
STANDARDS FOR EDUCATION OF DENTAL HYGIENIST - 2021



KINGDOM OF BHUTAN

BHUTAN MEDICAL AND HEALTH COUNCIL
ROYAL GOVERNMENT OF BHUTAN

STANDARDS FOR EDUCATION OF DENTAL HYGIENIST



KINGDOM OF BHUTAN

Bhutan Medical and Health Council
Royal Government of Bhutan

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ACKNOWLEDGEMENT

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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 of Dental Hygienist (2021).

Commencement

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

Supersession

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

SCOPE AND APPLICATION

These standards shall apply to all institutes providing education and training in Diploma in Dental Hygiene programmes. The checklist provided at the end of the standard is applicable only for a maximum of 50 students. Any increase from 50 will require adoption of a new checklist for all 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 1: Governance and Management

Standard 2: Curriculum

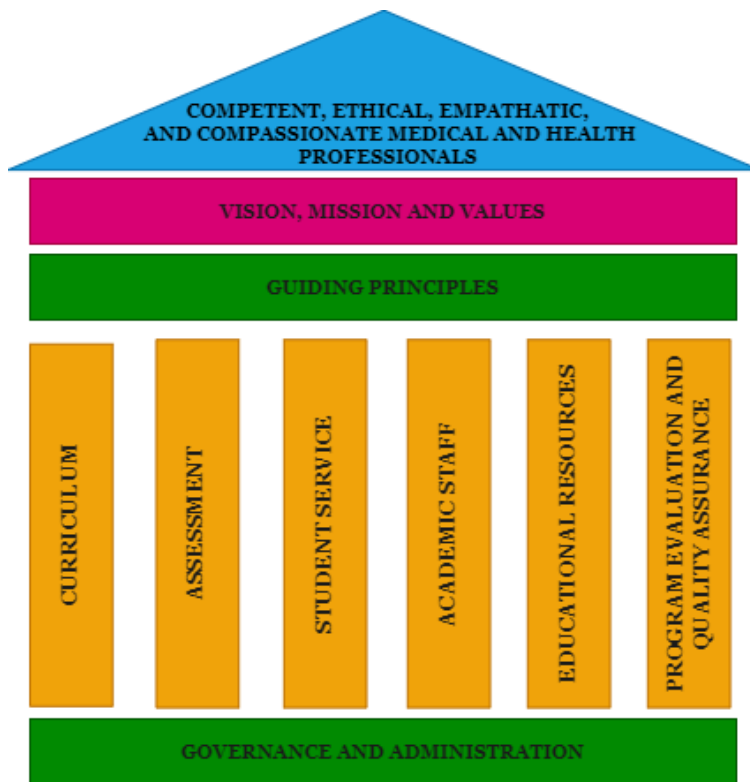
Standard 3: Assessment

Standard 4: Teaching Faculty

Standard 5: Student Service

Standard 6: Resources

Standard 7: programme Evaluation and Quality Assurance



PRINCIPLES

These standards for education of Dental Hygienists 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 Dental Hygienists' 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 Dental Hygienists' practice with a sound understanding of the dental sciences.
2. Graduates are awarded a Diploma Certificate in Dental Hygiene;
3. 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 in the educational institute to provide effective leadership. The institute 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 community¹ of interest. Policies and practices shall be consistent with the requirements of the Bhutan Medical and Health Council and service standards of the Ministry of Health.

1.1. Objective

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

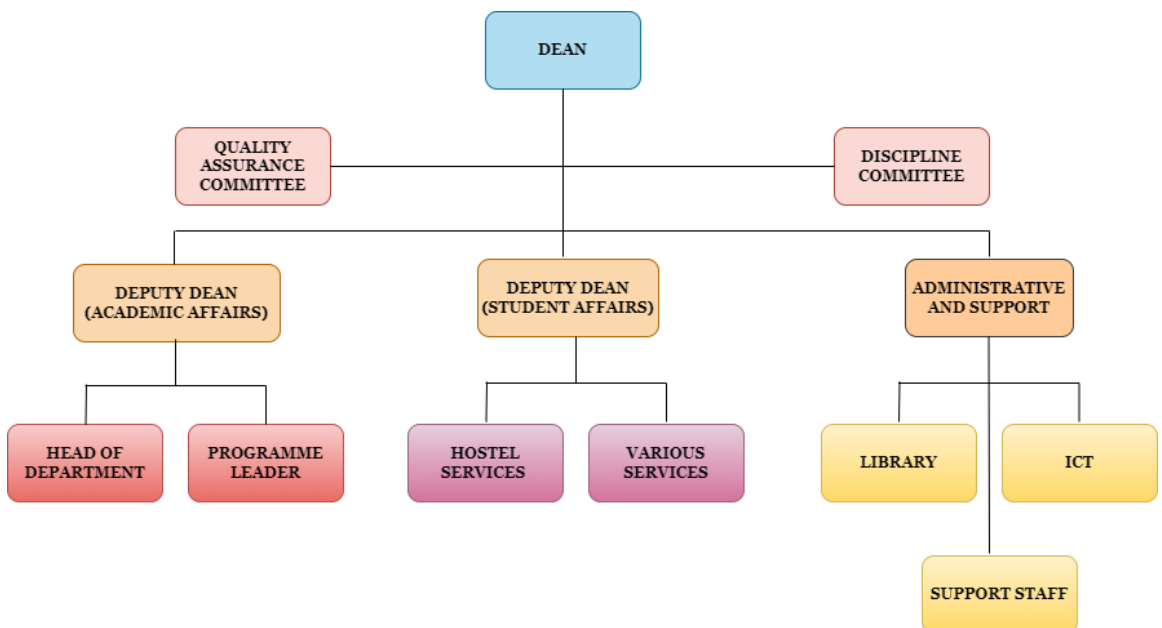
1.2. Quality Indicators

- 1.2.1. There is a clearly stated vision, mission, objectives and expected outcomes of the institute;
- 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 an identified teaching hospitals and primary health centers for clinical training;
- 1.2.4. There is a clearly stated vision, mission, objectives and expected outcomes of the institute;
- 1.2.5. There is an identified teaching hospitals and primary health centers for clinical training;
- 1.2.6. There is quality assurance unit/committee to ensure effective monitoring academic programmes;
- 1.2.7. There is a defined mechanism to ensure adequate and regular financial resources to sustain the educational programmes;
- 1.2.8. There is dedicated allocation of the resources necessary for the implementation of the curriculum and educational needs;
- 1.2.9. There is a clear organizational structure for administrative and professional staff with clearly defined responsibilities and functions;
- 1.2.10. There is a process in place to get approval from the BMHC for introduction/revision of the programme;

¹ Community refers to the faculties, students and staff of the institute, and public.

- 1.2.11. The organizational chart is clearly defined and displayed within the institute premises;
- 1.2.12. The Head of the institute²/department³ shall be Bhutanese preferably professional background in dental science with relevant qualifications and registered with Bhutan Medical and Health Council;
- 1.2.13. The management of the institute is monitored and evaluated by the relevant committees/boards;
- 1.2.14. The institute has at least one Academic Committee with clear Terms of Reference;
- 1.2.15. The administrative body holds regular meetings, keeps minutes, and communicates pertinent information to staff and students;

Annexure 1: SAMPLE OF THE GOVERNANCE STRUCTURE OF THE INSTITUTE



² Institute refers to those institutes offering only dental programmes.

³ Departments refer to those institutes offering various programmes.

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 a clearly defined vision, mission, and expected outcomes?			
2.	Governance and administrative structure including relevant boards and committees with clear terms of reference			
2.1	Is there a defined organogram of the institute?			
2.2	Are the job responsibilities of the head of institute/board/committee defined?			
3.	Is there an identified teaching hospital for clinical training?			
4.	Is there a quality assurance unit/committee for monitoring and evaluation?			
5.	Is there a defined mechanism for the allocation of adequate and regular financial resources?			
6.	Is there a process to get approval from the BMHC for the introduction/revision of the programme?			
7.	Is the management body of the institute monitored and evaluated by the relevant committee/body?			
8.	Is there an Academic Committee with a clear ToR?			
9.	Conduct of academic meetings			
9.1	Are there records of minutes for the regular meeting?			
9.2	Are the minutes and recommendations communicated to staff and the students?			
10	Does the Head of the institute ⁴ /department ⁵ has relevant professional background, qualification and experience in dental science and registered with Bhutan Medical and Health Council;			

(Name & Signature of Evaluator)

(Name & Signature of Representative of Institute)

⁴ Institute refers to those institutes offering only dental programmes.

⁵ Departments refers to those institutes offering various programmes.

STANDARD II: CURRICULUM

This standard is set to ensure that the outcome of the programme is consistent with the vision, mission, and objectives of the institute. The curriculum shall include adequate theory and clinical practice on general education, biomedical sciences, basic dental sciences, and dental hygiene science to prepare the graduates with a level of competence required for safe and effective care at the level relevant to the programmes offered.

2.1. Objective

To have a dynamic curriculum that leads to graduates who demonstrate competencies and skills with a sound understanding of dental sciences and hygiene; and providing dental care services, adhere to the code of ethics and standards of the profession.

2.2. Quality Indicators

- 2.2.1. The curriculum includes General Education, Biomedical Sciences, Basic Dental Sciences and Dental Hygiene sciences;
- 2.2.2. The dental hygiene programme has established mechanisms to ensure sufficient theoretical knowledge and clinical experience to attain competence and develop appropriate judgment;
- 2.2.3. The curriculum meets national education criteria, and professional and regulatory requirements for practice; validated and approved by the affiliated university/relevant boards;
- 2.2.4. There is a clear plan for the review of the curriculum;
- 2.2.5. The institution teaches the principles of the scientific method and evidence-based practices, including analytical, critical thinking and competencies required for the profession throughout the curriculum;
- 2.2.6. The duration of the training programme is a minimum of 3 years for a Diploma course.

Annexure 1 - CHECKLIST FOR STANDARD II: CURRICULUM (GENERAL)

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 criteria and professional and regulatory requirements for practice?			
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 programme offered?			

(Name & Signature of Evaluator)

(Name & Signature of Representative of the institute)

Annexure 2 - CHECKLIST FOR STANDARD II: CURRICULUM (SPECIFIC)

Direction:

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

Date of Assessment:

Name of the institute/college:

Address:

Sl. No.	Items	Yes	No	Remarks
1.	Does the curriculum include General Education like sociology, psychology, academic skills?			
2.	Does the curriculum include Biomedical Sciences like anatomy, physiology, biochemistry, microbiology, immunology, general and maxillofacial pathology and/or pathophysiology, nutrition and pharmacology?			
3.	Does the curriculum include Dental sciences like tooth morphology, oral and Dental Anatomy, Oral embryology and Histology, oral Pathology, Radiography, Periodontology, pain management, Restoration, Exodontia and Dental materials?			
4.	Does the curriculum include Dental Hygiene sciences like oral Health education and prevention, health promotion, patient management including special needs, clinical Dental hygiene, community dental health, dental emergencies, legal and ethical aspects of dental hygiene practice, infection control?			

**subjected to change as per curriculum changes.*

(Name & Signature of Evaluator)

(Name & Signature of Representative of institute)

STANDARD III: ASSESSMENT

This standard is set to have a clear assessment system that will evaluate the achievement of intended learning outcomes. The assessment shall be fair, reliable and valid enabling students to demonstrate what proficiencies they achieved. The assessment shall include various methods for continuous quality improvement. The institute shall put in place mechanisms for appeal and scrutiny by external experts.

3.1. Objectives

To have an appropriate, valid and reliable assessment system with continuous and summative methods to assess the learning outcome.

3.2. Quality Indicators

- 3.2.1. The institute has a clear assessment policy and process;
- 3.2.2. Assessment system encompasses 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 a consistent approach to assessment across modules that are periodically reviewed and updated;
- 3.2.7. The faculty conducting the assessment adopts a formal preparation process in assessment and evaluation;
- 3.2.8. The assessors have experience/expertise in the subject area;
- 3.2.9. The assessment is mapped to the curriculum and occurs throughout the programme;
- 3.2.10. Practical assessment is facilitated and evidenced by observations and other appropriate methods.

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 written exam policy/regulation /guideline?			
2.	Are the modes of assessment clearly mentioned against each module?			
3.	Are the elements of continuous assessment (e.g. observation, questioning, quizzes, feedback, competency signout, assignment, reflective journal, performance evaluation, presentation, unit test, log book, etc) adopted?			
4.	Are the elements of summative assessment (e.g. objective structured clinical/practical and theory examination) adopted?			
5.	Is there a system to avoid conflict of interest?			
6.	Is there a system to appeal for the assessment results?			
7.	Do the assessors have experience/expertise in the subject area?			
7.	Is the assessment fair, reliable and valid?			
8	Is there a moderation checklist and has it been implemented?			
8.1	Is the security and confidentiality of the assessment documents maintained?			
9	Is the assessment mapped (weighted) to the curriculum and occurs throughout the programme?			
10	Is the practical assessment facilitated and evidenced by observations and other appropriate methods?			
10.1	Is there a checklist and documentation of how the practical assessments are to be conducted?			

(Name & Signature of Evaluator)

(Name & Signature of Representative of Institute)

STANDARD IV- TEACHING FACULTY

This standard is set to enable the institute to recruit adequate faculty members with relevant qualifications and experience. The number and distribution of faculty and staff must be sufficient to meet the institute's stated purpose, goal and objectives. The faculty members shall strive to provide quality teaching and learning, promote and facilitate research and develop academic leadership to assist the institute in attaining the goals and outcomes of the educational programme

4.1. Objective

To promote recruitment of appropriate (qualification and competency) and adequate 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
- 4.2.2. The teaching faculty members possess a dentist or dental hygienist qualification with appropriate professional experience.
- 4.2.3. There is a required number of teaching faculty members as per the standard teacher students ratio;
- 4.2.4. There is a required number of teaching faculty members as per the standard teacher modules ratio;
- 4.2.5. 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);
- 4.2.6. The dental hygiene programme has programme coordinator for planning, operation, supervision, evaluation and revision of the programme;
- 4.2.7. The faculty members are registered with the Bhutan Medical and Health Council;
- 4.2.8. The faculty members are trained in basic pedagogy and basic biomedical research,
- 4.2.9. There is a plan for continuing professional education for academic and clinical faculty to maintain their expertise and competence;
- 4.2.10. The faculty promotes research activities.
- 4.2.11. There is a robust mechanism for evaluating the faculty periodically;
- 4.2.12. The institute has recruited an adequate number of faculty.

calculate hours requirement for faculty * maximum of 3 modules for one faculty

Annexure 1 - CHECKLIST FOR STANDARD IV: 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 clear policy for faculty recruitment?			
2	Do the faculty members who are teaching possess appropriate professional qualification and experience relevant to the areas of their expertise?			
3.	Teacher: student ratio			
3.1	Is the teacher-student ratio for theory classes 1:25 or less?			
3.2	Is the teacher-student ratio for the tutorial, clinical and laboratory classes 1:12 or less?			
4.	Is the teacher-module ratio 1:3 or less?			
5.	Are the faculty members teaching clinical subjects involved in clinical practice for at least 20% of the time (at least one day in a week)?			
6	Is there a designated programme coordinator for the dental hygiene programme?			
7	Are the dental hygiene faculty members registered with BMHC?			
8	Basic pedagogy and basic medical research.			
8.1	Are all the faculty members trained in basic pedagogy?			
8.2.	Are all the faculty members trained in basic medical research? (faculty development programme *)			
9	Is there evidence of availing of continuing professional development by the faculties?			
10	Is there evidence of the faculty conducting the research or research-based teaching and learning?			
11	Evaluation of faculty performance			

11.1	Is there evidence of teaching-learning activities?			
11.2	Is there evidence of instructional leadership activities?			
11.3	Is there evidence of co-curricular and extracurricular activities?			
11.4	Is there a peer feedback system in place for effective teaching and learning?			
11.5	Is there a student feedback system in place for effective teaching and learning?			

(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)	Yes	No	Remarks
A. Basic Science and academic skills					
1.	Anatomy and Physiology	2			
2.	Biochemistry and Pharmacology	2			
3.	Pathology and Microbiology	1			
4.	Psychology and Sociology	1			
5.	Academic skills	1			
6.	ICT	1			
7.	Dzongkha	1			
B. Dental Science					
1.	Orientation in Dentistry	2			
2.	Dental Anatomy and Physiology	2			
3.	Oral Microbiology	2			

4.	Dental Materials	2			
5.	Dental Anatomy Practical	2			
C. Dental Hygiene Sciences					
1.	Dental Hygiene and Oral Prophylaxis	2			
2.	Dental Pharmacology	2			
3	Dental Radiology	2			
4	Oral Pathology	2			
3	Local Anesthesia	2			
D. Dental Sciences					
1.	Periodontology	2			
2	Oral Surgery and Exodontia	2			
3.	Conservative Dentistry	2			
4.	Preventive Dentistry	2			
5.	Pediatric Dentistry	2			

E.Community Dentistry:					
1.	Field Posting and Attachment	1			
2.	Clinical Seminar/ case presentation	2			
3.	Public Health Dentistry	2			
4.	Caries Risk Assessment and Indices	2			

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.

(Name & Signature of Evaluator)

(Name & Signature of Representative of institute)

STANDARD V: STUDENT SERVICES

This standard is set to define requirements to promote a conducive teaching-learning environment and other support services for the students. Strategies should be in place to ensure that admission requirements are in line with the programme's academic objectives and student intake.

5.1. Objective

To have systems in place to ensure a conducive teaching-learning environment, other support services and admission requirements in line with the programme's academic objectives and 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 facilitate student representation in the decision-making process to promote participation for holistic education;
- 5.2.3. Students have access to support services which include health, counselling , recreational facilities and financial aid;
- 5.2.4. There are arrangements with required facilities for special needs students, where applicable;
- 5.2.5. There is a mechanism in place to monitor the quality of accommodation and food served;
- 5.2.6. The institute defines the size of student intake based on the capacity of faculties and available resources;
- 5.2.7. There is a system in place to obtain approval from the Bhutan Medical and Health Council in case of an increase in its admission intake.

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.	Is there a mechanism in place to facilitate student representation in decision making?			
3.	Is there access to support services which include health, counselling, recreational facilities and financial aid?			
5.	Are there arrangements with required facilities for special needs students, if applicable?			
6.	Is there a mechanism in place to monitor the quality of accommodation and food served?			
6.1.	Is the accommodation facilities student-friendly?			
6.2.	Are the meals served in a nutritious and balanced diet?			
7.	Is the institute's intake of students as per the policy?			
8.	Is there a system in place to obtain approval from the Bhutan Medical and Health Council in case of an increase in its admission intake?			

(Name & Signature of Evaluator) (Name & Signature of Representative of the institute)

STANDARD VI: RESOURCES

This standard is to set the minimum requirement of resources to maintain the quality of academic, clinical and practical competencies. The allocation of the resources should be based on the number of students, academic faculty, type of programmes, infrastructures and facilities to support in achieving the programme's objectives and outcomes.

6.1. Objective

To allocate adequate resources (physical infrastructure, human resources, curriculum, equipment, Instruments 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 the proper delivery of the curriculum;
- 6.2.2. There is an adequate human resource to support the development and implementation of the programme;
- 6.2.3. There is adequate resource allocation in keeping with the academic development of the institution and an increasing number of students;
- 6.2.4. There is a mechanism for effective maintenance and optimal use of infrastructures.

Information technology

- 6.2.5. Formulates and implements a policy that addresses effective and ethical use;
- 6.2.6. There are accessible information technology services including computer and electronic facilities;
- 6.2.7. Have access to learning resources such as e-learning programmes and platforms, web-based or other electronic media and current collection of literature on Dental sciences and related subjects;
- 6.2.8. There are sufficient and relevant books, e-journals and other learning materials.
- 6.2.9. There is provision for technology and professional support services for hardware and software technical personnel employed;
- 6.2.10. There are qualified staff to manage ICT facilities and services available.

Research and development

- 6.2.11. There is a policy that fosters the relationship between medical research and education;
- 6.2.12. Reviews periodically its research resources and facilities and take appropriate action to enhance its research capabilities and to promote a conducive research environment;

Educational expertise

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

Educational exchanges

- 6.2.16. Formulates and implements a policy for national and international collaboration with other educational institutions, including staff and student mobility, and transfer of educational credits;
- 6.2.17. Encourages provision of scholarship and has documented understanding for the student exchange programme;

Financial resources

- 6.2.18. There is financial viability and sustainability for the programme;
- 6.2.19. There is a clear procedure to ensure that its financial resources are sufficient and managed efficiently;
- 6.2.20. There is a clear line of responsibility and authority for resourcing the curriculum, including a dedicated educational budget;
- 6.2.21. 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

- 6.2.22. There are recreational facilities like playfields, gym, meditation center, prayer hall, infirmary etc.;

Clinical Facilities

- 6.2.23. The dental hygiene facilities must include the following:
- 6.2.24. There are adequate clinical stations based on the number of students including handwashing sinks and view boxes; functional, modern dental chairs; an area that accommodates a full range of operator movement and opportunity for proper instructor supervision.
- 6.2.25. There is a designated sterilizing area that includes sufficient space for preparing, sterilizing and storing instruments.
- 6.2.26. There are adequate sterilizing equipment and personal protective equipment/ supplies that follow current infection control protocol.
- 6.2.27. There is adequate and furnished patient reception and a waiting area provided adjacent to the clinic.

Radiography Facilities

- 6.2.28. Radiography facilities must be sufficient for student practice and the development of clinical competence.
- 6.2.29. The radiography facilities must contain the following:
- 6.2.30. An appropriate number of radiography exposure rooms which include: modern dental radiography units; and conveniently located hand-washing sinks;
- 6.2.31. Modern films processing equipment;
- 6.2.32. An area for mounting and viewing radiographs

Laboratory Facilities

- 6.2.33. A multipurpose laboratory facility must be provided for effective instruction and allow for required laboratory activities.

Classroom Space

- 6.2.34. Classroom space which is designed and equipped for effective instruction must be provided for and readily accessible to the programme.

Office Space

- 6.2.35. Office space that allows for privacy must be provided for the programme coordinator and faculty. Student and programme records must be stored to ensure confidentiality and safety.

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	No. of required (upto 50 admission)	Yes	No	Remarks
A. Physical Facilities					
1.	Administrative block	1			
2.	Offices(equipped with table, chair & computer)	As required			
3.	Conference hall	1			
4.	Examination hall	1			
5.	Multipurpose hall	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			
7.	Hostel <ul style="list-style-type: none"> ● Separate hostel for boys and girls with toilet and bathroom facilities ● Hygienic kitchen with adequate sitting arrangement 	As required			
8.	Are there recreational facilities including outdoor sports?				

B. Clinical training resources					
1.	Has the institute identified teaching hospitals and primary healthcare centers?				
2.	Has the institute kept necessary resources in place for students to have adequate clinical experience a. adequate number and categories of patients b. clinical training facilities c. supervision of their clinical field				
B. 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 programmes 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?				
C. Research and Development					
1.	Is there a policy in place that fosters the relationship between medical research and education?				
2.	Are research resources and facilities reviewed periodically to promote a conducive research environment? resources and facilities?				

D. 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?				
E. 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 a documented understanding of the student exchange programme?				
F. 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?				

G. 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?				
H. Recreational facilities					
1.	Are there recreational facilities like playfields, gym, a meditation center, a prayer hall, an infirmary etc?				

(Name & Signature of Evaluator)

(Name & Signature of Representative of Institute)

AnnAnnexure 2 - CHECKLIST FOR STANDARD VI: RESOURCES (ESSENTIAL EQUIPMENT AND INSTRUMENTS)

Direction:

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

Date of Assessment:

Name of the institute/college:

Address:

Sl. No.	Items	Nos requir e	Yes	No	Remarks
<i>Infrastructure</i>					
1	Dental Clinic	1			
2	Radiography Room	1			
3	Darkroom	1			
<i>Practical instruments</i>					
1	Skull model	2			
2	Lecron carver	10			
<i>Dental Equipment</i>					
1	Dental Chair complete set	2			
2	Dental Suction machine	2			

3	Dental air compressor	2			
<i>Infection control equipment</i>					
1	Dental AutoClave	2			
2	Stainless steel bowel	4			
<i>Radiography equipment</i>					
1	IOPA X-Ray Machine	1			
2	IOPA X-ray film processor	1			
3	IOPA X- ray viewer	1			
4	Lead apron	2			
5	X-ray film hanger clip	4			

<i>Dental Examination instruments</i>					
1	Dental mouth mirror	20			
2	Dental Tweezer	20			
3	Dental probe	20			
4	Periodontal probe	20			
<i>Miscellaneous</i>					
1	Sphygmomanometer (BP apparatus)	2			
2	Stethoscope	2			
3	Cheatle forceps	2			
4	Cheatle forcep holder	2			
5	Stainless Steel Tray	6			
6	Kidney tray	4			
<i>Exodontia and Oral surgery instruments</i>					
1	Extraction Forceps: Permanent Tooth				
1.1	Upper Third Molar	4			
1.2	Upper Left Molar	4			

1.3	Upper Premolar	4			
1.4	Upper anterior	4			
1.5	Upper right molar	4			
1.6	Upper root	4			
1.7	Upper left Cowhorn	2			
1.8	Upper Right Cowhorn	2			
1.9	Lower Cowhorn	2			
1.10	Lower Third molar	4			
1.11	Lower Molar	4			
1.12	Lower premolar	4			
1.13	Lower Anterior	4			
1.14	Lower Root	4			
2	Extraction forcep: Deciduous tooth				
2.1	Upper molar	4			
2.2	Upper anterior	4			
2.3	Upper root	4			
2.4	Lower molar	4			
2.5	Lower anterior	4			
2.6	Lower root	4			
3	Periosteal elevator	2			
4	Elevator				
4.1	Elevator Straight (Different sizes)	4			
4.2	Elevator Coupland (different sizes)	4			
4.3	Elevator Cryer Left	4			
4.4	Elevator Cryer Right	4			
4.5	Elevator Apexo left	4			
4.6	Elevator Apexo Right	4			
4.7	Elevator Warwick James (Set of 3)	4			

5	Bone Rongeur	4			
6	Bone cutter	4			
7	Bone file	4			
8	Dental Cartridge syringe	10			
9	Needle holder	4			
10	Scissor surgical	4			
11	Tissue forcep	4			
12	Cheek retractor	4			
13	Mouth gag	4			
14	Bone Curettes	4			
<i>Conservative / Operative instruments</i>					
1	Plastic filling Instrument	10			
2	Spoon Excavator (different sizes)	10			
3	Cement condenser	10			
4	Ball burnisher	10			
5	Cement carver	10			
6	Matrix Retainer- Ivory	4			
7	Matrix Retainer – Tofflemire	4			
8	Cement Spatula (Stainless Steel)	4			
9	Glass slab	4			
10	Chip blower	4			
11	Visible light cure set	2			
<i>Dental Hygiene Equipment and Hand Instruments</i>					
1	Universal scaler	4			
2	Flat surface scaler – left	4			
3	Flat surface scaler- right	4			
4	Interdental scaler- left	4			
5	Interdental scaler- right	4			

6	Sickle scaler (different sizes)	4			
7	Jacquette scaler (different sizes)	4			
8	Ultrasonic Scaler set	2			
9	Brushing model and brush	2			
<i>Endodontic Instrument</i>					
1	Files	10 set			
2	Broaches	10 set			
3	Reamers	10 set			
4	Endo stand	2			
5	Endodontic excavators	10			
6	Endo root canal explorers	10			
7	Endo root canal pluggers	6			
8	Endo root canal ruler	4			

(Name & Signature of Evaluator)

(Name & Signature of Representative of institute)

Annexure 3 - CHECKLIST FOR STANDARD VI: RESOURCES (ESSENTIAL GENERAL AND DENTAL CONSUMABLES)

Direction:

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

Date of Assessment: consumable

Name of the institute/college:

Address:

Sl.No.	Materials	Nos requires	Yes	No	Remarks
General Consumer					
1	Cotton	5			
2	Gauze	5			
3	Sterilized disposable syringes	As require			
4	Handpiece Lubricating oil	2			
Exodontia and Oral surgery material					
1	Lignocaine 2% cartridges	200			
2	Topical Anesthetic Jelly	4			
3	Dental needles (different sizes)	200			
4	Sutures	4			
5	Surgical blade (Different shapes)	4			
6	Disposable suction tips	200			
7	Dry socket paste	4			
8	Dappen glasses	10			
9	Antiseptic solutions	As require			
10	Abgel	10			
Conservative/ Operative materials					
1	Dental Diamond Burs				
1.1	Inverted (different size)	10			

1.2	Straight Fissure (different sizes)	10			
1.3	Taper Fissure (different sizes)	10			
1.4	Round (different sizes)	10			
2	Restorative materials				
2.1	Glass Ionomer Cement	As require			
2.2	Zinc Oxide, powder and liquid	As require			
2.3	Premix Temporary cement	As require			
2.4	Zinc phosphate cement	As require			
2.5	Pit and fissure sealant	As require			
2.6	Composite filling (Different shades)	As require			
2.7	Calcium hydroxide liner	As require			
3	Matrix band SS- Ivory (Different sizes)	6			
4	Matrix band SS- tofflemire	6			
5	Wooden wadges	4			
6	Articulating paper	4			
7	Sand paper disc	4			
8	Plastic strip	4			
9	Polishing paste	4			
10	Finishing plastic strips set	4			
11	Vaseline	As require			
12	Disposable suction tips	As require			
13	Plastic spatula	4			
14	Topical Fluoride gel	4			
Dental Hygiene materials					
1	Polishing paste	4			
2	Polishing rubber cups	50			

3	Polishing bristle brushes	50			
4	Antiseptic solution	As require			
5	Hydrogen peroxide	As require			
6	Plaque disclosing solution	4			
7	Dental floss	4			
Endodontic materials					
1	Paper points	10			
2	Iodoform paste	10			
3	Gutta-percha points	10			
4	RCT sealer	4			
5	RC solvent	4			
<i>Dental Radiology materials</i>					
1	IOPA film	As require			
2	X- ray developing solution	As require			
3	X- ray fixing solution	As require			
4	X -ray film holders	4			
Infection control supplies					
1	Gloves	200			
2	Face Mask	100			
3	Face shield	10			
4	Sharp container	2			
5	Waste bins (As per requirements)	As require			
6	Disinfectants	As require			
7	Antiseptic Hand rubs	4			
8	Liquid Soap	4			
9	Hand towels	20			
10	Patient drapes	20			

11	Head caps	100			
<i>Practical Materials</i>					
1	Wax blocks	100			
2	Mackintosh sheet	10			

(Name & Signature of Evaluator)

(Name & Signature of Representative of institute)

STANDARD VII: PROGRAM EVALUATION AND QUALITY ASSURANCE

This standard is set to define the requirements for programme evaluation and quality assurance. The training institution should have stipulated policies and procedures to monitor the quality and effectiveness of its programme and operations continuously. This should be organized through relevant Committees/Boards.

7.1. Objective

To have an adequate evaluation and quality assurance system in place to ensure continuous improvement and quality of the training programme in line with the outlined objectives.

7.2. Quality Indicators

- 7.2.1. There is a written policy for a systematic and continuous programme evaluation and improvement of the quality of education;
- 7.2.2. There is a Quality Assurance Unit/Committee with clear terms of references designated for internal auditing and monitoring of the programme;
- 7.2.3. There is a written record of plans for evaluation of the programme's purposes and outcomes;
- 7.2.4. There is a documented disaster contingency plan in place?
- 7.2.5. There is a record of analysis and implementation of improvement plans including communication to relevant regulatory bodies.

Annexure 1: CHECKLIST FOR STANDARD VII: PROGRAM 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 written policy (SOP/Manual/Guidelines) in place for the evaluation and continuous improvement of programmes?			
2.	Quality Assurance Unit/Committee			
2.1	Is there a designated Quality Assurance Unit/Committee in the institute?			
2.2.	Is there TOR for Quality Assurance Officials?			
3.	Is there evidence of plans for evaluation of the programme's purposes and outcomes;?			
4.	Is there a documented disaster contingency plan in place?			
5.	Analysis and implementation of improvement plans including communication to relevant regulatory bodies.			
5.1	Is there a report of feedback from relevant stakeholders?			
5.2	Is there a process for peer evaluation?			
5.3	Is there a corrective action and preventive action plan in place?			
5.4	Is there a self-assessment report?			
5.6	Is there an external monitoring and evaluation report available?			

(Name & Signature of Evaluator)

(Name & Signature of Representative of Institute)

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