health policy goals and regulatory frameworks. The investment can significantly contribute to advancing maternal and child health, achieving universal health coverage, and building a more resilient health system in Lesotho.

1.5 Alignment with National/Regional Health Needs and Workforce Demand

The establishment of a Bachelors Nursing of Science program in Lesotho is strongly aligned with national and regional health needs: the country faces a critical shortage of skilled nurses and midwives, with a current density (20.73 per 10,000) well below the projected need of 46.72 per 10,000 by 2030. The Ministry of Health's Nursing Directorate explicitly emphasizes the development of "competency-based pre-service and in-service education systems" to improve quality and service delivery. Moreover, nurses and midwives deliver much of the frontline care in Lesotho especially in rural areas and are key to addressing the country's high HIV burden and maternal health challenges. By training more degree-level practitioners, the programme would help close the workforce gap, strengthen primary care, and support national goals for universal health coverage and sustainable health system capacity.

2. Objectives of the Consultancy

The objectives of the consultancy are to:

- 2.1. Conduct a desk review and situationally analysis to inform the development of the programme
- 2.2 Develop a competency framework for BNSc graduates
- 2.3 Design the programme structure (4 years, semesters, course credits)
- 2.4 Develop modules for the programme
- 2.5 Develop the workbooks for all modules for the programme
- 2.6 Propose a teaching & learning strategy, including practicum/internship
- 2.7 Estimate resource requirements (faculty, infrastructures, field placements)
- 2.8 Draft a Quality Assurance (QA) & Monitoring & Evaluation (M&E) plan
- 2.9 Produce an implementation plan (timeline, budget, risk)
- 2.10 Prepare documentation on accreditation and regulatory compliance for continuous quality improvement.

3. Scope of Work / Key Tasks

3.1 Phase 1: Inception

- Kick-off meeting with College leadership, academic and administrative stakeholders
- Develop an inception report: detailed methodology, work plan, timeline, risk mitigation

3.2 Phase 2: Needs Assessment

- Desk review: Policy documents, health strategy, existing curricula
- Conduct a comprehensive situational analysis of the proposed programme.
- Benchmarking: Review of comparable BNSc programmes (regional & international)
- Compile needs assessment report

3.3 Phase 3: Competency Framework Development

- Define knowledge, skills, and attitudes (competencies) for BSNM graduates
- Align with the Lesotho Nursing Council (LNC), Lesotho Qualification Framework (LQF) and, international or regional frameworks
- Produce a competency framework

3.4 Phase 4: Programme Design

- Propose programme structure: duration, semesters, credits aligning it with regulatory frameworks such as LNC and LQF
- Define course titles and modules
- For each course: learning outcomes, assessments, and teaching modalities
- Develop comprehensive structure of the programme

3.5 Phase 5: Syllabus Development

- Create detailed syllabi: weekly topics, readings, activities, assessments
- Develop the workbooks for all modules for the programme
- Include recommend textbooks, resources, reading lists

3.6 Phase 6: Teaching & Learning Strategy

- Recommend pedagogical approaches (lectures, seminars, PBL, case studies)
- Design practicum / Work Integrated Learning (WIL)
- Propose supervision and mentorship mechanisms for field experiences

3.7 Phase 7: Resource Planning

- Estimate faculty needs, required qualifications, hiring plan
- Identify physical infrastructure needs (classrooms, labs)
- Define library, e-learning, and field site resource requirements
- Produce resource planning report

3.8 Phase 8: Quality Assurance & M&E

- Develop QA framework: Key Performance Indicators (KPIs), student progression metrics, graduate outcomes
- Propose feedback loops and continuous review mechanisms

3.9 Phase 9: Implementation Plan

- Develop a phased rollout plan (pilot, scale-up)
- Provide a detailed timeline
- Identify budget needs, risks, and mitigation strategies

3.10 Phase 10: Accreditation & Compliance

- Review relevant national/regional accreditation requirements
- Provide recommendations to ensure alignment

3.11 Phase 11: Final Reporting and Validation

- Prepare a final report incorporating all deliverables
- Facilitate a validation workshop with key stakeholders to present and refine the program design

4. Deliverables & Milestones

<i>Deliverable</i>	<i>Expected Timing</i>
Inception Report	Week 1–2
Desk review, situational analysis and benchmarking reports	Week 3–7
Competency Framework	Week 8–10
Draft Programme Structure	Week 10–13
Draft Course Syllabi	Week 14–21
Teaching & Learning Strategy Document	Week 22–24
Resource Plan	Week 25–26
Quality Assurance / M&E Plan	Week 27–30
Implementation Plan	Week 31–33
Final Report and Validation Workshop	Week 34–36

5. Consultant Profile / Required Qualifications

The consultant must possess the following qualifications and competencies to effectively lead the development of a Bachelor of Science in Nursing & Midwifery programme:

5.1 Academic Qualifications

- Master's degree in Nursing, Midwifery, Nursing Education. PhD in Nursing will be an added advantage (registration and clinical background required).
- Additional certification or training in curriculum development, competency-based education, or higher education pedagogy will be an advantage.

5.2 Professional Experience

- Minimum 7–10 years of professional experience in nursing and/or midwifery, including clinical practice.
- At least 5 years' experience in higher education, specifically in teaching, curriculum design, and program development for health sciences.
- Demonstrated experience developing or revising competency-based curricula aligned with international standards (e.g., WHO, ICM, ICN).
- Experience working with nursing and midwifery regulatory bodies, accreditation authorities, or national qualification frameworks preferably in Southern Africa.

5.3 Knowledge of the Lesotho Context

- Understanding of the Lesotho Nursing Council, the Ministry of Health policies, Council on Higher Education policies and requirements for program accreditation and professional registration.
- Experience working in low-resource or Sub-Saharan African settings is highly desirable.

5.4 Deliverables and Accountability

- Proven track record of producing high-quality curriculum documents, program blueprints, and implementation plans.
- Ability to lead validation workshops, provide training to faculty, and support accreditation processes.

6. Reporting, Governance & Coordination

- Consultant reports to the Principal Nurse Educator
- Regular progress meetings: Monthly

6.1. Review and feedback points:

- After the inception report
- After the desk review, situational analysis and benchmarking
- At draft curriculum and syllabus stages
- During final validation

7. Intellectual Property, Ethics & Confidentiality

- All materials developed (syllabi, frameworks, reports) become property of the Scott College of Nursing
- Data collected (surveys, interviews) must be treated confidentially
- Ethical considerations (e.g., consent for interviews) must align with College policy

8. Budget & Payment Terms

Total consultancy fee: To be determined by the consultant

8.1 Payment linked to deliverables (example):

- 20% on inception report
- 10% on needs assessment & competency framework
- 50% on draft programme, syllabi, teaching and learning strategy, workbooks, resource planning, QA & M&E, implementation, accreditation and compliance plans.
- 20% on final report & workshop
- The College will cater for travel, accommodation and fieldwork costs

9. Risks & Assumptions

9.1 Risks

- Limited stakeholder engagement → mitigate via well-scheduled interviews, strong liaison
- Incomplete data for needs assessment → use secondary data and benchmarks
- Timeline delays → include buffer time

9.2 Assumptions

- The College will provide access to relevant documents, staff, and logistical support
- Key stakeholders are available for consultations

10. Application / Consultant Selection Process

Interested consultants should submit:

10.1 Up-to-date CV with relevant experience and professional registration certificates

10.2 Technical proposal: proposed approach, methodology, draft work plan, deliverables, timelines

10.3 Financial proposal: consultancy fees, any travel costs, other expenses

10.4 References: at least two previous assignments in curriculum development (preferably in nursing education / higher education). **Deadline for applications: 14 August 2026 at 12 noon**