
STANDARDS FOR EDUCATION IN NURSING AND MIDWIFERY - 2021



KINGDOM OF BHUTAN

BHUTAN MEDICAL AND HEALTH COUNCIL
ROYAL GOVERNMENT OF BHUTAN

STANDARDS FOR EDUCATION IN NURSING AND MIDWIFERY



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Bhutan Medical and Health Council
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PREAMBLE

Under the power vested in the General Body by the Chapter VI Section (i) of the Medical and Health Council Act 2002, Kingdom of Bhutan, the General Body of the Council during its 14th General Body Meeting held on 25th August 2021 approved this document.

Short Title

Standard for Education in Nursing and Midwifery (2021).

Commencement

This standard shall come into effect from 1st January 2022.

Supersession

This Standard shall supersede the provisions of existing standards, guideline, notifications and circulars that are inconsistent with this Standard.

SCOPE AND APPLICATION

These standards shall apply to all the institutes providing education and training in the nursing and midwifery field. The checklists provided at the end of the standards are applicable only for intake of maximum up to 100 students. Any increase in the number of students above hundred will require adoption of a new checklist for all the standards.

LEGAL CONTEXT

As per the powers granted under Chapter III Section 1a, 1b and 2 and Chapter VI (h) of the Medical and Health Council Act 2002, the Bhutan Medical and Health Council hereby frames the following standards:

Standard I: Governance and Management

Standard II: Curriculum

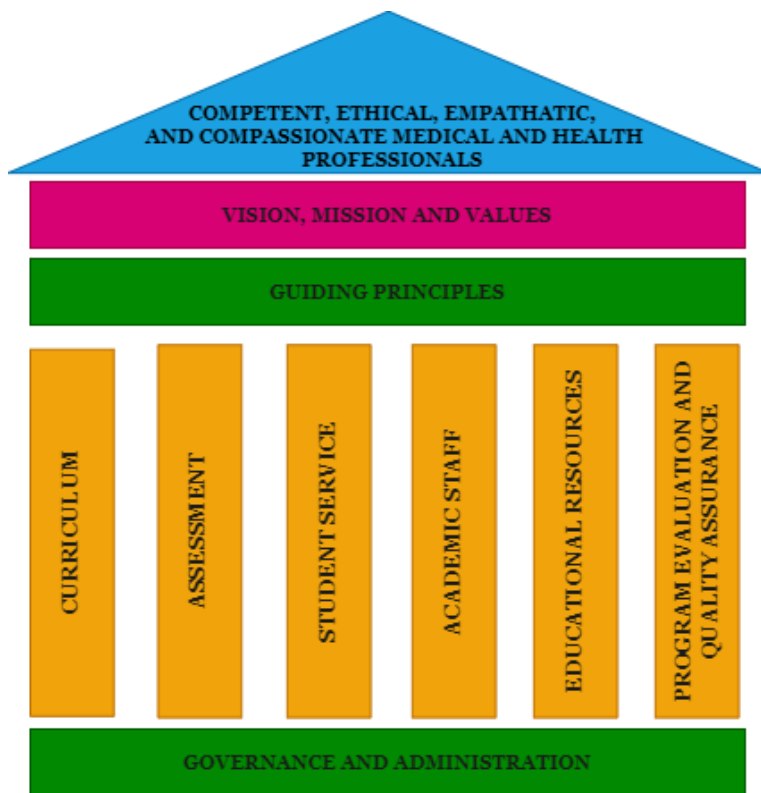
Standard III: Assessment

Standard IV: Teaching Faculty

Standard V: Students

Standard VI: Resources

Standard VII: Program Evaluation and Quality Assurance



PRINCIPLES

These standards for education of nurses and midwives are based on the following principles:

1. Establishment of quality objectives provides a clear direction for the measurement of standards;
2. Identification of competencies provides a sound basis to build curricula that meet health needs of the population;
3. Provision of adequate resources is key towards ensuring availability of appropriate facilities for education and learning;
4. Interaction between the students and the clients is the primary focus of quality education and care;
5. An inter-professional approach to education and practice is critical in nursing and midwifery education;
6. The standards will serve as benchmarks and promote uniformity in the teaching and learning systems.

EXPECTED OUTCOMES

1. Graduates demonstrate established competencies in nursing and midwifery practice with a sound understanding of the determinants of health;
2. Graduates are awarded a professional degree and meet the regulatory standards set by the Bhutan Medical and Health Council.

STANDARD I: GOVERNANCE AND MANAGEMENT

This standard is set to establish governance and management structures to provide effective leadership. The institute that provides educational programmes shall ensure a clear mechanism (policies and practices) of leadership and management. The area includes leadership; resource planning and allocation, and organizational structure. These must reflect professional standards and meet the needs and expectations of the community of interest. Policies and practices shall be consistent with the requirements of Bhutan Medical and Health Council and service standards of the Ministry of Health. The proponent shall ensure “plan of governance” in the institute.

1.1. Objective

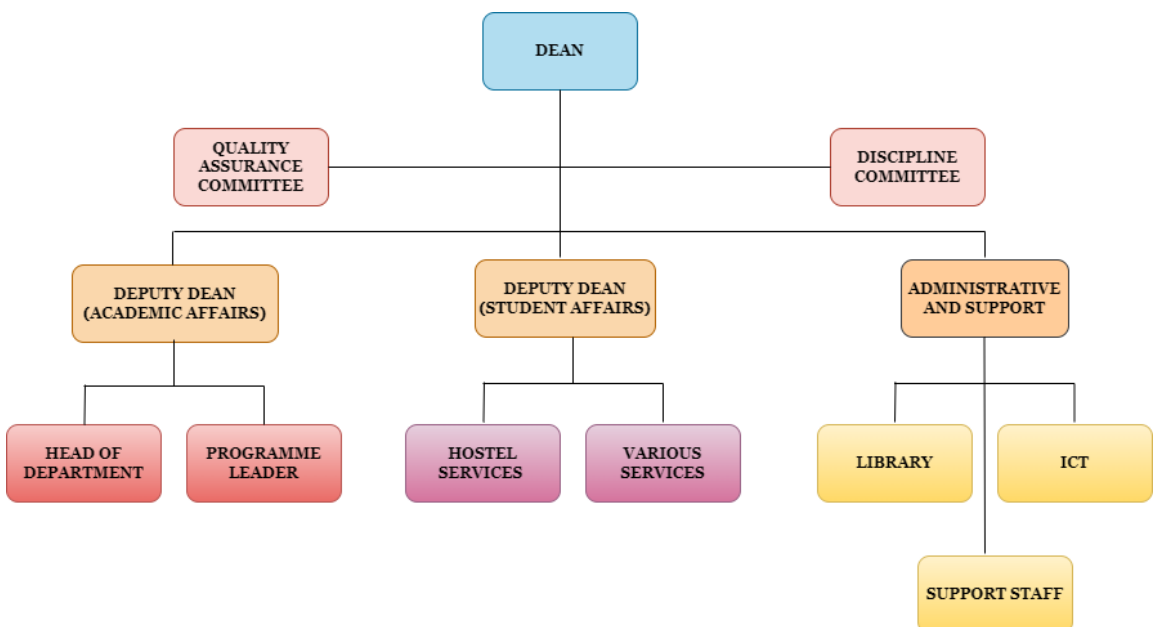
To delineate the functional and structural governance in the institute with clear vision, mission, and expected outcomes.

1.2. Quality indicators

- 1.2.1. There is clearly stated vision, mission, objectives and expected outcomes in congruence with the proposed institution’s regulations or rationale for its establishment;
- 1.2.2. There is defined governance and administrative structure including relevant boards, and committees with clear terms of reference (Annexure 1);
- 1.2.3. There is defined academic and clinical outcomes of the programme;
- 1.2.4. There is an identified teaching hospitals/primary health centers and other hospital for specialized clinical training;
- 1.2.5. There is quality assurance unit/committee to ensure effective monitoring of academic programme;
- 1.2.6. There is a defined mechanism to ensure adequate and regular financial resources to sustain the educational programs;
- 1.2.7. There is dedicated allocation of the resources necessary for the implementation of the curriculum and educational needs;

- 1.2.8. There is a clear organizational structure for administrative and professional staff;
- 1.2.9. There is a mandate in place to notify the BMHC for any major changes that affects the direction of the training program such as title of the award, program content, admission criteria and number of student intake, and suspension of program;
- 1.2.10. The organogram, responsibilities and functions of the institute is clearly written and displayed in an organizational chart;
- 1.2.11. The Head of the institute shall be a Bhutanese preferably a Nursing background holding a minimum of Masters’ degree in Nursing/Midwifery/ Nursing related speciality, experienced and registered with the Bhutan Medical and Health Council;
- 1.2.12. The management of the institute is implemented, monitored and evaluated by the relevant committees/boards;
- 1.2.13. The institute has at least one Academic Committee with clear Terms of Reference;
 - a. The administrative body holds regular meetings, keeps minutes, and communicates pertinent information to staff and students of the institute, and public
 - b. Institute refers to those institutes offering only Nursing and Midwifery programs.

Annexure I: Sample of the Governance Structure of the Institute



Annexure 2 - CHECKLIST FOR STANDARD I: GOVERNANCE AND MANAGEMENT

Direction:

Assess the available resources, put tick (√) in the appropriate column.

Date of Assessment:

Name of the institute/college:

Address:

Sl. No.	Items	Yes	No	Remarks
1.	Is there clearly defined vision, missions and expected outcomes?			
2.	Is there a clearly defined governance and administrative structure including relevant boards, and committees with clear terms of reference?			
3.	Are the academic and clinical outcomes clearly defined?			
4.	Is there an identified teaching hospital, primary health centers and other hospitals for specialized clinical training?			
5.	Is there a quality assurance unit for monitoring and evaluation?			
6.	Is there a defined mechanism for allocation of adequate and regular financial resources?			
7.	Is there a clear organizational structure for the administrative and management staff?			
8.	Is there a mandate in place to notify the BMHC for any major changes that affect the direction of the training program such as title of the award, program content, admission criteria and number of student intake, and suspension of program.			
9.	Is the management body of the institute monitored and evaluated by the relevant committee/body?			
10.	Is the organogram, responsibilities and functions of the institute clearly written and displayed in an organizational chart?			

11.	Is there an Academic Committee with clear ToR?			
12.	Has the administrative body conducted regular meetings, recorded minutes, and communicated pertinent information to staff and students?			

(Name & Signature of Evaluator)

(Name & Signature of Representative of institute)

STANDARD II: CURRICULUM

This standard is set to ensure that the outcome of the programme is consistent with the mission and philosophy of the institute. The curriculum shall provide correlated theory and practice to prepare the graduates with a level of competence required for safe and effective care at the level relevant to the programme offered. The curriculum should accomplish its educational and related purposes.

2.1. Objective

To have a dynamic curriculum that leads to graduates who demonstrate competencies and skills with sound understanding of the determinants of health and adhere to the code of ethics and standards of the profession.

2.2. Quality Indicators

- 2.2.1. The institution has a defined curriculum including the nature of the course, course content, duration, modes of delivery, aims and learning outcomes of the programme and academic structure which is validated and approved by the affiliated university/relevant boards;
- 2.2.2. The curriculum meets national and international education criteria, and professional and regulatory requirements for practice;
- 2.2.3. There is a clear plan for the review of the curriculum;
- 2.2.4. The institution teaches the principles of scientific method and evidenced-based practices, including analytical, critical thinking and competencies required for the profession throughout the curriculum;
- 2.2.5. The curriculum includes current concepts in the basic and clinical sciences, including therapy and technology, changes in the disease pattern, and the effects of social needs and the demands on care;
- 2.2.6. The duration of the training program is a minimum 4 years for Bachelors course and 3 years for a Diploma course

Annexure 1 - CHECKLIST FOR STANDARD II: CURRICULUM

Direction:

Assess the available resources, put tick (√) in the appropriate column.

Date of Assessment:

Name of the institute/college:

Address:

Sl. No.	Items	Yes	No	Remarks
1.	Is the curriculum validated and approved by the affiliated university/relevant boards ?			
2.	Does the curriculum meet national and international education criteria, and professional and regulatory requirements for practise?			
3.	Is there a clear plan for the review of the curriculum?			
4.	Is there a clear mention of core competencies in the curriculum?			
5.	Is the teaching-learning methods clearly outlined for both practical and theory modules?			
6.	Are the learning outcomes and objectives clearly stated?			
7.	Is there a clear semester-wise description of course content?			
8.	Is the hour distribution for theory and practical components in accordance with the module requirement?			
9.	Is the duration of the course clearly stated according to the program offered?			

(Name & Signature of Evaluator)

(Name & Signature of Representative of institute)

STANDARD III: ASSESSMENT

This standard is set to have a clear examination policy and process. Assessment for learning is an approach that creates feedback for continuous improvement of the performance of students. The institute shall put in place mechanisms for appeal and scrutiny by the external experts.

3.1. Objectives

To have a fair, transparent and reliable assessment system with formative, continuous and summative methods to continuously assess the learning, knowledge and skill development of the students.

3.2. Quality Indicators

- 3.2.1. The institute has a clear policy/regulation/guideline for examination/assessment including criteria for passing examinations;
- 3.2.2. Assessment system encompasses formative, continuous and summative modes;
- 3.2.3. Assessment is open to scrutiny by the external experts;
- 3.2.4. There is a method of assessment to avoid conflict of interest;
- 3.2.5. There is a system for appeal of assessment results;
- 3.2.6. There is consistent approach to assessment across modules that are periodically reviewed and updated;
- 3.2.7. The faculty conducting the assessment adopts a formal preparation in assessment and evaluation;
- 3.2.8. The assessors have experience/expertise in the subject area;
- 3.2.9. The assessment is fair, reliable and valid enabling students to demonstrate what proficiencies they achieved;
- 3.2.10. The assessment is mapped to the curriculum and occurs throughout the programme;
- 3.2.11. Practical assessment is facilitated and evidenced by observations and other appropriate methods;
- 3.2.12. The assessment of practice and theory is weighted appropriately to the programme.

Annexure 1 - CHECKLIST FOR STANDARD III: ASSESSMENT

Direction:

Assess the available resources, put tick (√) in the appropriate column.

Date of Assessment:

Name of the institute/college:

Address:

Sl. No.	Items	Yes	No	Remarks
1.	Is there a clear exam policy/regulation/ guideline for the smooth conduct of the exam?			
2.	Are the modes of assessment clearly mentioned against each module?			
3.	Does the assessment system encompass formative, continuous and summative modes?			
4.	Are the varieties of recent formative assessment methods (observation, questioning, quizzes, feedback) adopted?			
5.	Are the varieties of recent continuous assessment (competency signout, assignment, reflective journal, performance evaluation, presentation, unit test and drug book, log book) adopted?			
6.	Are the elements of summative assessment (practical objective structured clinical/practical (OSCE/OSPE) examination and theory exam) clearly indicated?			
7.	Is there a system to involve external experts during the assessment?			
8.	Is there a feedback mechanism for the teaching faculties from peers?			
9.	Is there a system to avoid conflict of interest?			
10.	Is there a system to appeal for the assessment results?			

11.	Do the faculty members conducting the assessment adopt a formal preparation in assessment and evaluation?			
12.	Do the assessors have experience/expertise in the subject area?			
13.	Is the assessment fair, reliable and valid enabling students to demonstrate what proficiencies they achieved?			
14.	Is the assessment mapped to the curriculum and occurs throughout the programme?			
15.	Is the practical assessment facilitated and evidenced by observations and other appropriate methods?			
16.	Is the assessment of practice and theory weighted appropriately to the programme?			

(Name & Signature of Evaluator)

(Name & Signature of Representative of institute)

4. STANDARD IV- TEACHING FACULTY

The institute shall recruit adequate faculty members with relevant qualifications and experience wherever required. The faculty members will strive to provide quality teaching-learning, build research culture and facilitate student research and academic leadership. Faculty members with all these attributes will assist the institute to attain the goals and outcomes of the educational programme.

4.1. Objective

To promote recruitment of appropriate and adequate (strength, qualification, competency) faculty members to deliver the programme effectively.

4.2. Quality Indicators

- 4.2.1. There is a clear policy and robust process of faculty recruitment (Annex 01);
- 4.2.2. The faculty members are registered with the Bhutan Medical and Health Council;
- 4.2.3. The faculty is provided with all the basic resources for teaching-learning (Annex 02);
- 4.2.4. The faculty members are trained in basic pedagogy and basic biomedical research;
- 4.2.5. There is a good plan for continuing professional education for academic and clinical faculty to maintain their expertise and competence;
- 4.2.6. There is a robust mechanism for evaluating the faculty periodically (Annex 03);
- 4.2.7. There is a required number of teaching faculty members as per the standard (Annex 04)
- 4.2.8. The institute has more than 60% full time faculty at all times.
- 4.2.9. The institute meets the teacher: student ratios (Annex 01):
- 4.2.10. The faculty members teaching clinical subjects are involved in clinical practice for at least 20% of the time (at least one day in a week);
- 4.2.11. The faculty members teaching non-nursing subjects possess appropriate professional qualification and experience relevant to the areas of their expertise (Annex 01);
- 4.2.12. The institution has a policy to promote research activities by the faculty, trainees and the

Annexure 1 - CHECKLIST FOR STANDARD IV: TEACHING FACULTY PERFORMANCE EVALUATION

Direction:

Assess the available resources, put tick (√) in the appropriate column.

Date of Assessment:

Name of the institute/college:

Address:

Sl. No.	Items	Yes	No	Remarks
1.	Is there a clear policy and robust process for faculty recruitment?			
2.	Are all the faculty members registered with the BMHC?			
3.	Are all the faculty members trained in basic pedagogy and basic medical research (Faculty development programme *) ?			
4.	Does the institute meet the teacher: student ratio as follows? 1. For large group teaching: 1: 25 1.1. Theory class 2. For small group teaching: 1: upto 12 2.1. Tutorial 2.2. Clinical teaching 2.3. Laboratory teaching			
5.	Do the faculty members who are teaching non-nursing subjects possess appropriate professional qualification and experience relevant to the areas of their expertise?			

Note: * *Essential CPD, basic pedagogy and research course planned for faculty members periodically.*

(Name & Signature of Evaluator)

(Name & Signature of Representative of institute)

Annexure 2 - CHECKLIST FOR STANDARD IV: FACILITIES AND TEACHING RESOURCES FOR TEACHING FACULTY

Direction:

Assess the available resources, put tick (√) in the appropriate column.

Date of Assessment:

Name of the institute / college:

Address:

Sl No.	Items	Yes	No	Remarks
1.	Is there a designated space or workstation with privacy?			
2.	Are there personal resources such as laptops and teaching accessories?			
3.	Is there a designated library service and referencing resources?			
4.	Is there access to internet services?			
5.	Are there designated rooms or spaces for students counselling and interaction?			
6.	Are there designated common room(s) for teachers meetings?			
7.	Is there access to various skills laboratories for T-L purpose, in particular for clinical teaching.			
8.	Is there a plan in place for the review of the curriculum clearly stating the review period and process?			

(Name & Signature of Evaluator)

(Name & Signature of Representative of Institute)

Annexure 3 - CHECKLIST FOR STANDARD IV: TEACHING FACULTY PERFORMANCE EVALUATION

Direction:

Assess the available resources, put tick (√) in the appropriate column.

Date of Assessment:

Name of the institute/college:

Address:

Sl. No.	Items	Yes	No	Remarks
1.	Is there evidence of teaching - learning activities?			
2.	Is there evidence of academic activities?			
3.	Is there evidence of research and scholarly activities?			
4.	Is there evidence of academic leadership activities?			
5.	Is there evidence of co-curricular and extracurricular activities?			
6.	Is there a system for feedback (Peer and student feedback)?			

*Note:***It is of utmost importance to evaluate the performance of teaching faculty members. In this line, the institute must have a robust mechanism of evaluating the faculty on a 6 monthly or annually basis.*

Note:

1. Weightage for each of the domains can be determined by the institute as per the needs.
2. Specific indicators under each domain can be determined by the institute as per the needs.

(Name & Signature of Evaluator)

(Name & Signature of Representative of institute)

Annexure 4 - CHECKLIST FOR STANDARD IV: TEACHING FACULTY STRENGTH

Direction:

Assess the available resources, put tick (√) in the appropriate column.

Date of Assessment:

Name of the institute/college:

Address:

Sl. No.	Items	No. of faculty required (upto 50 students)	No. of faculty required (upto 100 students)	Yes	No	Remarks
A. Basic Science and academic skills						
1.	Anatomy and Physiology	2	3			
2.	Biochemistry and Microbiology	2	3			
3.	Pharmacology	1	2			
4.	Psychology and Sociology	1	2			
5.	Academic skills	1	2			
6.	ICT	1	2			
7.	Dzongkha	1	2			
B. Nursing						
1.	Fundamental Nursing	3	4			<i>(780 hours of clinical and 105 hours of Lab based learning)</i>
2.	Medical and Surgical Nursing	2	3			
3.	Psychiatric Nursing	1	2			

4.	Emergency Nursing	1	2			
C. Midwifery						
1.	Midwifery	2	4			(800 hours of clinical and 165 hours of Lab based learning)
2	Gynaecology	1	2			
2.	Pediatric nursing	1	2			
D. Community Nursing						
1.	Health promotion	1	2			
2.	Biostatics, Epidemiology and research	1	2			
3	Nutrition	1	2			
	Total	23	41			

Note:

- Category A** - *There MAY be visiting faculty with right qualifications and experiences*
- Category B to D** - *Institute should mandatorily recruit the reflected number as full-time faculty.*
- *The institute shall not have less than 60% full time faculty at all times.*

(Name & Signature of Evaluator)

(Name & Signature of Representative of institute)

STANDARD V: STUDENTS

The teaching and learning environment should be a conducive learning environment for the students. Strategies should be in place to ensure that admission requirements are in line with the proposed program's academic demands and the academic level of the student intake.

5.1. Objective

To have strategies in place to ensure that admission requirements are in line with the proposed program's academic demands and level of student intake.

5.2. Quality Indicators

- 5.2.1. There is a written document outlining the policy on admission, eligibility criteria, selection procedures, and fee structure to ensure fair, transparent student admission;
- 5.2.2. The institute has a mechanism in place to support progression, student support, and student representation in place for the completion of the programme;
- 5.2.3. Students have access to support services which includes but are not limited to health, counselling, extracurricular activities, advice on academics, career placement and financial aid;
- 5.2.4. The institute defines the size of student intake and relate it to its capacity at all stages of the programme;
- 5.2.5. In case of an increase in its admission capacity, the institution obtains approval from the Bhutan Medical and Health Council.

Annexure 1: CHECKLIST FOR STANDARD V: STUDENTS

Direction:

Assess the available resources, put tick (✓) in the appropriate column.

Date of Assessment:

Name of the institute/college:

Address:

Sl. No	Items	Yes	No	Remarks
1.	Is there written documents outlining its policy on admission criteria and processes in place to ensure fair and transparent student admission?			
2.	Are there strategies in place to ensure that admission requirements are in line with the proposed program's academic demands and academic level of student intake?			
3.	Is there a mechanism in place to support progression, student support, student representation in place for the completion of the programme?			
4.	Is there access to support services which includes but are not limited to health, counselling, extracurricular activities, advice on academics, career placement and financial aid?			
5.	Has the institute defined the size of student intake and related its capacity at all stages of the programme?			
6.	Is there policy on student representation in decision making bodies or committees relating to academic, administrative and disciplinary matters?			
7.	Is the programme of student support addressing social, financial and personal and special needs?			
8.	Is there a mechanism in place to maintain confidentiality in relation to counselling and support?			

(Name & Signature of Evaluator)

(Name & Signature of Representative of institute)

STANDARD VI: RESOURCES

This standard seeks to set the minimum requirement of resources to maintain the quality of academic and other programs. The institute should have sufficient resources to fulfill the purposes of the institute. The allocation of the resources should be based on the number of students, academic faculty, type of programs, infrastructure facilities, etc. to support in achieving the programs objectives and outcomes.

6.1. Objective

To allocate adequate resources (physical infrastructure, human resources, curriculum, equipment and other teaching and learning facilities) to ensure that the curriculum can be delivered

6.2. Quality Indicators

Physical facilities

- 6.2.1. The institution has required physical facilities (lecture rooms, office space, practical rooms, laboratories, libraries, information technology) for the staff and students to ensure proper delivery of the curriculum;
- 6.2.2. There is adequate human resource to support the development and implementation of the programme;
- 6.2.3. The institute offering a training program leading to the award of Diploma has Basic Science, Nursing, Midwifery and Community Health departments;
- 6.2.4. The institute offering the training program leading to the award of Bachelor Degree has Medicine, Pediatrics, Surgery, Obstetrics and Gynecology, and Orthopedic departments;
- 6.2.5. The institute complies with the other relevant laws (Bhutan Medicines Act, Narcotic Drugs and Psychotropic Substances and Substance Abuse Act) and regulations;
- 6.2.6. Resource allocation is in keeping with the academic development of the institution and increasing number of students;
- 6.2.7. There is a mechanism for effective maintenance and optimal use of infrastructures.
- 6.2.8. The institute has adequate facilities for the students with special needs.

Clinical training resources

- 6.2.9. The institute has an identified teaching hospital, primary healthcare center and other hospital for specialized clinical training;
- 6.2.10. There are provisions of necessary resources (number and categories of patients, clinical training facilities, and supervision of their clinical practice) for students to acquire adequate clinical experience;
- 6.2.11. The institute has access to medical equipment for their teaching and learning activities to the student

Information technology

- 6.2.12. Formulates and implements a policy which addresses effective and ethical use;
- 6.2.13. There are accessible information technology services including computer and electronic facilities;
- 6.2.14. Have access to learning resources such as e-learning programs and platforms, web-based or other electronic media and current collection of literature on nursing and midwifery related subjects;
- 6.2.15. There are sufficient and relevant books, e-journals and other learning materials;
- 6.2.16. There is provision for technology and professional support services for hardware and software technical personnel employed;
- 6.2.17. There are qualified staff to manage ICT facilities and services available.

Research and development

- 6.2.18. The institute promotes research and development activities both by the faculty and students;
- 6.2.19. Interaction between research and learning is reflected in the curriculum, influences current teaching, and encourages and prepares students for engagement in research, scholarship and development;
- 6.2.20. Reviews periodically its research resources and facilities and take appropriate action to enhance its research capabilities and to promote a conducive research environment;
- 6.2.21. Meets the needs of teaching, learning college wide communications, research and operational system.

Educational expertise

- 6.2.22. There is a clear policy on the use of educational expertise in curriculum with access to educational expertise;
- 6.2.23. There is a system to develop teaching-learning and assessment methods;
- 6.2.24. There is evidence to demonstrate the use of in-house or external educational expertise in staff development.

Educational exchanges

- 6.2.25. Formulates and implements a policy for national and international collaboration with other educational institutions, including staff and student mobility, and transfer of educational credits;
- 6.2.26. Encourages provision of scholarship and has documented understanding for the student exchange program;
- 6.2.27. Formulates and implements a policy that fosters the relationship between medical research and education;
- 6.2.28. Describes the research facilities and priorities at the institution.

Financial resources

- 6.2.29. There is financial viability and sustainability for the programme;
- 6.2.30. There is a clear procedure to ensure that its financial resources are sufficient and managed efficiently;
- 6.2.31. There is a clear line of responsibility and authority for resourcing the curriculum, including a dedicated educational budget;
- 6.2.32. There is a clear procedure to ensure its financial resources are sufficient for the implementation of the curriculum and distribute the educational resources in relation to the educational needs.

Recreational facilities

- 6.2.33. There are sports and other recreational facilities.

Annexure 1 - CHECKLIST FOR STANDARD VI: RESOURCES

Direction:

Assess the available resources, put tick (√) in the appropriate column.

Date of Assessment:

Name of the institute / college:

Address:

Sl. No.	Items	Number required (upto 50 admission)	Number required (upto 100 admission)	Yes	No	Remarks
A. Physical Facilities						
1.	Administrative block	1	1			
2.	Offices(equipped with table, chair & computer)	As required	As required			
3.	Conference hall	1	2			
4.	Examination hall	1	As required			
5.	Multipurpose hall	1	1			
6.	<ul style="list-style-type: none"> ● Lecture and tutorial room equipped with blackboard/ white board/LCD projector, desk, table and chairs ● Area as per standard 	As required	As required			
7.	Hostel	As required	As required			
	<ul style="list-style-type: none"> ● Separate hostel for boys and girls with toilet and bathroom facilities ● Hygienic kitchen with adequate sitting arrangement 					
8.	Are there facilities for students with special needs (staircase, bathroom, classroom) ?	As required	As required			
9.	Are there sports and other recreational facilities?	As required	As required			

B. Clinical training resources						
1.	Has the institute identified teaching hospitals, primary healthcare centers and other hospitals for specialized training?	As per SOP for Recognition of Teaching Hospital (<i>for teaching hospital</i>)	As per SOP for Recognition of Teaching Hospital (<i>for teaching hospital</i>)			
2.	Has the institute kept necessary resources in place for students to have adequate clinical experience <ul style="list-style-type: none"> a. adequate number and categories of patients b. clinical training facilities c. supervision of their clinical field 	As per SOP for Recognition of Teaching Hospital (<i>for teaching hospital</i>)	As per SOP for Recognition of Teaching Hospital (<i>for teaching hospital</i>)			
C. Information Technology						
1.	Is there access to ICT facilities including computer and electronic facilities ?					
2.	Is there a reliable Internet connection?					
3.	Is there access to e-learning programs and platforms, web-based or other electronic media for faculty and students?					
4.	Are there electronic books, online learning materials and e-journals for references and as study materials?					
5.	Is there ICT support service and ICT professionals?					
D. Research and Development						
1.	Is there any record of research and development activities undertaken by both faculty and students?					

2.	Are research resources and facilities reviewed periodically to promote a conducive research environment?					
3.	Is there a facility in the institute to meet the needs of teaching-learning college-wide communications, research and operational system?					
E. Educational Expertise						
1.	Is there a clear policy on the use of educational expertise in curriculum with access to educational expertise?					
2.	Is there a system in place to develop teaching-learning and assessment methods?					
3.	Is there evidence to demonstrate the use of in-house or external educational expertise in staff development?					
4.	Does the institute have access to educational expertise when required?					
F. Educational exchanges						
1.	Does the institute have a policy for international collaboration with other educational institutions, including staff and student mobility and transfer of educational credits?					
2.	Is there in place a provision of scholarship and have maintained documented understanding of the student exchange program?					
3.	Is there a policy or plan to foster the relationship between medical research and educational exchange programs?					
G. Financial resources						
1.	Is there financial viability and sustainability for the programme?					

2.	Is there clear procedures to ensure that its financial resources are sufficient and managed efficiently?					
3	Is there a clear line of responsibility and authority for resourcing the curriculum, including a dedicated educational budget?					
4.	Is there a clear procedure to ensure its financial resources are sufficiently located for implementation of the curriculum and address educational needs?					

H. Educational Resources

1.	Is there a library (furnished with recent editions of relevant books; local and international journals) relevant to the individual programme?					
2.	Is the library equipped with a comfortable sitting arrangement for users with proper lightning and ventilation?					
3.	Are there printing, copying and binding facilities?					

(Name & Signature of Evaluator)

(Name & Signature of Representative of institute)

Annexure 2 - CHECKLIST FOR STANDARD VI: RESOURCES

Direction:

Assess the available resources, put tick (√) in the appropriate column.

Date of Assessment:

Name of the institute/college:

Address:

Sl. No.	Items	Number required upto 50 admission	Number required upto 100 admission	Yes	No	Remarks
A: Equipment Requirement						
General Equipment						
1.	Bed with Mattress	10	15			
2.	Bed sheet	10	15			
3.	Blanket	10	15			
4.	Pillow cover	10	15			
5.	Drawsheet	10	15			
6.	Mackintosh	10	15			
7.	Towels	5	5			
8.	Gown	As required	As required			
9.	Mask	As required	As required			
10.	IV stand	2	4			
11.	Weighing machine	2	3			
12.	Wall clock	As required	As required			
13.	Stethoscope, sphygmomanometer	10	15			
14.	Thermometer: ● Oral ● Rectal	10 each	15			
15.	Wheel chair	1	2			
16.	Patient trolley	1	2			
17.	Bucket different color	As required	As required			

18.	Instrument trolley	As required	As required			
19.	Rack	As required	As required			
B: Department of Basic Science						
Anatomy and Physiology Laboratory						
1.	Skeleton (articulated)	4	6			
2.	Bones (disarticulated set)	2 sets	3 sets			
3.	Specimen jar	As required	As required			
4.	Special senses model	1 each	2 each			
5.	Whole body systemic model	1 model for each system	2 models for each system			
6.	Snellen's chart	4	6			
7.	Ishihara's chart set	As required	As required			
8.	Knee hammer	10	10			
9.	Ophthalmoscope	1	1			
10.	Ear pieces/otoscope	10	10			
11.	Tuning forks	2	2			
12.	Kaplin Jars	As required	As required			
C. Nursing Laboratory						
<i>First year – first semester</i>						
1.	Patient gown	5	7			
2.	Towels of different size	5	7			
3.	Air cushion	2	2			
4.	Torch light	2	2			
5.	Measuring tape	5	5			
6.	Plastic apron	5	5			
7.	Gallipot	10	15			
8.	Gloves of different size	As required	As required			
9.	Gauze	As required	As required			
10.	Cotton	As required	As required			

11.	Kidney tray of different sizes	10 each	15 each			
12.	Dressing drum	2	3			
13.	Cheatle forceps with stand	2	3			
14.	Tongue spatula	5	5			
15.	Sputum cup	2	3			
16.	Plastic apron	5	5			
17.	Bedside screen	2	2			
18.	Hamper/laundry bag	2	2			
19.	Steam inhaler/nelson	2	2			
20.	Enema can with set	5	5			
21.	Oxygen cylinder with regulator, flow meter & tubing	1	1			
22.	Suction machine (manual & electrical)	1 each	1 each			
23.	Pint measure jug	5	5			
24.	Bowl of different size	5	5			
25.	Bucket (different colors)	1 each	1 each			
26.	IV stand	2	3			
27.	Weighing machine (adult)	1	1			
28.	Hot water bag and cover	2	2			
29.	Ice bag	2	2			
30.	Feeding cup	5	5			
31.	Naso-gastric insertion model	5	5			
32.	Stomach wash tube	5	5			
33.	Ryles tube of different size	5	5			
34.	Suction catheter of different size	As required	As required			
35.	Flatus tube of different size	2 each	2 each			

36.	Potassium permanganate	As required	As required			
37.	Wheel chair	1	1			
38.	Patient transfer trolley	1	1			
<i>First year – Second semester</i>						
1.	Advanced nursing procedure mannequin	1	2			
2.	I/M injection mode	5	10			
3.	I/V injection training arm model	5 sets	10 sets			
4.	Suture practice arm	5 sets	10 sets			
5.	Intra-dermal injection arm model	5 sets	10 sets			
6.	Female and male catheter model	5	7			
7.	Set for IV cannulation: <ul style="list-style-type: none"> ● IV cannula of different size ● IV line ● Tourniquet 	As required	As required			
8.	Urinary catheter of different size (plain & foley's)	As required	As required			
9.	Bed pan	2	3			
10.	Urinal	2	3			
11.	Drainage tube of different size	5	5			
12.	Nebulizer set	2	3			
13.	Ounce glass	5	5			
14.	Dropper (different size)	1 each	2			
15.	Syringes of different size	As required	As required			
16.	Bed cradle	2	2			
17.	Foot block	2	2			
18.	Sand bag	5	5			

19.	Forceps: <ul style="list-style-type: none"> ● Artery forceps ● Allis tissue forceps ● Dissecting forceps ● Sponge holding forceps 	5 each	10 each			
20.	Scissors: <ul style="list-style-type: none"> ● Plain ● Curved ● Straight 	2 each	3 each			
21.	Surgical blade with handle (different size)	2 each	2 each			
22.	Suturing materials	As required	As required			
23.	Dressing trolley (double rack)	2	2			
24.	Bandage of different size	As required	As required			
25.	Tincture of iodine	As required	As required			
26.	Spirit	As required	As required			
27.	Povidone iodine	As required	As required			
28.	Vaseline	As required	As required			
29.	Bleaching powder	As required	As required			
30.	Distilled water	As required	As required			
31.	Lubricant (KY jelly, xylocaine)	As required	As required			
Equipment/Articles Liaise with the teaching hospital						
a) Procedure sets						
1.	Lumbar puncture set					
2.	Sternal puncture set					

3.	Liver biopsy set					
4.	Aspiration set					
5.	Chest drainage set					
6.	Abdominal paracentesis set					
7.	Venesection set					
8.	Incision and drainage set					
9.	Tracheostomy set					
b) Equipment and article						
1.	Resuscitation set with emergency drugs					
2.	ECG machine					
3.	Infusion pump					
4.	Pulse oximeter					
5.	POP materials (different size)					
6.	Brawn Bohlerplint					
7.	Thomas splint					
8.	Weight (different size)					
9.	Pulley with hook					
10.	Stirrup					
11.	Rope					
12.	Skin traction kit					
13.	Steinman pin					
14.	Knee brace					
15.	Jewet brace					
16.	Cervical collar					
17.	Crepe bandage					
18.	Halo brace					
19.	Air mattress					

20.	Water mattress					
21.	Wound bag machine					
22.	Crutches (axillary and elbow)					
D. Midwifery Laboratory						
1.	Gum boot	1	1			
2.	Goggles	2	2			
3.	Stadiometer to measure height	1	1			
4.	IV stand	1	1			
5.	Oxygen cylinder	1	1			
6.	Dressing drum with gauze and cotton	2	2			
7.	Bucket/bowl/basin	6	6			
8.	Trolley with double deck	3	3			
9.	Disposable syringes of different size (1ml, 2ml, 5ml, & 10ml)	As required	As required			
10.	Disposable needles of different sizes (26G, 24G, 22G, 20G, 18G, 16G, 14G)	As required	As required			
11.	IV set	As required	As required			
12.	IV solutions (different types)	As required	As required			
13.	IV Cannula of different sizes	As required	As required			
14.	Thermometer	3	5			
15.	Cheatle forceps with stand	2	2			
16.	Tray with lid different sizes	2 each	2 each			
17.	Gloves of different size	As required	As required			
18.	Wall clock	2	2			
19.	Plastic apron	As required	As required			

20.	Pelvis model with charts	1	1			
21.	Female torso abdominal palpation simulator	1	1			
22.	Fetal skull model	1	1			
23.	Fetal circulation model	1	1			
24.	Empathy belly stimulator	1	1			
25.	Bony pelvis with ligaments	1	1			
26.	Female organ model	1	1			
27.	Female pelvis (sagittal view of bones, muscles & organs)	1	1			
28.	Female torso simulator with first trimester uteri & postpartum uterus	1	1			
29.	Pelvic model for PV, set of 10	1	1			
30.	Female torso childbirth simulator with baby, cord, & placenta	1	1			
31.	Infant model (21")	2	2			
32.	Fetoscope/Doppler	2	2			
33.	Mechanism of normal labor display	1	1			
34.	Fetus model	2	2			
35.	Infant dolls (cloth)	As required	As required			
36.	Episiotomy model	1	2			
37.	Baby flannels	As required	As required			
38.	Lubricants	As required	As required			
39.	Per-vaginal examination set: · Kidney tray - 1 · Gallipot - 1 · Sponge holding forceps- 1	2 set	2 set			
40.	Kelly's pad	3	3			

41.	Normal delivery set: <ul style="list-style-type: none"> ● Outer tail wrapper – 1 ● Inner wrapper – 1 ● Drape – 2 ● Gown – 1 ● Gallipot – 1 ● Amniotic hook – 1 ● Artery forceps – 2 ● Sponge forceps – 1 ● Scissors – 1 ● Kidney tray – 1 	2 sets	4 sets			
42.	Sutures (catguts of different sizes)	As required	As required			
43.	Plain lignocaine (1%, 2%, 0.5%)	1 each	1 each			
44.	Distilled water	As required	As required			
45.	Episiotomy suture set: <ul style="list-style-type: none"> ● Outer wrapper – 1 ● Hole towel – 1 ● Needle holder – 1 ● Curved scissor – 1 ● Toothed dissecting forceps – 1 ● Kidney tray – 1 	2 sets	4 sets			
46.	Newborn resuscitation tray with ambu bag and mask of both term and preterm size	1 set	2 sets			
47.	NeoNatalie	1	1			
48.	Baby weighing machine with infantometer	1	1			
49.	Measuring tape	As required	As required			
50.	Spirit	As required	As required			
51.	Bleaching powder	As required	As required			
Equipment/articles (Liaise with the teaching hospital)						
1.	Radiant warmer					
2.	D & C set					
3.	Vacuum extractor					
4.	Delivery forceps					
5.	CTG machine					

6.	Fetal Doppler					
7.	Pulse oximeter					
8.	Baby transport incubator					
E: Paediatric Laboratory						
1.	Paediatric mannequin to do different procedures	2	2			
2.	Nebulization set with mask	2	3			
3.	Measuring tape	5	5			
4.	Thermometer(oral & rectal)	5	5			
5.	BP instrument with paediatric cuff	5	5			
6.	Stethoscope(paediatric bell)	5	5			
7.	Bed (paediatric size)	2	2			
8.	Bed cradle(paediatric size)	2	2			
9.	Paediatric size Linens(bedsheet, drawsheet, pillow cover,blankets,towel)	2	2			
10.	Blood set	5	5			
11.	Iv drip(micro drip set)	2	4			
12.	Suction set	2	2			
13.	Ambu bag(paediatric size)	2	2			
14.	drugs and lotion	As required	As required			
15.	Ryle's tube of different paediatric size	5	5			
16.	Catheter of different paediatric size	2 each	2 each			
17.	Torch	1	1			
18.	Weighing machine	2	2			
19.	Towel different size(paediatric size)	5	5			
20.	Blanket(paediatric size)	2	2			

21.	Linen paediatric size(bedsheet, pillowcase, draw sheet,mackintosh)	As required	As required			
Liase with Teaching hospital						
1.	Instrument of tracheostomy tray(Paediatric)					
2.	Endotracheal tube of different paediatric size					
3.	Paediatric Ophthalmoscope					
4.	Paediatric Laryngoscope					
5.	Paediatric airways of different size					
F: Nutrition Laboratory						
1.	Food weighing machine (electrical)	1	1			
2.	Measuring jugs: 500ml, 100ml, & 50 ml	1 each	1 each			
3.	Frying pan	2	2			
4.	Pot	6	6			
5.	Spoon	12	12			
6.	Mugs	12	12			
7.	Ladle	6	6			
8.	Plate	12	12			
9.	Water boiler	1	1			
10.	Rice cooker	1	1			
11.	Knife	1	1			
12.	Gas stove with gas cylinder	1	1			
13.	Refrigerator	1	1			
14.	Cooking materials	As required	As required			
G: Community Health Laboratory						
1.	Infanometer(paediatric height & weight)	1	1			

2.	Stadiometer(adult height & weight)	1	1			
3.	Infant weighing machine electrical	1	1			

H: Equipment/articles required for Community Health Visits

1.	Home visit bags equipped with all articles required	Based on number of students	As required			
2.	Health education materials: · Flip charts · Posters (safe driving, substance abuse, drugs, and alcohol, HIV/STI) · Pamphlets · Models for health education	As required	As required			
3.	Portable Bp instrument	5	5			
4.	Stethoscope	5	5			
5.	Clinical thermometer	5	5			
6.	Glucometer	5	5			
7.	Weighing scale	1	1			
8.	Measuring tape	5	5			
9.	Home visiting bag with essential drugs and first aid equipment	As required	As required			

Teaching Aids in Laboratory

1.	Slide projector	1 in each lab	1 in each lab			
2.	White board	1 in each lab	1 in each lab			
3.	LCD projector	1 in each lab	1 in each lab			
4.	Computer with internet facilities	1 in each lab	1 in each lab			

(Name & Signature of Evaluator)

(Name & Signature of Representative of institute)

STANDARD VII: PROGRAM EVALUATION AND QUALITY ASSURANCE

The standard sets the requirements for the program evaluation and quality assurance. The training institution should have stipulated policies and procedures to monitor the quality and effectiveness of its program and operations. This should be organized through relevant committees and boards.

7.1. Objective

To have an adequate evaluation and quality assurance system in place to ensure continuous improvement and quality of the training program.

7.2. Quality Indicators

- 7.2.1. There is written plan for a systematic and continuous programme evaluation and improvement of the quality of education;
- 7.2.2. There is written plan for systematic evaluation of the programme's purposes and product outcomes;
- 7.2.3. There is a Quality Assurance Committee appointed for internal auditing and monitoring.
- 7.2.4. There is documentation of the implementation and improvement plans of the evaluation and Quality Assurance System.
- 7.2.5. The reports are made available to relevant regulatory bodies biannually, or as and when necessary.
- 7.2.6. The institution has standard methods of assessment of its students including the criteria for passing examinations including continuous summative and end-summative assessments.

Annexure 1: CHECKLIST FOR STANDARD VII: PROGRAMME EFFECTIVENESS AND QUALITY IMPROVEMENT

Direction:

Assess the available resources, put tick (√) in the appropriate column.

Date of Assessment:

Name of the institute / college:

Address:

Sl. No.	Items	Yes	No	Remarks
1.	Is there a sign board written in Dzongkha and English?			
2.	Is there a Quality Assurance plan in place?			
3.	Is there a quality assurance focal person to manage internal quality assurance unit ?			
4.	Is there a documented disaster contingency plan in place?			
5.	Is the vision, mission and goal of the facility clearly documented?			
6.	Is the organogram of the facility clearly documented?			
7.	Is there a staff information board in the plan?			
8.	Is there a plan to prepare and maintain periodic reports on internal quality assurance?			
9.	Is there a prescribed policy on regular monitoring, auditing, evaluation, and review of academic performance?			
10.	Is there a mechanism to receive feedback?			
11.	Is there a key performance indicator (KPI)?			
12.	Is there a system of peer evaluation mechanisms?			
13.	Is there a policy of training opportunities for academic staff?			

14.	Is there a plan to maintain a log of activities performed by the institute.			
15.	Is there documented policies, guide lines, regulations , act of regulating body and procedures?			
16.	Is there a plan to submit a Self-Assessment report quarterly to relevant stakeholders?			

(Name & Signature of Evaluator)

(Name & Signature of Representative of institute)

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