

MINISTRY OF HEALTH

NATIONAL INSTITUTE OF HEALTH AND SOCIAL STUDIES



Annual Report 2022

Contents

Chairperson’s Foreword.....	4
Director’s Statement.....	5
1. Vision, Mission and Core Values.....	7
1.1. Vision.....	7
1.2. Mission.....	7
1.3. Core Values.....	7
2. Overview of NIHSS.....	9
2.1. NIHSS’ Mandate.....	9
2.2. Key Strengths/ Areas of Excellence.....	9
2.3. Achievements of Objectives set for 2022.....	10
2.4. Key Challenges.....	13
2.5. New Objectives for 2023.....	15
3. Institutional Governance.....	18
4. Academic Performance.....	19
4.1. Programmes on Offer.....	19
4.2. Learner Enrolment.....	21
4.2.1. Enrolment 2022.....	21
4.2.2. New enrolment in 2022 as compared to 2021.....	23
4.2.3. Total Enrolment by gender.....	24
4.3. Learner Graduation.....	24
4.4. Validation and Accreditation Status.....	25
4.5. Quality Assurance Matters.....	26
4.6. Interventions / Measures to be implemented in 2023.....	26
5. Resources.....	28
5.1. Human Resources.....	28
5.1.1. Staffing.....	28
5.1.2. Full-time Academic Staff Qualifications.....	29
5.1.3. Part-Time Academic Staff and their Qualification.....	29
5.1.4. Support Staff Highest Qualifications.....	30
5.1.5. Distribution of local and expatriate staff.....	31
5.1.6. Staffing Requirement.....	31
5.1.7. Training and Development conducted during 2022.....	32

5.1.8.	Health and Safety	33
5.1.9.	Training Plan	34
5.2.	Physical Resources	34
5.2.1.	Building	34
5.2.2.	Equipment	35
5.2.3.	Maintenance and Repair	35
6.	Learner Support Services	36
6.1.	Career Guidance activities for learners	36
6.2.	Induction Programme for new learners	36
6.3.	Financial Aid Available to learners	37
6.4.	Work Based Experience (WBE)	37
6.4.1.	Support provided to Learners during WBE	38
6.5.	Learner Council	42
6.5.1.	Meetings organized in 2022	42
6.5.2.	Sports/ art and culture matters	42
6.6.	Learner Support Duties	43
6.6.1.	Overview	43
7.	Engagement with Community	45
7.1.	Partnerships and Linkages	45
7.1.1.	Ministry of Health	45
7.1.2.	Social Services Department	45
7.1.3.	Ministry of Education	46
7.1.4.	SQA	46
7.2.	Way Forward	46
7.2.1.	Ministry of Health	46
7.2.2.	Department of Social Affairs	46
7.2.3.	University Partners	46
8.	Finance	48
	Expenses Programme 2, Sub Programme 2 – Management & Administration	49
	Cash Flow Statement	49
	Income Statement.....	49
	Capital Expenditure.....	49
9.	Service Delivery	50

9.1. Measures taken to improve service delivery in 2022	50
10. Conclusion	52
AppendicesError! Bookmark not defined.	
Appendix 1: Financial Statement	53

FOREWORD (1)

I am honoured to present the Annual Performance Report for 2022 as the Chairperson of the NIHSS Board. It is with great pride and a sense of accomplishment that I share the remarkable journey we embarked upon during this past year.

In 2022, we faced unique challenges, but our collective resilience, commitment, and innovative spirit has allowed us to make substantial progress. Our mission to provide excellence in health and social studies education has remained unwavering, and the results of our efforts is a testament to our dedication. Despite the numerous challenges outlined in the report, it is crucial to acknowledge the substantial achievements that have been realized. I wish to express my sincere appreciation to the outgoing board members for their unwavering support of the NIHSS during their two-year tenure.

Key highlights from the Annual Performance Report for 2022 include:

Strategic Planning: Our organization successfully transitioned from the previous five-year strategic plan (2015-2020) to a new one. Extending the Governing Board's mandate allowed us to complete the new Strategic Plan for 2022, ensuring our commitment to a clear path forward.

Leadership and Quality Improvement: Our commitment to effective leadership and management was demonstrated through the appointment of new Programme Leaders, the establishment of a comprehensive training plan to address staff needs, and the development of crucial policies to enhance quality assurance. We recognized the importance of an adaptable and well-prepared team.

Education and Innovation: Our dedication to educational excellence led to the full accreditation of multiple programs, such as the Diploma in Social Work and Nursing curriculum. Initiatives to align with international standards and the introduction of new programs reflect our innovative approach to education.

Monitoring and Evaluation: The implementation of a robust monitoring and evaluation framework allowed us to measure our progress with precision. Transparent reporting mechanisms have been put in place to ensure accountability.

As we look ahead to the future, we remain focused on our commitment to continual improvement and innovation. The path forward is full of promise, and we encourage all our stakeholders to actively engage in shaping the trajectory of the NIHSS. I extend my heartfelt gratitude to our dedicated team, our invaluable partners, and our steadfast stakeholders. Your unwavering support and collaboration have been instrumental in the achievements we have celebrated in 2022. Together, we can make 2023 an even more remarkable year.

The journey of the NIHSS is a testament to the impactful work we do, and with our shared vision, dedication, and determination, we will continue to make a positive difference in the field of health and social studies education.

Thank you for being part of this journey.

Dr. Gylan Mein (Chairperson of the NIHSS Board)

Director's Statement

You might not realize it, but the National Institute of Health and Social Studies (NIHSS) front doors are an architectural marvel. Every day, dozens of learners pass through that old entrance, hurrying to experience a life-changing opportunity, and their faces reveal an unconscious optimism as if they're stepping through a portal into a bright and promising future. That feeling comes from the fact that at NIHSS, we nurture not only the intellect, but the whole being. We have enjoyed great successes over the past year, and as such, it is a pleasure to highlight just some of the achievements that the Institute has enjoyed during the year 2022.

Over past year, we have evolved, we have banded together and I would like to express my heartfelt appreciation, gratitude and admiration to the staff and learners who have enabled us to cope with extraordinary pressures and demonstrated teamwork, resilience and working side-by-side in solidarity. I am truly inspired by our workforce's personal commitment to making a difference and the examples of finding ways to be flexible, to do things differently, and to make continuous improvement.

The NIHSS continues to be the institute of choice for training highly skilled health and social work professionals. We celebrated the graduation of 56 healthcare learners who completed their studies in December 2021, of which the majority went to work in the local hospitals and clinics around the islands. With the ever mounting, we were extremely proud of the achievements, perseverance and commitment of our learners to the healthcare profession.

Work is well under way on our Strategic Plan (2023-2027) and during the first months of the new academic year 2023, NIHSS along with our Governing Board, will finalize its new strategy for the next five years. In such uncertain times, it is imperative that we focus on the enduring mission and vision of our Institute, while remaining true to our mandate. In response to the glaring needs highlighted by the pandemic, we are exploring new ways to expand on the areas of post basic training offered, especially in the field of Health and Safety, Critical and Residential Care.

The location and infrastructure of the Institute continues to be a challenge, but not an insurmountable one. We are preparing to move to the new building at Mont Fleuri, which should be ready by the beginning of 2023.

It is fair to say the past 12 months, filled with its challenges, has really enabled a period of reflection and appreciation of the health care sector and what it does. It is in tackling these challenges, among others, through intellectual leadership, outstanding education and impactful research, that the Institute will continue to transform lives and shape professionals as they learn to care.

E Mohamed Ali

Ebrahim M. Ali (Mr)

1. Vision, Mission and Core Values

1.1. Vision

The NIHSS will be the institution of choice for the preparation of specialists in the health and social service sectors, including those training to degree level. It will be a vital partner in the ongoing transformation of services in Seychelles, to incorporate the best that can be learned from research and global experience. NIHSS training programmes will meet the highest standards, earning the institute a reputation for excellence in the region and beyond.

1.2. Mission

To provide quality education and training in health and social studies at tertiary level, in order to produce reflective, empathetic, self-motivated, highly resourceful professionals, who can be at the forefront of developments in their respective fields of work.

1.3. Core Values

Accountability: We believe that health and social service professionals must acknowledge that they share responsibility for the outcomes of the services that they offer to the community, and that they must strive at all times to give the best of themselves within the teams in which they operate. This call to accountability will be mirrored, therefore, in the expectations which NIHSS will have with respect to the behaviour and performance of its staff and learners.

Integrity: We recognize that practice within the health and social service professions is regulated by well-established codes of ethics and relies for its success on the strict application of set policies and procedures, the observance of moral principles, and the uncompromising maintenance of confidentiality. The NIHSS will therefore set high standards for its staff and in relation to the observance of regulations and the practice of honesty, fairness and confidentiality.

Pursuit of Excellence: We believe that the quality of service in the professions cannot be maintained, much less improved, if staff do not constantly engage in upgrading their knowledge and skills, and looking critically at their practice in the light of new insights. Consequently, the NIHSS will commit to the maintenance of strict professional and academic standards; require staff to be au-fait with developments across services; adopt training approaches that encourage trainees to critique their own work, and secure commitment across the board to a process of life-long learning.

Respect: We believe that a profound respect for individuals, a tolerance of differences, and a genuine desire to experience reality from the perspective of the other person are fundamental to the delivery of services within the caring professions. The NIHSS will strive, therefore, to develop the emotional intelligence of its trainees, while at the same time building their confidence, their sense of self-worth and their receptiveness to others.

Empowerment: We believe that the success of health and social programmes relies to a large extent on the empowerment of individuals to take the initiative in the management of the issues affecting their wellbeing, and their acknowledgement of personal responsibility in this regard. The NIHSS will strive, therefore, to adopt practices that promote a pro-active approach to problem-solving, as well as the development of life skills that graduates can model for their clients and immediate community.

Scientific Rigour: We believe that a proper assessment of situations in the health and social fields, with a view to planning an intervention, relies on the collection of objective evidence and the rigorous analysis and application of that evidence. In recognition of this fact, the NIHSS will endeavour to model this approach in its internal quality assurance processes, whilst also promoting research by staff and learners.

Engagement: We believe that the core of our mission is to prepare competent professionals who are adaptable and who can make a positive contribution to the services to which they are assigned from the start of their employment. With this end in view, the NIHSS will prioritize the reinforcement of links with the services in the planning and delivery of training, seek to build strong alliances with representatives of employers and professional councils, and take steps to be visible and engaged at community level.

Team work: We believe that cooperation and team work amongst professionals, who brings different perspectives to bear on problems is vital for the success of interventions in health and social services. The NIHSS will therefore expect its staff to work together as a team and to be consistent in applying agreed policies and procedures, in order to project an image of unity in the pursuit of common goals.

2. Overview of NIHSS

The National Institute of Health and Social Studies (NIHSS), situated at North East Point, is a professional centre operating under the Ministry of Health as its parent ministry since 2014. It is governed as per the provisions of the Tertiary Education Act (TEA) of 2011 and its charter which came into effect in August 2015. Within the organizational structure of the Ministry of Health, NIHSS falls directly under the office of the Principal Secretary.

The management team of the NIHSS consists of a Director, a Deputy Director and two Programme Coordinators; one for Pre-service training and one for In-service training and Continuous Professional Development. There are also five programme leaders. Their responsibilities include that of Nursing and Emergency Medical Care, Allied Health, Social Work, Access Programme and Work-Based Experience. In terms of administration there is an Administrative manager, a Site and Facilities Officer, a Registrar, a Learner Support Officer, a Senior librarian, Assistant librarian and two Office Assistants. There is also a Quality Assurance Officer who has oversight of all academic and administrative operations.

2.1. NIHSS' Mandate

The Mandate of the NIHSS is to:

- i. Provide training to initial and practicing health and social services professionals from certificate to advanced diploma.
- ii. Provide training to practising health and social services professionals at undergraduate and post graduate level, in association with recognised universities.
- iii. Provide continuing professional development to practicing health and social services professionals.
- iv. Engage in and train health and social services professionals to engage in relevant research.

2.2. Key Strengths/ Areas of Excellence

The key strengths/areas of excellence include:

- i. NIHSS has clear established policies and guidelines that governs its actions.
- ii. Majority of NIHSS learners are very well behaved and committed to their studies.
- iii. NIHSS staff members are hardworking and committed notwithstanding the challenges.

- iv. Lecturers at NIHSS are well trained and experienced in their respective fields.
- v. Staff and learners are always ready to respond positively when the ministry of Health or the country needs their assistance, especially in dealing with the COVID-19 pandemic.
- vi. All courses in all Programmes were successfully implemented and covered with a high pass rate partially due to the new strategies that were developed for teaching and assessment.
- vii. Work Based Experience (WBE) was successfully completed for all Diploma Programmes.
- viii. Good collaboration between all the departments; staff assisted with teaching on other programmes and allocated resources were put to good use.
- ix. Very good staff and learner relationships.

2.3. Achievements of Objectives set for 2022

The operation of the NIHSS is guided by a five-year strategic plan, which informs annual operational plans that affects implementation of strategic actions. The term of the NIHSS strategic plan (2015-2020) ended in December 2020 and there was a concerted effort from all parties to complete the new Strategic plan in 2022. Due to the importance of this task, the NIHSS Governing Board's mandate was extended until April 2022, in an attempt to ensure the completion of the Strategic Plan. As of December 2022, the Strategic plan was completed and sent to the Ministry of Health for review and approval.

The progress on the objectives set for 2022 is as follows:

1. Pillar 1: Leadership, Management and Quality Improvement

a) Theme: Leadership and Management

- i. Request was sent to the Public Services Bureau for the appointment of two new Programme Leaders and was approved.
- ii. New Programme leaders were appointed and the roles and responsibilities were redistributed between Programme Leaders and Programme Coordinators.
- iii. A training committee was set up, to devise a training plan for the staff at the institute. Staff were given a questionnaire to fill and based on their answers the training plan was devised to address the needs identified in light with the resources available. The training plan was then shared to all staff.

- iv. Numerous staff underwent some form of training in 2022, from short courses to degree awarding programmes.

b) Theme: Quality Improvement

- i. The Quality Assurance Officer analysed the workload of teaching staff and submitted a report to the management committee with recommendations and way forward.
- ii. The adopted practice is that teaching staff will now in their non-teaching duties on their time-table so as to better plan workload distribution.
- iii. The following policies were drafted and approved by management:
 - External Examiner Policy
 - Policy for Standalone and short courses
 - Assessment Policy

2. Pillar 2: Education, Innovation and Technology

Theme: Innovative Practices in Programme Development, Delivery and Review

- i. Diploma in Social Work programme was fully accredited by the SQA.
- ii. Nursing curriculum has been fully accredited by the end of the year.
- iii. Review of the Emergency Medical Care curriculum and standards are in progress
- iv. Work on the Biomedical Laboratory Sciences programme development could not be done in 2022 because of incomplete standards. Main reason for this was workload. The standards are 75% completed and is due for submission by the end of February 2023.
- v. Standards for Occupational Therapy and Nutrition is approved and work on programme development has started and is 50 % completed for both.
- vi. Four physiotherapy unit framework plans were completed.
- vii. Two Environmental Health Sciences standards were completed.
- viii. The post-basic advanced diploma in midwifery is under review to align with evolving international standards
- ix. The Social work department started work on the setting up of two additional programmes, one being the access programme for social work and the other being an advanced diploma in counselling.
- x. Policy and procedures for internal and external assessment and examinations were developed and approved by management

- xi. All departments devised a WBE allocation plan was planned in collaboration with WBE program leader.
- xii. Majority of learners completed and passed their WBE stages.

3. Pillar 3: Community Engagement and Partnerships

a) Theme: Partnerships

- i. The NIHSS continued to actively engage with the related communities, in this case, the Ministry of Health, The Department of Social Affairs, the Ministry of Education (School Library Unit), and the relevant health and social care regulatory and professional organizations to facilitate in-service training/CPD.
- ii. The NIHSS started communicating with an international education institution in January this year. The Metropolitan School of Business and Management based in the United Kingdom was approached to explore a formal training programme in management for the health and social professionals. A post graduate diploma (equivalent to a degree on SQA – NQF) was identified to be ideal for the in-service staff. Nineteen staff (2 social services and 17 health services) have enrolled on the Level 7 Diploma in Health and Social Care with the Metropolitan School of Business and Management

4. Pillar 4: Infrastructure, Sustainability and Health and Safety

a) Theme: Infrastructure and Sustainability

- i. Develop and implement strategies which allow for optimal use of current infrastructure.
- ii. Engage with Ministry of Health and other relevant partners to ensure a smooth transition to new NIHSS building.
- iii. Work with partners to improve the IT infrastructure and access to internet by staff and learners.
- iv. Modernize library services.

b) Theme: Health and Safety

- i. An Emergency Preparedness Plan was developed.
- ii. NIHSS worked closely with relevant agencies to review, promote, implement and monitor Health and Safety practices on campus.

5. Pillar 5: Inclusivity, Diversity and Support Services

Theme: Inclusivity and Diversity

The NIHSS uniform and dress code was reviewed and a proposal was sent to the minister of Health for approval. This review addressed the occupational needs and respected the diversity of individuals and the workplace setting.

2.4.Key Challenges

The key challenges encountered in 2022 were:

- i. Not all Programmes had 100% pass rate.
- ii. There is only one lab available for developing practical skills and it is being used by multiple programmes. This leads to a delay in completing practical assessments, resulting in anxiety in learners.
- iii. Some staff had a high workload, especially some Programme leaders who were teaching above the 10 hours stipulated in the scheme of service. As a result, there was a negative impact on admin duties, supervisory visits for learners and mentoring and coaching of newly recruited staff.
- iv. Lack of resources for teaching and learning, including library books and practical equipment.
- v. Learners felt that course were taught over too short duration. More hours should be allocated for successful delivery of theory and practical session.
- vi. Two programmes were offered but could not be run due to no cohort, i.e. Nutrition and Occupational Health.
- vii. Internet access within the institution for learners were limited for learning.
- viii. Limited resources in terms of classrooms, to accommodate 2 groups of allied health (e.g. Biomedical) at the same time. Especially during second semester, the year 3 had to be out on placement when the year 1 were in. This increased workload as teaching had to be done alongside WBE supervisory visits.
- ix. Higher management not taking into consideration the workload of the staff.
- x. Attendance and punctuality still remained a challenge during 2022. The absenteeism were primarily consequences of the remnants of the effects of the Covid 19 situation. However,

preventative measures, through closer monitoring and liaison with parents/guardians are being implemented.

- xi. Lack of adequate and updated books in the library for the Social Work department is still an ongoing challenge for the department. Learners had to adapt to making use of copies of e-books. Lecturers have maintained the habit of posting books and other class materials in WhatsApp groups and other mediums commonly used during online classes.
- xii. Due to availability of staff from both sides (NIHSS and UniSey) to meet, the committee developing the Social work bridging programme did not meet in the second semester. This was mainly due to staff workload and incompatible time tables.
- xiii. Limited availability of WBE areas for some programmes, e.g. Diploma in Social work and Diploma in Environmental Health Sciences cohorts resulted in disruption and adjustment of WBE schedule
- xiv. Three learners did not successfully complete the first year from the Physiotherapy programme; two due to pregnancies and one resigned.
- xv. A few learners did not abide to the NIHSS learner's code of conducts which resulted in the application of disciplinary measures
- xvi. Some programmes only had one full time lecturer and it was a challenge for one lecturer to cope with multi tasks such as teaching, curriculum development, lesson planning, assessment preparation, marking, validation and invigilation.

2.5.New Objectives for 2023

Reference: NIHSS Strategic Plan 2022-26 (Draft)

Pillar 1: Leadership, Management and Quality Improvement

Theme: Leadership and Management

- a) Review and strengthen the NIHSS organizational structure in line with legislative and regulatory requirements.
- b) Make committees work effectively.
- c) Develop and implement a training and professional development plan for staff.
- d) Build the capacity of NIHSS staff in leadership and management.

Theme: Quality Improvement

- a) Review the Learner Handbook and WBE handbook.
- b) Develop strategies and mechanisms to tap into the pool of locally available relevant expertise, to support programme/course development, delivery and other functions.
- c) Develop a performance appraisal and monitoring system for staff (as part of RBM/PMS encompassing personal objectives), with linkage to schemes of service.
- d) Develop structures and strategies that allow staff to plan and make more effective use of their time.
- e) Review and strengthen the mechanisms to monitor and evaluate courses/programmes.

Pillar 2: Education, Innovation and Technology

Theme: Innovative Practices in Programme Development, Delivery and Review

- a) Deliver programmes and courses (including part-time) that address current and future needs of the health and social sectors.
- b) Promote innovation in teaching, learning and assessment practices, including flexible course delivery for in-service learning.
- c) Strengthen Work-Based Experience (WBE) as an integral component across all programme areas.
- d) Develop and implement an internal policy, procedures and tools that guide the implementation of RPL at NIHSS.

Theme: Research and Evidence-Based Practice

- a) Strengthen the use of research and evidence-based practice to improve the quality of teaching, learning, programme development, delivery and review.

Pillar 3: Community Engagements and Partnerships

Theme: Community Engagement

- a) Engage with the community to plan and carry out voluntary work and support community projects.

Theme: Partnerships

- a) Work with partners to develop and deliver courses and CPD for the health and social sectors.
- b) Facilitate access to, and coordinate, training in Health and Social Care Management.

Pillar 4: Infrastructure, Sustainability and Health and Safety

Theme: Infrastructure and Sustainability

- a) Develop and implement strategies, which allow for optimal use of current infrastructure.
- b) Engage with the MOH and other relevant partners to ensure a smooth transition to new NIHSS building
- c) Work with partners to improve the IT infrastructure and access to the internet by staff and learners.
- d) Modernize library services.

Theme: Health and Safety

- a) Improve emergency preparedness in the institution
- b) Review, promote, implement and monitor Health and safety practices on campus.
- c) Ensure adequate Campus security.

Pillar 5: Inclusivity, Diversity and Support Services

Theme: Inclusivity and Diversity

- a) Foster an environment that promotes tolerance and respect for staff and learners from diverse backgrounds.

Theme: Support Services

- a) Reinforce the roles and responsibilities of the Registrar and the Learner Support Officer and their working relationship with the other members of staff.
- b) Strengthen the NIHSS Learner Council as the main body promoting the interests of learners and support activities planned for and on behalf of all learners.

Pillar 6: Institutional Transformation

Theme: Marketing and Promotion

- a) Promote NIHSS as the training institution of choice for health and social work.
- b) Expand marketing and promotion of stand-alone modules to relevant stakeholders.

Theme: Social Climate and Sense of Community

- a) Improve the social climate of the institution
- b) Recognise achievements of staff and learners
- c) Improve the aesthetic experience and comfort of campus.

3. Institutional Governance

The mandate of the second governing board expired on 31st August 2021, but a decision was taken by TEC to extend this mandate to 31st December 2021. It was further extended to April 2022, so as to complete work on the Strategic Plan. Work is ongoing and the Strategic Plan is in its final stage, awaiting endorsement from the Minister's office.

4. Academic Performance

4.1. Programmes on Offer

In accordance with the Tertiary Education Act 2011, NIHSS can confer certificates, diplomas, and other awards up to level 6 (Advanced Diploma) on the National Qualifications Framework (NQF) for courses or programmes offered in Health and Social Field. NIHSS may also deliver courses or programmes beyond level 6 of the NQF in partnership with recognized Universities or other reputable institutions of higher learning. The programmes offered by NIHSS in 2022, including their qualification level on the NQF and their mode of delivery are listed in Table 1.

Table 1: List of Programmes on offer in 2022

Programmes	NQF Level	Mode of Delivery
Diploma in Nursing	5	Full time; face-to-face and Online
Diploma in Biomedical Laboratory Sciences	5	
Diploma in Pharmaceutical Sciences	5	
Diploma in Emergency Medical Care	5	
Diploma in Environmental Health Sciences	5	
Diploma in Nutrition	5	
Diploma in Social Work	5	

Due to the COVID-19 pandemic, the institution put in place policies for online teaching and learning. This was in an attempt to mitigate the adverse effects of the pandemic on the institution. The first quarter of the year was fully online, and as restrictions were gradually removed, face-to-face classes resumed.

As in the previous years, an academic upgrading year (Access Programme), was offered to learners who did not meet the academic entry criteria to enrol on a health-related diploma programme. Access Programme for health is an alternative pathway that aims to provide knowledge, skills and attitudes for a period of one year (two semesters) to enable participants with little or no formal qualifications to progress/gain access to a Diploma in one of the health Programmes at NIHSS. Learners enrolled on the Access Programme, followed selected topics from the IGCSE Syllabus in English, Mathematics, Chemistry and Biology. They were further equipped with other relevant skills, such as study and report writing skills, in a bid to fully prepare them to undertake a diploma in health. In addition, learners were encouraged to sit for their IGCSE in the stated subjects at their own cost, at the end of that upgrading year.

4.2.Learner Enrolment

4.2.1.Enrolment 2022

Enrolment on full-time Programmes as of 31st May 2022 was 260 (41 males and 224 females) and at 31st December 2022, the total number of learners still enrolled was 230 (49 males and 206 females), as detailed in **Table 2**.

Table 2: Learner Enrolment

Full-Time	MAY 2022								DECEMBER 2022							
	Yr.1		Yr.2		Yr.3		Midwifery		Yr.1		Yr.2		Yr.3		Midwifery	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Access Programme	5	32	0	0	0	0	0	0	3	22	0	0	0	0	0	0
Diploma in Nursing	1	25	3	20	2	20	0	0	1	24	3	18	2	20	0	0
Diploma in Environmental Health Sciences	3	9	2	15	0	0	0	0	2	9	2	13	0	0	0	0
Diploma in Emergency Medical Care	3	6	6	1	0	0	0	0	2	5	5	1	0	0	0	0
Diploma in Biomedical Laboratory Sciences	5	10	0	0	3	13	0	0	5	9	0	0	3	13	0	0
Diploma in Physiotherapy	2	7	0	0	0	0	0	0	1	6	0	0	0	0	0	0
Diploma in Pharmaceutical Sciences	0	0	2	2	1	9	0	0	0	0	2	3	1	9	0	0
Diploma in Social Work	0	0	1	10	2	22	0	0	0	0	0	10	2	21	0	0
Advanced Diploma in Midwifery	0	0	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Total for certificate and diploma programmes) Note access not included	14	57	14	48	8	64	0	12	12	53	12	45	8	63	0	12
Total (per year group by Gender) access included	19	89	14	48	8	64	0	12	15	75	12	45	8	63	0	12
Total (Full-Time)	260								230							

Attrition seen by the 10% decrease in the learners' population by the end of 2022 was mainly due to deferment and termination as a result of poor academic performance which accounts for half of the attrition. The other half was due to the desire for learners to pursue other fields of education and career, health and financial issues and pregnancy

4.2.2. New enrolment in 2022 as compared to 2021

As of December 2022, there was a total of 119 new enrolments compared to the 121 new enrolment recorded as of December 2021. **Figure 1** shows the distribution of the enrolment across the Programmes on offer. In 2022, there was an decrease in the number of learners enrolled on the Access and Environmental Health Sciences Programme, but an increase in the number of learners enrolled in the Nursing, and Emergency Medical Care (EMC) Programme. Furthermore, there were three Programmes on offer in 2022 which were not available in 2021: Diploma in Physiotherapy, Diploma in Biomedical Laboratory Sciences and Advanced Diploma in Midwifery. However, the Diploma in Pharmaceutical Sciences and Diploma in Social Work Programmes, which were available in 2021, were not on offer in 2022.

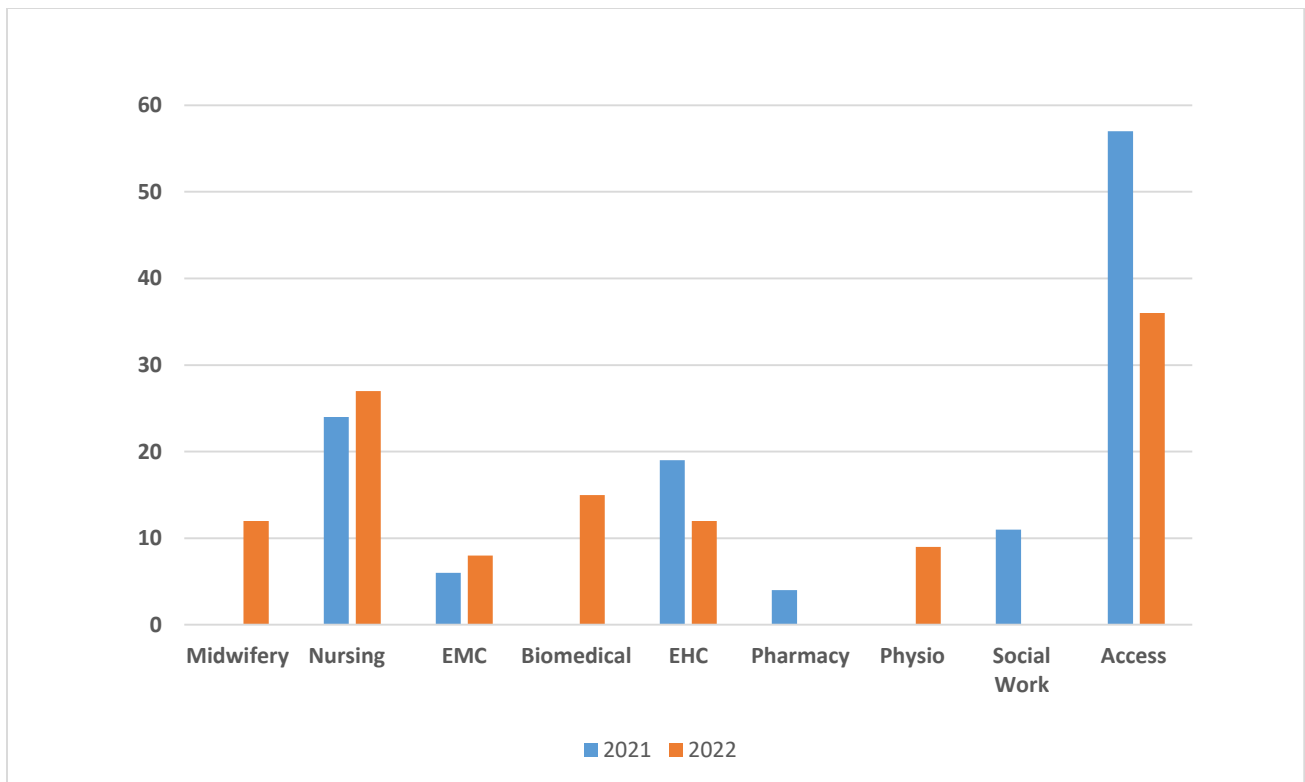


Figure 1: Comparison of learner enrolment in 2021 and 2022

4.2.3. Total Enrolment by gender

As in the previous years, the number of male learners enrolled in 2022, represented a minimal percentage of the total population as compared to female learners. However, there was a slight decrease in the percentage of males enrolled in 2022 as compared to 2021.

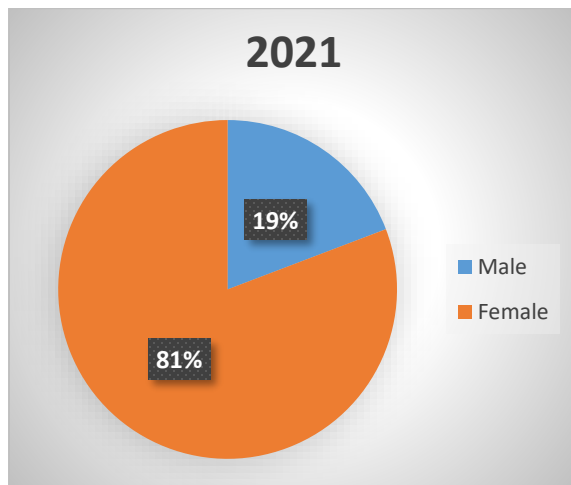


Figure 2: Comparison of Male and Female learners enrolled as of December 2021

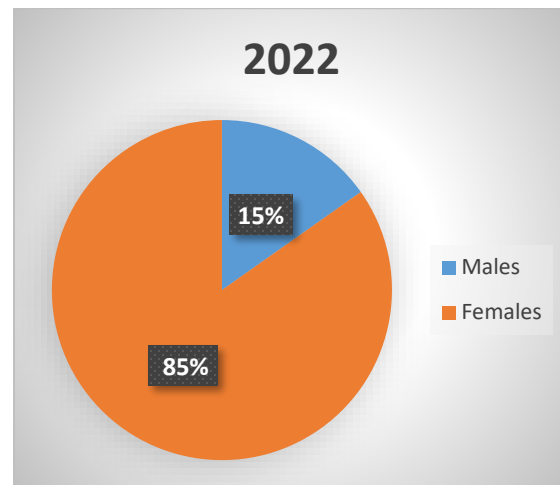


Figure 3: Comparison of Male and Female learners enrolled as of December 2022

4.3.Learner Graduation

There was a total of 59 learners who completed their studies in December 2020, and was honoured in a virtual graduation ceremony on 30th September 2021. The virtual graduation ceremony was indeed a special and different one, since it portrayed the innovative and forward thinking way of living in the tumultuous time of the COVID-19 pandemic. Of the learners who were honoured, 48 were awarded Diplomas of which 7 of them were Recognition of Prior Learning (RPL) candidates and 11 were awarded Advanced Diplomas in Midwifery as detailed in **Table 3**.

Table 3: Graduates who completed their Programmes in December 2021

Programmes	Total
Diploma in Biomedical Laboratory Sciences	19
Diploma in Emergency Medical Care	4
Diploma in Environmental Health Sciences	13
Diploma in Nursing	14
Diploma in Social Work	23
Total	60

4.4.Validation and Accreditation Status

The Standards for the Diploma in Nursing and Diploma in Social Work were accredited by SQA. Numerous Programmes, as detailed in **Table 4** are under review and work has started to develop some new programmes.

Table 4: Status of all Programmes offered at NIHSS

Programme	Date Accredited	Review Date	Status
• Diploma in Social Work	3 June 2022	2 June 2027	ACCREDITED
• Diploma in Nursing	16 November 2022.	15 Nov 2027	
• Diploma in Biomedical Laboratory Sciences	12 March 2014.	11 March 2019.	UNDER REVIEW
• Diploma in Environmental Health Sciences	23 June 2015	22 June 2020	
• Diploma in Dental Hygiene	25 Feb 2015.	24 Feb 2020	
• Diploma in Physiotherapy	25 Feb 2015.	24 Feb 2020	
• Diploma in Occupational Therapy	24 Jan 2013	23 Jan 2018	
• Diploma in Pharmaceutical Sciences	20 Jan 2016	19 Jan 2021	
• Diploma in Emergency Medical Care	29 Nov 2017	28 Nov 2022	
• Advanced Diploma in Midwifery	26 March 2015.	25 March 2020	
• Diploma in Nutrition	NOT ACCREDITED		
• Certificate in Health Care	UNDERGOING DEVELOPMENT		
• Advanced Diploma in Health and Safety			
• Advanced Diploma in Health Services Management			

4.5. Quality Assurance Matters

Learners have the right to as good an education as possible, and the public has the right to well-educated and well-trained health and social work professionals. It is therefore imperative that NIHSS ensures the quality of the training it provides. The best way to ensure quality is by continuous attention to it. Quality depends not only on measurement instruments and tools but rather on the spread of quality awareness among faculty, staff, and learners.

NIHSS presently has a fully functioning academic committee, with relevant terms of reference and regular meetings where issues pertaining to Programme planning, development and delivery are discussed. There is also a fully functional sub-committee responsible for the moderation of all assessments and examinations. The External Moderators Policy have been developed and approved by the Academic Committee. It will be presented to the new Governing Board for further discussion and subsequent approval. With regards to classroom observation, the Programme coordinators and Programme leaders developed a schedule for each department to ensure there is consistent monitoring of the quality of lessons delivered in the classes.

4.6. Interventions / Measures to be implemented in 2023

The following measures need to be taken to ensure quality in the institution, so as to improve academic performances.

i. Better distribution of Lecturer's workload.

There is a need to revisit the workload of lecturers, so that there is quality time available to do tutorial and observation during WBE. This will also enable management to identify where there is a need to employ Full-time and Part-time lecturers in different departments.

ii. Purchase of High-fidelity and Low-fidelity simulators

Some of the teaching and learning aids available are out of date, unusable or even non-existent. This hinders the proper teaching and learning. The purchase of adequate and relevant simulators will facilitate explanations as well as practical activities.

iii. Review the number of learners per Programmes

Care needs to be taken to ensure that the number of learners enrolled matches the resources available, such as lecturers, number of classes and laboratories available. Furthermore, the enrolment for different Allied Health and Social work Programmes are on a 2-year

intervals, so as to better cope with the amount of learners enrolled per department, as well as ensuring the Service areas are not flooded with too many graduates at one go.

iv. *Better monitoring of learners by all Lecturers*

All lecturers are encouraged to better monitor the learners within their department, to ensure the code of conduct is being adhered to. Key areas are Uniforms, Punctuality and Attendance.

v. *The facilitation of training opportunities for the staff for CPD*

Training for the staff at the institution needs to be facilitated so that staff can continue their professional development, and remain abreast with new developments in their respective fields.

5. Resources

5.1.Human Resources

5.1.1.Staffing

Table 5: Number of Full-time staff in 2020 and 2021

		31st Dec 2021			31st Dec 2022		
		FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL
Senior Management	Director	0	0	0	0	0	0
	Deputy Director	0	1	1	0	1	0
	Programme Coordinators	2	0	2	2	0	0
	Total	2	1	3	2	1	3
Administration and Support	Administrative Manager	0	0	0	1	0	1
	Site and Facilities Officer	1	0	1	1	0	1
	Office Assistant	2	0	2	2	0	2
	Laboratory Technician	1	0	1	1	0	1
	Librarian	1	0	1	1	0	1
	Assistant Librarian	1	0	1	1	0	1
	Registrar	1	0	1	1	0	1
	Learners' Support Officer	1	0	1	1	0	1
	Quality Assurance Officer	1	0	1	1	0	1
	Driver	0	1	1	0	1	1
	Total	9	1	10	9	1	10
Full-time Teaching	Nursing	7	0	7	8	0	8
	Biomedical, Pharmaceutical, EMC	2	3	5	2	3	5
	Access, EHS and Nutrition	1	2	3	1	2	3
	Social Work	3	0	3	3	0	3
	Total	13	5	20	14	5	21
	Grand Total	24	7	31	26	7	33

5.1.2. Full-time Academic Staff Qualifications

The SQA states that a lecturer should have a qualification one level higher than the qualification at which he/she is teaching. As indicated in **Figure 4**, 90% of Academic staff hold a Bachelor's degree or higher. This is an indication of the institute's pursuit of quality and excellence. One staff, who holds an Advanced diploma only, is teaching the Access Programme only. The other staff, is a qualified Emergency Medical Technician and is on secondment from the Health Care Agency. To note, this is again in pursuit of quality, given that previously, there was no one trained in Emergency Medical Care teaching on the Programme. Furthermore, the member of staff will be undergoing further professional development in the near future so as to upgrade his academic qualification to the desired level.

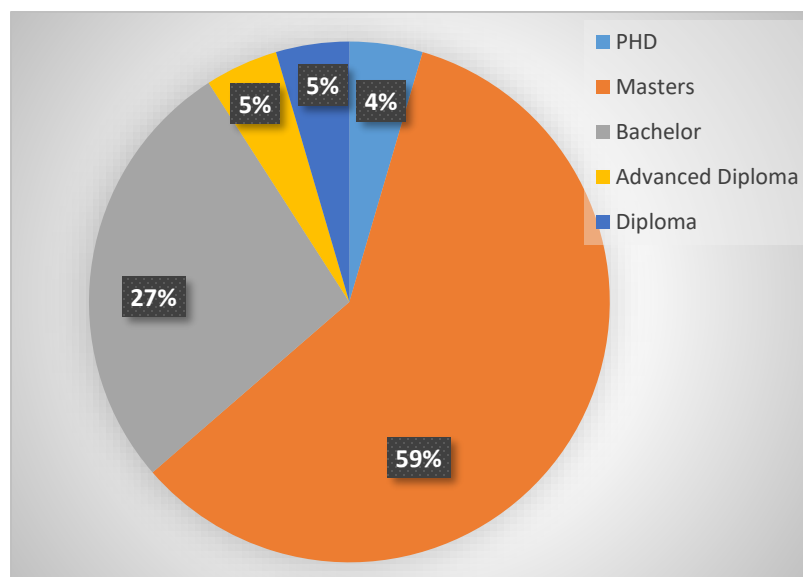


Figure 4: Qualifications of Full-time Lecturers.

5.1.3. Part-Time Academic Staff and their Qualification

Due to manpower shortage, NIHSS had to recruit six part-time lecturers to assist with course delivery on Diploma in Nutrition and Access Programmes. The Part-time Lecturer recruited for the Diploma in Nutrition Programme has a Masters in Dietetics and delivered the course Medical Nutrition Therapy for Institutionalized Patients (Semester 1-Year 3) and Food Services Management (Semester 2-Year 3). There was a need to recruit the services of 6 Part-time Lecturers to deliver courses on the Access Programme. These courses were English, Study Skills,

Mathematics 1 & 2, Life Skills, Introduction to Health Care and ICT delivered over the duration of the 2 semesters. All lecturers recruited hold at least one qualification higher than the level they were teaching at, as shown in **Table 6**.

Table 6: Qualification of Part-time Lecturers

Programme of Study	Masters	Bachelors	Advanced Diploma
Nutrition	1	0	0
Access	2	1	3
Total	3	1	3
Total Part-time Lecturers	7		

5.1.4. Support Staff Highest Qualifications

Table 7 shows the highest qualification of the Support staff at the institution. Care is taken when employing staff, that they are suitably qualified and has the required experience for the position.

Table 7: Highest Qualification of Support Staff

Position	Qualification
Administrative Manager	Diploma in General Management Diploma in Education
Site and Facilities Officer	Certificate in General Management (Ongoing)
Office Assistants	1. Certificate in Front Office 2. Certificate in Front Office, and Certificate in Office Management
Laboratory Technician	Diploma Biomedical Laboratory Sciences
Librarian	Diploma in Library Science
Assistant Librarian	Credits towards Certificate in General management (deferred) 1 year training Food and Beverage Operations
Registrar	B.Ed. Secondary Education

Learners' Support Officer	Diploma in Social Work
Quality Assurance Officer	MSc Management
Driver	Secondary School Certificate; Driving license 2,4,5 & 6

5.1.5. Distribution of local and expatriate staff

The NIHSS staff population is predominantly local. As shown in **Figure 5**, only 6% of the total population is expatriate. To note, the expatriate staff are lecturers teaching on Allied Health Programmes.

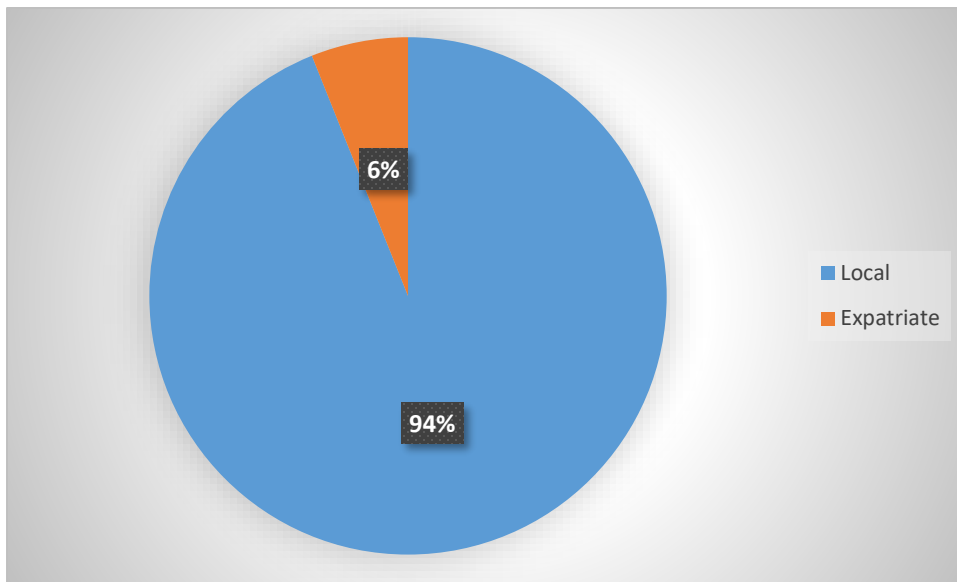


Figure 5: Local and Expatriate staff

5.1.6. Staffing Requirement

There is a need for the institution to recruit a Systems Support Officer as the current arrangement is not effective. A Systems Support Officer will be on hand to deal with any technical issues relating to Information Communications Technology, ensuring efficiency in the daily running of the institution.

Furthermore, despite it not being cost effective to have more than one specialized lecturer for each Allied Health Programme, there is a need to explore new ways to ensure diversity of views

when developing standards and curriculum for the different Programmes. In addition, having only one specialized lecturer per Allied Health Programme places the learners and the Programme itself at risk. Should there be any unforeseen circumstances resulting in the Lecturer not being able to deliver on his/her duties, NIHSS may find itself unable to honor its commitment to the learners as well as the service areas.

5.1.7. Training and Development conducted during 2022

Table 8 and Table 9: Continuous Professional Development below provides details of Trainings and Continuous Development of staff during the year 2022

Table 8: Training and Development for NIHSS Staff in 2022

NAME	COURSE	REMARKS
Nathalie Jean	Lesson Planning	Completed - SITE
	Curriculum Theories	Completed - SITE
Begguita Labrosse	Quality Assurance, Monitoring & Evaluation in Higher Education – one week	One-week training – online with Intelligent Africa
	Quality Assurance and Quality Management	One week training - Seychelles Qualifications Authority
Ms Cynthia Sanders	Level 7 Diploma (post graduate) in Health and Social Care Management	One year programme - Started in September 2022 – online with the Metropolitan School of Business and Management – United Kingdom
Ms Jeanne Fanny Al-Abdullah	Level 7 Diploma (post graduate) in Health and Social Care Management	One year programme - Started in September 2022 – online with the Metropolitan School of Business and Management – United Kingdom
Mrs Beryl Camille	Institutional Accreditation	One week - Seychelles Qualifications Authority
	Validation of Programme	
Ms Cheril Rose	Validation of Programme	One week -Seychelles Qualifications Authority
Ms Cynthia Sanders	Validation of Programme	One week -Seychelles Qualifications Authority

Table 9: Continuous Professional Development

NAME	COURSE	REMARKS
Ms Judith Brutus	Nurses Day Symposium	One day workshop
Mrs Chikita Hoareau	Nurses Day: Launching of Compassionate Care Campaign	Half-day workshop
Ms. Marie-Paule Monty	Attachment	3 days attachment with the library at the Seychelles Institute of Teacher Education
Mrs Beryl Camille	Development Rehabilitation Strategic Plan	One week
Ms Cynthia Sanders	Development Rehabilitation Strategic Plan	One week

5.1.8. Health and Safety

NIHSS is committed to ensuring that standards for health and safety stipulated in legislations, regulations and policies are adhered to. As a result, all legislations, regulations and policies pertaining to health and safety are applicable on NIHSS campus and as such was enforced accordingly. Due to the ongoing COVID-19 pandemic, social distancing measures were observed. Every day, there was a team responsible for screening all staff and learners before entering the institute's campus, checking the temperature and enquiring about any COVID-19 related symptoms. Furthermore, learners and staff alike were required to sanitise or wash their hands before entering the institute's campus. Sanitisers and washing of hands facilities were made available at the entrance of the institute for such purpose. There were clear procedures for isolating suspected cases of COVID-19, which all staff were made aware of. Staff and learners were encouraged keep a safe distance from each other, and wear masks at all times and throughout the day, this message was repeated in an attempt to curb the rate of transmission. There were also signs and posters placed around the institution to inform both staff and learners about the different health and safety measures in place, especially in relation to COVID-19

Due to the ongoing COVID-19 pandemic, fire and tsunami drills were not conducted, in an attempt to reduce the need to gather in groups. However, regular servicing was done on all Fire

extinguishers / blankets and all Health and Safety requirements enforced by the Seychelles Fire and Rescue Services Agency was adhered to. To note, there is also a health and safety policy in use, that has been domesticated to the NIHSS context.

5.1.9. Training Plan

The plan for in-service training will continue as follows:

Ministry of Health:

The NIHSS will continue working with the Ministry of Health on the following:

- i. Recognition of Prior Learning.
- ii. Establishing the Nurse Practitioner cadre.
- iii. Reviewing the Advanced-Diploma in Emergency, Critical Care, and Anaesthesia (post-basic).
- iv. Development of a post-basic programme Health and Safety (post-basic).
- v. Development of a post-basic programme in Hemodialysis care.
- vi. Development of a post-basic programme Mental Health.
- vii. Refresher training for Healthcare Assistants.

Department of Social Affairs:

The NIHSS will continue working with the Department of Social Affairs for the following:

- i. Recognition of Prior Learning (6 staff are expected to start in 2023).
- ii. Development of a programme for domiciliary and residential care programme (for personnel providing care to individuals with special needs).
- iii. Development of a programme in counselling.

5.2. Physical Resources

5.2.1. Building

The general structure of the building remains a challenge with some classes being too small, whilst others, especially those facing inland, being very hot and poorly ventilated. The location of the institute remains a challenge in terms of management and administration. Even though the institute

employs a full-time driver, travelling to and from the Institution is still a serious challenge despite having an internal transport booking system. The staff from service areas remain reluctant to come to NIHSS for meetings and other commitments due to the distance, therefore, majority of time it is NIHSS staff that is displaced for meetings.

For learners and staff alike, the location of the institute remains an impediment given challenges faced in terms of transportation.

It is still in the Ministry of Health’s plans for the institute to be re-located at Mont Fleuri close to the Seychelles Hospital.

5.2.2. Equipment

The following equipment shown in **Error! Reference source not found.** was purchased to assist staff of the institute in discharging their duties.

Table 9: Equipment purchased in 2022

Item	Quantity
Office Table	3
Office Chair	3
Computer (Desktop)	3
Drawers	2
Mobile Phone	1
Printer	1
USB drive	3

Item	Quantity
Deep Freezer	1
Refrigerator	1
Chiller	1
Bookshelf	1
Flip Chart	15
External Hard Disk	3
Laptop	2

5.2.3. Maintenance and Repair

The services of a contractor were secured to deep clean and paint the institute. This included power washing and painting all classes, the corridors and the outside of the building. Furthermore, air conditioning units and LCD Projectors were installed in all classes.

The building’s sewage facility was outdated and there was a need to rebuild the Septic tank that can accommodate the full capacity of the NIHSS. Such as completed in semester 2, 2022.

6. Learner Support Services

6.1. Career Guidance activities for learners

i. World of Work Talk (WOWT)

In 2022, as had been the case for the past few years, NIHSS organised sessions under the theme “World of Work Talk (WOWT)” for exiting learners upon successful completion of their studies. The aim was to ensure a smooth transition of our learners from being a student to joining the work force. These sessions, scheduled over a one-week period, provided substantial information regarding the world of work, employment laws and policies, as well as networking with other potential areas for employment for the specific groups in question.

ii. Professional Experience Course for Access learners

The Access Programme is a means for the learners to upgrade themselves so that they can enter on a health-related Diploma Programme at the institute. As the learners were nearing the end of that one year, they attended different sensitization and marketing talks, whereby workers from the different service areas marketed their profession, and provided insight gained from their experience on the field to the learners. This was in an attempt to ensure learners fully understood what each profession entailed, so that they could make a fully informed decision about which health related Diploma Programme offered at the institute they will choose for next year.

6.2. Induction Programme for new learners

All new learners, mature and secondary five leavers, attended an induction session. Due to COVID-19, the induction was done in 3 groups, spread over a period of 2 days. Parents were also unable to accompany their under 18 children due to restrictions on gathering. However, learners received the relevant information and were directed to share such with their parents/guardians. The induction saw the participation of all members of the management team and the Learner Support officer and included power-point presentations which covered the following areas:

- Governance and Management of NIHSS
- Code of Conduct including uniform
- Teaching and Learning including assessment, WBE
- Transportation
- Allowance

- Use of facilities (library, practical rooms, ICT lab, tuck shop)
- Learner support including lap-top scheme

Once the presentations were completed, learners also bought their uniforms and were given the package which included all the information presented to them, including the Learner Handbook, lap-top scheme form, allowance/bursary form, registration form and Learner Handbook form for signature. The lack of a conducive and spacious room for the purpose of such meetings still poses a major challenge to NIHSS.

6.3.Financial Aid Available to learners

All learners are entitled to a monthly allowance payable from the NIHSS yearly budget

The rates applicable for pre-service learners are as follows:

- Year 1: SR850
- Year 2: SR950
- Year 3: SR1050

For mature learners, they are given a monthly allowance payable by the Ministry of Education. The rate applicable is SR1800. For mature learners who are employed by the Ministry of Health, they retain their basic pay for the duration of their studies.

In addition, the institute pays for lodgment of inner island learners at the Hostel, or provides them with an additional allowance that goes towards their lodgment, depending on the learner's choice. In addition, all learners from the inner island are entitled to a monthly return boat fare.

6.4. Work Based Experience (WBE)

The main aim of all Programmes focuses on the learners' attainment of knowledge and dexterity in their areas of practice through progressive acquisition of essential skills as they undertake WBE to eventually make a smooth and gradual transition into practice as a well-adapted professional. The WBE provides learners the opportunity to practice safely through the application of theoretical knowledge and desired attitude to skills development through a variety of procedures and activities

applicable in the practice settings. The learners are groomed to develop critical abilities and reflective skills to make optimal decision when addressing and resolving work-based challenges.

Table 10 denotes a gradual increase in duration and intensity of the WBE as learners moved on the Programmes; progressing from the least to the most complex exposure thus applying the concept “from novice to expert” as stipulated in the WBE handbook.

6.4.1.Support provided to Learners during WBE

The WBE Programme Leader was established with the main objective of standardizing and harmonizing the WBE across the different Programmes. This has led to better planning, coordination and evaluation of the learners’ experience and achievement for each WBE stage.

The WBE documents (allocation plan, learning objectives and log records) were prepared and distributed to the learners and different practice areas before the start of WBE. This is done with input of the respective Programme leader and lecturer of concern. Each learner of year one and two along with the practice areas, were provided with a WBE handbook as reference

An induction meeting was done with the learners and with the supervisors for three Programmes (Nursing, Environmental health sciences and social work) for the respective WBE stage. This provided information from the WBE handbook, support for learners, strategies to address learner grievances and communication pathways with NIHSS amongst other topics.

With the challenges associated with the COVID-19 pandemic, debriefing sessions / seminars with learners were conducted during or after completion of the WBE stages. Learners had the opportunity to address their feelings and emotions about their experience and fear relating to their exposures and future WBE. Clarification, appropriate support and guidance were provided both in groups and on individual basis.

The learners were provided with supervision, guidance from their lecturers as much as feasible. Practical assessments of learners by respective lecturers were conducted when possible. NIHSS provided the learners with Work base attires as appropriate for the respective Programmes, except for the Social work learners, since they do not require practical uniform. The other accessories (learner’s ID, Bus pass) were provided through the assistance of the learner support officer.

6.4.2. Challenges faced

- i. Uncertainty / fear associated with the COVID 19 pandemic persisted throughout the year in spite of the downward trend observed with the spread of the infection.
- ii. Limited opportunity for real life situation continues to impact the learners' practical skills acquisition.
- iii. A volatile WBE plan provided for prompt adjustment to cater for new demand of practice area and teaching time tables.
- iv. NIHSS need to consider the setting up of suitable practical labs with high definition stimulators to ensure learners attain full confidence and dexterity thus safeguarding their competencies required from the different training programs.
- v. Stakeholders' engagement for certain programs, specifically social work, Environmental sciences and Bio-medical sciences remains an ongoing challenge.
- vi. The number of space available are limited to accommodate the number of learners requiring WBE.
- vii. A lot of time and energy are invested in soliciting placement both in governmental and private firms for these learners to attain their WBE requirements.

6.4.3. Interventions or new Approaches adopted

- i. Revision of the WBE handbook was completed with some adjustment with the hours and the activities to evaluate learner's WBE attainment.
- ii. Three programs are in the process of developing their procedure book, others will start soon. This will a strategy to better determine skill attainment and ensure their competency.
- iii. Induction for all groups of learners was continued before each stage of WBE.
- iv. Meetings with work place supervisors has proven to be very beneficial, so when possible they were done. Other means of communication were used regularly; these included electronically and use of phone calls.
- v. Regular, better coordination of supervision of learners was emphasized
- vi. Standardization of WBE records and achievements for each WBE stage to determine learner's status for progression/ completion of program.
- vii. Timely compiling and validating of WBE results for each program, ensuring sound academic decision was taken

viii. An evaluation survey was conducted with sample off the year three learners from the different programs. The aim is to identify strengths and weaknesses so as to improve on the learner's experience.

Table 10: WBE across different Diploma Programmes during 2022

	Duration (weeks)	Duration in (hours)	% per semester	Year / Semester	Remarks
Stage 1	2	70	3.4%	1 / 1	<i>Learners did the stage 1 \ work shadow in the second semester rather than as scheduled for completion in semester 1.</i>
Stage 2	5	175	8.5%	1 / 2	<i>The hours and activities were completed as scheduled.</i>
Stage 3	8	290	14.2%	2 / 1	<i>The hours were completed with adjustment of practical activities. Learners were much involved with MOH in activities relating to the control of the pandemic.</i>
Stage 4	11	395	19.4%	2 / 2	<i>The hours and activities were completed according to schedule</i>
Stage 5	14	510	25%	3 / 1	<i>The hours were completed with adjustment of practical activities. Change in service being deliver in the different work settings provided limitation and reduced opportunity for learners to practice and perform some procedures. Learners were much involved with MOH in activities relating to the control of the pandemic.</i>
Stage 6	6	600	29.6%	3 / 2	<i>With more stability, the hours and activities were completed as planned.</i>
TOTAL	56	2040	100 %	3 / 6	<i>A total of: 230 learners participated in WBE at the different stages for 2021. 226 (98%) successfully completed the respective WBE stages. 4 learners (2%) did not attain the required pass mark for their stage of WBE.</i>

6.5.Learner Council

Given the requirements of the Tertiary Education Act, NIHSS has a learner council which includes a total of 17 members. All full-time Programmes are represented on the council by one member each and the Learner Support Officer also attends all meetings as an observer. The council has the following office bearers elected by its members:

- Chairperson
- Vice-chairperson
- Secretary
- Treasurer

6.5.1.Meetings organized in 2022

A calendar of meetings was developed for a period of one year. Learners met on the last Friday of each month. For the year 2022, eight meetings were carried out and the following issues were discussed:

- Hygiene and other practices
- Health & Safety,
- School bus Services,
- Bus Pass,
- Tuck Shop
- Activities,
- School Uniform/ Dress Code,
- Students' Movement-Attendance and Punctuality,
- Attitude, Behaviour & Courtesy,
- Internet/ WIFI access
- Events and activities organized for learners

6.5.2. Sports/ art and culture matters

There were many activities conducted this year as detailed below.

- A. **ECA-** Internal activities organized at the school level. There are the five (5) main classified groups of activities, comprising several other assorted activities organized at the School level.
 - i. **CULTURE:** (Singing/Choir, Music & Dance, Drama)
 - ii. **SPORTS:** (Athletics).
 - iii. **WILDLIFE:** (Medicinal Garden, Beautification of school environment)

- iv. MULTI-MEDIA: (Marketing, Photography, NIHSS Website, Booklet.
- v. LITERATURE: (Poetry, Story Writing, Debate/Public Speaking).

All learners were free to choose an activity of their choice to participate in.

- B. End of year team building activity for learners and staff
- C. Health Promotion Activity-Blood Drive Campaign
- D. Community Engagement Activity
- E. Learners' participation in the different types of activities organized by the different entities in the society as well as activities at the International level.

6.6.Learner Support Duties

6.6.1. Overview

The Learner Support department develops and implement student recruitment and retention strategies, as well as assist with the development and offering of new training possibilities, promote the center to the industry, the wider community and assist parents in deciding that the particular professional center is their institution of choice, so as to maximise and maintain enrolments in all areas of the center to contribute to the ongoing financial viability of the PC. It is the responsibility of the registrar to support the implementation of the institution's marketing strategy and to advance the profile, reputation and development of the institution through the delivery of a range of marketing activities including communications, production of printed marketing materials, student recruitment, events organization and promotional activities.

6.6.2. Learner Support Officer (LSO).

The purpose of the LSO is to intervene in the social life impacting the personal development and academic life of the learners through counselling, maintain a professional rapport with parents and relevant organisations, coordinate with the internal personnel in regard to activities related to learners' work in collaboration with the NIHSS management to assist in achieving the goals and objectives of the institute.

6.6.3. OBJECTIVES SET FOR 2022

i. Marketing and Promotion

- Develop a marketing strategy for NIHSS as a training institution of choice for prospective candidates.

- Develop a prospectus for NIHSS.

ii. Social Climate and Sense of Community

- Strengthen the NIHSS Learner Council as the main body promoting the interests of learners and participating actively in activities planned for and on behalf of all learners.
- Maintain good working relationships and worked in collaboration with the management team and other staff to assist the institute in achieving its objectives of producing specialized health professionals and social workers.

6.6.4. STRENGTHS/ACHIEVEMENTS FOR 2022

- a. Social Media was maintained. News was updated periodically.
- b. New leaflets were developed for programmes on offer in 2023.
- c. Learners of all secondary schools on the Mahe and Praslin were exposed to information about programmes on offer at the institute through exhibitions and fares, visits to the institution and talks at the secondary schools.
- d. Have maintained an up-to-date database on the profiles, bursaries, personal files and records of all NIHSS learners.
- e. Administer and manage Learner Support Services Department, efficiently, through close working relationships with internal personnel, omnibus operators, and other agencies, in regard to student ID, bus transfers, bursaries, and bus pass, Laptop Scheme.
- f. Ensure that all learners abide by the NIHSS dress code (grooming, uniform/attire).
- g. Ensure NIHSS gets recognize through its participation in the Extra- Curriculum Activities at the National, Community, and Inter School levels.
- h. Ensure the smooth running of the Learners' Council Committee.

6.6.5. CHALLENGES FACED IN 2022

- a. COVID-19 pandemic restrictions
- b. Lack of support and cooperation from staff to assist in the ECA.
- c. Budget limitation to purchase resources needed for ECA and marketing
- d. Late handing of learners' academic and personal documents for filing, which create chronological disorder in the filing of documentations in the student's personal file.

- e. A minority of learners have disciplinary issues, especial on dress code.
- f. Learners are not making proper use of the LSO's office when they are having problems or issues.
- g. LSO is not receiving referrals from academic staff on student with problems.
- h. The LSO office is too small. It is an office and the filing room, thus it is not conducive to carry out counselling sessions with students.

7. Engagement with Community

7.1.Partnerships and Linkages

The NIHSS continued to actively engage with the related communities to facilitate pre-service, in-service and continued professional development training.

7.1.1.Ministry of Health

- i. Director of NIHSS is a member of the management committee of the Ministry of Health.
- ii. Director of NIHSS is a member of the Seychelles Nurses and Midwives Council.
- iii. One staff from Allied Health is a member of the Health Professional Council (HPC).
- iv. One staff from Nursing department is a member of the Infection, Prevention Control Committee (IPCC)
- v. One staff from Nursing department is a member of the Nursing Quad.
- vi. Two staff are members on the Nurse Practitioner Committee.
- vii. Collaborated with the service area to provide placement and supervision to our learners on WBE.
- viii. Staff and learners partnered with the Ministry of Health in the vaccination campaign and contact tracing against COVID-19.
- ix. Staff and learners regularly engaged in blood donation drives, resulting in the institution winning the 3rd prize for most blood donations of 2021.
- x. Liaised with professional councils to celebrate key days, such as Health worker's day.
- xi. Worked with service area for marketing of Programmes.
- xii. Collaborated with Ministry of Health to develop and implement refresher training for fifteen ICU nurses on the management of critically-ill patients with COVID 19.

7.1.2.Social Services Department

- i.The Director was a member of the Social Work Council.
- ii.Worked with service area for marketing of Programme.
- iii.Collaborated with the service area to provide placement and supervision to our learners on WBE.

7.1.3. Ministry of Education

- i. Collaborated with the Ministry of Education for selection process of new intakes.
- ii. Collaborated with the Ministry of Education for the marketing of Programmes in secondary schools.

7.1.4. SQA

- i. Worked in close partnership with SQA to validate Programmes, maintain Institutional accreditation and Recognition of Prior Learning (RPL).
- ii. Members of staff trained by SQA on the Competency Based Approach, RPL assessors/coordinators and Institutional accreditation.

7.2.Way Forward

NIHSS envisions continued collaboration with relevant partners. The following steps will be taken, to strengthen and expand on existing partnerships with relevant stakeholders.

7.2.1. Ministry of Health

The NIHSS will continue working with the Ministry of Health on the following:

- Enroll a group of nurses in the Advanced-Diploma in Midwifery Programme.
- Recognition of Prior Learning.
- Establishing the Nurse Practitioner cadre.
- Develop new programmes based on evolving needs of the health sector.

7.2.2. Department of Social Affairs

In collaboration with the University of Seychelles, the NIHSS will partner with the Department of Social Affairs for the following:

- Refresher training.
- Recognition of Prior Learning.
- Develop new programmes based on needs of the social sector: (Examples to explore)
- Alignment of the Diploma and Degree in Social Work Programmes.

7.2.3. University Partners

a) UNISEY

The NIHSS will strengthen collaboration with the University of Seychelles in the development of social work education. Furthermore, NIHSS will explore the possibility of collaboration with an international health training institution to offer a Programme in Health Services Management (post-basic or post-graduate).

b) University of Chamberlain

In addition, NIHSS will explore partnerships with an international University (possibly, the University of Chamberlain) for advanced/specialized training for the Social Work lecturers and practicing Social Workers.

8. Finance

NIHSS is structured as a sub-programme under the office of the Principal Secretary in the Ministry of Health.

- The total budget received for 2022 was SR 25,099 million

Original Budget - SR 24,272million

- Revised Budget - SR 25,099million

- Budget Received -SR25,099million

Group	Account Description	Original Budget	Revised Budget	Expenses	Actual/Current Balance
Programme 2 Sub-Programme 2	Pre-Service Health & Social Care Training – Current Expenditure	SR24,272 Million	SR 25,099 Million	SR 19,750 Million	SR5,349 Million

Budget (Rs) 2022	Learner total	Staff total	Total staff salary including Gratuities and allowances	Salary as % of total Budget	Budget remaining after salary deducted
25,099million	259	43	9,992million	39.9%	15,107million

Table 15b: Trading & Operating Account. (Suspense Account)

Balance Brought forward 2021	Revenue for 2022	Expenditure for 2022	Revenue 2022	Expenditure 2022
	69,450.00	15,250.00		

Expenses Programme 2, Sub Programme 2 – Management & Administration

(SR 23,123 million)

Main Challenges

1. High cost of outstanding invoices was effected (e.g Electricity & Water Bills, Internet Charges, Consumable/Cleaning Items)
2. There was an upgrading/new decor to the school Infrastructure (e.g adding of new sign boards/banners)
3. Continuous maintenance cost was done to the building infrastructure (e.g painting, refurbishing works, partitioning works etc..)
4. Furniture/Desktops/Laptops was purchased for new staff recruits.
5. There was an increase in printing/stationery expenses. The cost of toners has increased and also an increase in printing cost as a lot of paper is spent on printing of exam papers.
6. The construction of new septic tank to NIHSS premises.

Cash Flow Statement

Each budget line per month was allocated a sum. The sum per month might sometimes vary but it has to match the total allocated for the budget line per year.

Income Statement

The total income for 2022 was SR 86,390.00. This was mainly from the sale of materials for uniforms, training fees, tuck shop rental, payment of gown.

Capital Expenditure

Computers were purchased in order to replace damaged ones and also for upgrading the IT system. New Xerox photo copier was purchased and also there was high maintenance cost on the existing one. Furniture was also purchased for new staff joining NIHSS

9. Service Delivery

9.1. Measures taken to improve service delivery in 2022

To improve service delivery, the following were implemented during 2022:

- a) Improvement on the delivery of online classes by addressing and rectifying the challenges encountered in 2021.
- b) Ensuring WBE plan for each semester was prepared and shared within the first few weeks of each semester
- c) WBE procedure book/logbook across all Programmes were amended and standardized
- d) Feedback were provided to Work base supervisors and learners, after each WBE stage through structured evaluation survey/ strategy
- e) Proper documentations/records or data base of WBE activities (practice area Contacts for each program, procedures guides relating to learner placement, tracking of learners' achievements were maintained.
- f) Improvement on the consistency and frequency of Classroom observation so as to provide more support to the teaching staff.
- g) Strengthening the rapport with practice areas and related stakeholders to enhance learner's outcome.

9.2.Measures planned / anticipated for 2023 to improve service delivery

- a) Plan for the effective and sustainable use of the new building at Mont Fleuri.
- b) Upgrade the additional responsibility of Programme Leader for Social Work and Programme Coordinator for Social Studies.
- c) Appoint a deputy director to oversee the academic operations of the institution.
- d) Amend and standardize WBE procedure books/log books across all programmes.
- e) Set up proper documentation/records or data base of WBE activities.
- f) Implement the performance management system outlined by the Public Service Bureau (PSB).
- g) Review and strengthen mechanisms to monitor the delivery and evaluation of courses/programmes.
- h) Engage with partners and the community in support of projects.
- i) Work with partners to introduce new courses/programmes for the health and social sectors.

- j) Improve the IT infrastructure and services offered.
- k) Strengthen the learner council through their engagement and participation in decision making and activities.
- l) Promote NIHSS as an institution providing training and CPD for the health and social sectors.

10. Conclusion

NIHSS has again in 2022 made remarkable improvement, despite its on-going challenges and limitations. The staffing is slowly improving not only in terms of numbers but in terms of qualification, despite challenges to fill certain vacancies. Learner completion rate remains high despite the challenge to recruit adequate and suitably qualified candidates. The Access Programme continues to be integral in improving the quality of the learners enrolled on a Diploma Programme as well as ensuring that the institute's enrolment rate remains competitive. However, attracting male learners continues to be a challenge.

The success of NIHSS is a result of concerted effort of all staff and learners under the strategic direction of NIHSS Governing Board. Staff and learners alike are to be commended for their commitment, team work and active participation in various activities and their contributions towards our success during 2022. Furthermore, the staff and Board members are to be commended for their commitment towards NIHSS's vision, mission and mandate. With continued support from relevant stakeholders, we are convinced that we will bring Health and Social education to greater heights. We remain committed to improve the quality of Health and Social workers, so as to improve the level of care provided to our nation.

Appendix. 1

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Treasury2022

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Budgeted Balance Sheet for Administrative

Jan to Year-End 2022 Actual vs Budget ID [2022] (Year 2022)

	<u>Budget</u>	<u>Actual</u>	<u>Difference</u>	<u>% Diff</u>
NON FINANCIAL ASSETS(FIXED)				
NON FINANCIAL ASSETS(FIXED)				
BUILDING AND STRUCTURES				
DWELLINGS				
LEASE				
Total LEASE	0.00	0.00	0.00	0.00
Total DWELLINGS	0.00	0.00	0.00	0.00
NON-RESIDENTIAL BUILDINGS				
LEASE				
Total LEASE	0.00	0.00	0.00	0.00
Total NON-RESIDENTIAL BUILDINGS	0.00	0.00	0.00	0.00
OTHER STRUCTURES				
CONSTRUCTION				
111X000-JA22602-31113104-100 MOH.PH SCT.CONST.SEPTIC	1,416,898.71	693,318.97	723,579.74	104.36
Total CONSTRUCTION	1,416,898.71	693,318.97	723,579.74	104.36
LEASE OF OTHER STRUCTURES				
Total LEASE OF OTHER STRUCTURES	0.00	0.00	0.00	0.00
Total OTHER STRUCTURES	1,416,898.71	693,318.97	723,579.74	104.36
Total BUILDING AND STRUCTURES	1,416,898.71	693,318.97	723,579.74	104.36
MACHINERY AND EQUIPMENT				
TRANSPORT EQUIPMENTS				
ACQUISITION OF TRANSPORT EQUIPMENTS				
111X000-JA22400-31121204-100 MOH.PH SCT.ACQ.MINI VAN	0.00	0.00	0.00	0.00
Total ACQUISITION OF TRANSPORT EQUIPMENTS	0.00	0.00	0.00	0.00
LEASE OF TRANSPORT EQUIPMENT				
Total LEASE OF TRANSPORT EQUIPMENT	0.00	0.00	0.00	0.00
Total TRANSPORT EQUIPMENTS	0.00	0.00	0.00	0.00
OTHER MACHINERY & EQUIPMENT				
ACQUISITION MACHINERY & EQUIPMENTS				
111X000-JA22400-31122202-100 MOH.PH SCT.ACQ.MEDICAL	410,000.00	375,407.69	34,592.31	9.21
111X000-JA22400-31122203-100 MOH.PH SCT.ACQ.IT	200,000.00	200,045.00	(45.00)	(0.02)
111X000-JA22400-31122213-100 MOH.PH SCT.ACQ.AIRCON	100,000.00	60,900.00	39,100.00	64.20
111X000-JA22400-31122214-100 MOH.PH SCT.ACQ.FURNITURE	125,000.00	140,576.78	(15,576.78)	(11.08)
Total ACQUISITION MACHINERY & EQUIPMENTS	835,000.00	776,929.47	58,070.53	7.47
Total OTHER MACHINERY & EQUIPMENT	835,000.00	776,929.47	58,070.53	7.47
Total MACHINERY AND EQUIPMENT	835,000.00	776,929.47	58,070.53	7.47
Total NON FINANCIAL ASSETS(FIXED)	2,251,898.71	1,470,248.44	781,650.27	53.16
Total NON FINANCIAL ASSETS(FIXED)	2,251,898.71	1,470,248.44	781,650.27	53.16
Total VALUABLES	0.00	0.00	0.00	0.00
Total NON PRODUCED ASSETS	0.00	0.00	0.00	0.00
FINANCIAL ASSETS DOMESTIC				
OTHER ACCOUNTS RECEIVABLES				
ADVANCES				
PERSONAL ADVANCE CONTROL ACCOUNT				
PERSONAL ADVANCE CONTROL ACCOUNT	0.00	0.00	0.00	0.00
Total ADVANCES	0.00	0.00	0.00	0.00

Jan to Year-End 2022 Actual vs Budget ID [2022] (Year 2022)

	<u>Budget</u>	<u>Actual</u>	<u>Difference</u>	<u>% Diff</u>
SUSPENSE ACCOUNTS				
TRADING & OPERATING				
111X000-JA22301-32174200-100 MOH.PHSCT.TRAINING NIHSS	0.00	(104,115.00)	104,115.00	(100.00)
TRADING & OPERATING	0.00	(104,115.00)	104,115.00	(100.00)
TRADING & OPERATING WITH TREASURY				
111X000-JA22603-32174220-100 MOH.FENCING WALL FOR	0.00	(1,900,000.00)	1,900,000.00	(100.00)
111X000-JA22604-32174220-100 MOH.ASPHALTING WRK	0.00	(562,650.00)	562,650.00	(100.00)
TRADING & OPERATING WITH TREASURY	0.00	(2,462,650.00)	2,462,650.00	(100.00)
Total SUSPENSE ACCOUNTS	0.00	(2,566,765.00)	2,566,765.00	(100.00)
Total OTHER ACCOUNTS RECEIVABLES	0.00	(2,566,765.00)	2,566,765.00	(100.00)
Total FINANCIAL ASSETS DOMESTIC	0.00	(2,566,765.00)	2,566,765.00	(100.00)
Total FINANCIAL ASSETS EXTERNAL	0.00	0.00	0.00	0.00
TOTAL ASSETS	2,251,898.71	(1,096,516.56)	3,348,415.27	(305.37)

Jan to Year-End 2022 Actual vs Budget ID [2022] (Year 2022)

	<u>Budget</u>	<u>Actual</u>	<u>Difference</u>	<u>% Diff</u>
Total LIABILITIES	0.00	0.00	0.00	0.00
Total INSURANCE & TECHNICAL RESERVES	0.00	0.00	0.00	0.00
Total FINANCIAL DERIVATIVES	0.00	0.00	0.00	0.00
OTHER DEBTS LIABILITIES(EXTERNAL)				
Total OTHER DEBTS LIABILITIES(EXTERNAL)	0.00	0.00	0.00	0.00
Total Net Income	(22,247,500.04)	(20,847,209.44)	1,400,290.60	(6.72)
Total OTHER FUNDS	(22,247,500.04)	(20,847,209.44)	1,400,290.60	(6.72)
TOTAL LIABILITIES AND EQUITY	(22,247,500.04)	(20,847,209.44)	1,400,290.60	(6.72)
***** Out of Balance By *****	24,499,398.75	19,750,692.88		

CRITERIA

Detail Report Sorted by Administrative +
 Program

Specific Option(s):
 1.) Period : Jan to Year-End 2022
 2.) Budget ID : *2022*
 3.) Individual
 4.) Do Not Consolidate All Segments
 5.) Balance Sheet
 6.) Budgeted vs Actual
 7.) Show Variance
 8.) Comparison
 9.) Include Account ID
 *) Include Zero Balance Accounts
 *) Don't Show Amount Over Budget

Filter(s):
 Administrative : *111X000*
 Program From *JA2000* Until *JA22700*