



Revised on 23 April 2019

**GUIDELINE  
FOR  
THE NURSING AND MIDWIFERY  
EDUCATIONAL INSTITUTION'S  
SELF -ASSESSMENT TOOL AND  
REVIEW TEAM REPORT**

**BANGLADESH NURSING & MIDWIFERY COUNCIL**

March 2019

## Guideline for Self-Assessment Tool and Review Team Report

This document provides a guide for Nursing Colleges /Institutes/ **Midwifery Educational Institutions** to assist them in preparing for an accreditation review. It identifies the types of information and documentation that should be provided a) in the Self-Assessment Tool; b) in the Appendix of the Self-Assessment Tool and Review Team Report; and c) during the site visit by the Review Team.

### Standard I: Administration and Leadership (Criteria 10, Total Marks: 20)

The governance of the **Nursing and Midwifery Educational Institutions** supports good quality education.

Criteria	Types of evidence to be provided in the Self-Assessment Report Template and during the site visit
<p><b>1.1. The Head (Principal/ Instructor In-Charge) of the Nursing Colleges/ Nursing Institutes/ Midwifery Educational Institutions (NC/NI/MEI) is a registered nurse, registered midwife or a registered nurse-midwife with a master’s degree for college &amp; bachelor’s degree for nursing Institute / Midwifery Educational Institutions in nursing/public Health, has experience in leadership and administration, and as an educator.</b></p>	<p><b><u>In the self-Assessment report</u></b>                      Check yes or no to each of the following: The Head (Principal/Nursing Instructor-in-Charge) of the Nursing College/Nursing Institute</p> <ol style="list-style-type: none"> <li>a. is a registered nurse, a registered midwife, or nurse-midwife with a master’s degree for college/bachelor’s degree for nursing Institute in nursing/public health;</li> <li>b. has experience in leadership and administration;</li> <li>c. has experience as an educator.</li> </ol> <p><b><u>In the report appendix</u></b>                      Attach or insert a curriculum vitae of the Principal/Nursing Instructor-in-Charge to Appendix K.</p> <p><b><u>During the site visit</u></b>                      The Principal/Nursing Instructor-in-Charge shows his/her certificates of qualifications to the review team.                      Interview : Interview Principal/Nursing Instructor In Charge, Ask about leadership &amp; administration experience, ask for examples</p> <p><b><u>Document Review:</u></b> verify the personal data sheet (PDS) of the Principal/Nursing Instructor-in-Charge. Review curriculum vitae (CV).                      The Principal/Nursing Instructor-in-Charge shows his/her certificates of qualifications to the review team.</p>
<p><b>1.2 The Head of the Nursing Colleges/ Nursing Institutes/ Midwifery Educational Institutions has autonomy in decision making within his/her jurisdiction, e.g., Administration of the</b></p>	<p><b><u>In the self-Assessment report</u></b>                      Check yes, in part, or no to each of the following and provide the information indicated on the form:</p> <ol style="list-style-type: none"> <li>a. Administration of the NC/NI / <b>Midwifery</b></li> </ol>

**NI/NC/ MEI** Midwifery Educational Institutions , students, instructors, support staff and implementation of the curriculum, and competencies approved by the MoHFW/BNMC/University.

**Educational Institutions** (Provide a brief overview of the reporting and governance structure).

- b. Students (e.g., related to intake, academic progression, discipline, etc.); (Provide 1 or 2 examples to show decision-making autonomy or lack thereof related to the administration of the students).
- c. Educators(e.g., hiring, performance appraisal, teaching assignments, promotions); (Provide 1 or 2 examples to show decision-making autonomy and/or lack thereof related to the instructors).
- d. Support staff (e.g., hiring, performance appraisal, job description); (Provide examples to show of decision making autonomy or lack thereof related to the support staff).
- e. Implementation of the curriculum and competencies approved by the BNMC. (If yes or in part, briefly describe).

During the site visit

The Principal/Nursing Instructor-in-Charge describes his or her decision-making authority to the review team related to such areas as course and work assignments, selection of guest lecturers, clinical placements, and student issues. He/she provides evidence such as delegated power, disciplinary actions, and job descriptions supporting decision-making autonomy.

Attendance of staff and students,

Observe dress code for students and teachers

Organize sports, cultural events, social activities for the students

Cleanliness of the NI, colleges/ **Midwifery Educational Institutions** premises

Reward system for students and disciplinary action for students and staffs

Document Review:

(Relevant document/record)

Record of different committee formation, (Check Committee formation order/memo, members name & designation Meeting Minutes, any action taken)

Check guest lecturers CVs, office order from NI Instructor-in-Charge/Principal

Check master plan, academic calendar, student clinical rotation plan with clinical learning objectives, student's results. Maintain class routine, completion of the course intime

	<p>Job description of Educators and support staffs performance appraisal (ACR) Record of disciplinary action if any</p>
<p><b>1.3 The supporting staff performs their duties diligently.</b></p>	<p><u><i>In the self- Assessment report</i></u> Indicate yes, in part, or no. If no or in part briefly describe what the challenges are.</p> <p><u><i>In the report appendix</i></u> Complete the Appendix A form <i>List of the support staff and their positions.</i></p> <p><u><i>During the site visit</i></u> Review team members interview staff and the Principal/Nursing Instructor-in-Charge to obtain further information on this. Observe supporting staffs, Attendance.</p>
<p><b>1.4 The administrative and digital information systems in the Nursing Colleges/ Nursing Institutes / Midwifery Educational Institutions should be well organized and effective.</b></p>	<p><u><i>In the self-Assessment report</i></u> Check yes, in part, or no for each of the following and provide comments:</p> <ol style="list-style-type: none"> <li>Duties are assigned based on job descriptions.</li> <li>A master plan for student placements is used.</li> <li>An academic calendar is used.</li> <li>There is a notice board or other information system to inform instructors, staff, and students.</li> <li>There is a dynamic website and information of the Institution, facilities, teachers&amp; students, curriculum, course, content, development</li> </ol> <p><u><i>During the site visit</i></u> The NC/NI/ Midwifery Educational Institutions provides the review team with documentation of administrative systems such as a master plan for student placements, and academic calendar, students clinical rotation plan with objectives (is use as planned). The review team observes information systems such as notice boards.website.</p>
<p><b>1.5 The Nursing Colleges/ Nursing Institutes / Midwifery Educational Institutions maintains well-organized and up-to-date records of student admissions, student registration, student transcripts, student master roll call, student personnel file, examination roll call</b></p>	<p><u><i>In the self-Assessment report</i></u> Check yes or no for each of the following:</p> <ol style="list-style-type: none"> <li>Student admission</li> <li>Student registration</li> <li>Student transcripts</li> <li>Student master roll call</li> </ol>

<p><b>book, and other administrative files systems.</b></p>	<ul style="list-style-type: none"> <li>e. Student personal files</li> <li>f. Examination roll call book</li> <li>g. Other administrative file systems (if yes, please indicate what type of administrative file systems)</li> </ul> <p><u>During the site visit</u> The review team examines the records and other administrative file systems, and verifies they are appropriately filed and secure, and that confidentiality is maintained (both in paper form and electronic copies). The team may choose 1-2 student samples and validate all documentation are in place.</p>
<p><b>1.6 The Educators of the Nursing Colleges/ Nursing Institutes / Midwifery Educational Institutions are supported in updating their clinical expertise, nursing knowledge, and competency as educators, and in participating in professional development activities.</b></p>	<p><u>In the self- Assessment report</u> Check yes or no. If yes, briefly describe the system in place and provide 1 or 2 examples.</p> <p><u>During the site visit</u> The reviewers question educators, instructors, and the Principal/Nursing Instructor-in-Charge about support for professional development (training and higher education for professional development). The review team checks lesson plan, the teaching materials handed out by teachers and observe a class.</p>
<p><b>1.7 Guest teachers who are hired are experts in their field and follow the approved curriculum and academic calendar.</b></p>	<p><u>In the self- Assessment report</u> Check yes or no. Briefly describe the process for hiring guest teachers.</p> <p><u>In the report appendix</u> Complete the Appendix B form <i>Guest Teachers Hired in the Previous Year</i>.</p> <p><u>During the site visit</u> The NC/NI/ <b>Midwifery Educational Institutions</b> provides the review team with appointment letters and CVs of guest lecturers. The review team verifies guest lecturers, and the payment structure, and observes a class taught by a guest lecturer.</p>
<p><b>1.8 The Nursing Colleges/ Nursing Institutes / <b>Midwifery Educational Institutions</b> develops partnerships with practice-related organizations to ensure that the environment of clinical placements supports student learning.</b></p>	<p><u>In the self- Assessment report</u> Please check yes or no, and comment.</p> <p><u>During the site visit</u> Observe document of practice placement, rotation plan with objectives</p> <p><u>In the appendix</u></p>

	Complete the Appendix C form <i>Clinical Placement Sites</i> .
<b>1.9 The Nursing Colleges/ Nursing Institutes / Midwifery Educational Institutions</b> has a prospectus/master plan and a resource plan that is followed.	<p><u><i>In the self- Assessment report</i></u> Check yes or no, and provide a brief description for the following:</p> <ol style="list-style-type: none"> <li>A prospectus</li> <li>A master plan</li> <li>A resource plan that is followed</li> </ol> <p><u><i>During the site visit</i></u> Observe Annual budget plan and expenditure</p> <p>The NC/NI / <b>MEI</b> provides the prospectus/master plan and the resource plan. The review team checks resource plan eg. arrangement of fuel, driver, vehicle for transportation of student to different clinical practice areas). Logistics, computers, lab materials, books.</p>
<b>1.10 The Nursing Colleges/ Nursing Institutes/ Midwifery Educational Institutions</b> organogram is clear, current, and publically displayed.	<p><u><i>In the self- Assessment report</i></u> Please check yes or no, and comment.</p> <p><u><i>During the site visit</i></u> Observation and Interview Describe organogram where/how displayed Note if prepared in past 3 years Is it easily understood by the Visitor?</p>

## Standard II: Student Type and Intake (3 Criteria, Total Marks: 6)

The **Nursing and Midwifery Educational Institutions** admits students who have the academic background and ability to meet the requirements of the programme.

Criteria	Types of evidence to be provided in the Self-Assessment Report Template and during the site visit
<b>2.1 The Nursing College/ Nursing Institute / Midwifery Educational Institutions</b> admits students with a background education according to government admission policy.	<p><u><i>In the self- Assessment report</i></u> Check yes or no. Describe the admission policy at the NC/NI regarding applicants' educational background.</p> <p><u><i>During the site visit</i></u> The review team checks to see if the government admission policy is in the admission policy of the NC/NI/MEI.</p>

	The review team verifies documents including: the admission register, selection list, student transcripts, and citizenship certificate (in case of foreign student).
<b>2.2 The Nursing College/ Nursing Institute / Midwifery Educational Institutions admit students who are medically and physically fit.</b>	<p><u>In the self- Assessment report</u> Describe the admission policy as it relates to</p> <ol style="list-style-type: none"> <li>the medical fitness of students;</li> <li>the physical fitness of students;</li> <li>the immunization status of students.</li> </ol> <p><u>During the site visit,</u> The review team verifies medical certificate from the medical board in student records.</p>
<b>2.3 Students admitted into the Nursing College/ Nursing Institute / Midwifery Educational Institutions demonstrate that they are independent learners and a willingness to serve in health care.</b>	<p><u>In the self- Assessment report</u> Briefly describe the students in relation to</p> <ol style="list-style-type: none"> <li>their willingness to be independent learners, and</li> <li>their desire to serve in health care.</li> </ol> <p><u>During the site visit</u> The review team interviews students regarding their interest in carrying out prescribed activities in the clinical field and peer relationships. They verify student attendance, class participation, and the performance check list.</p>

### Standard III: Teaching Staff and Learning (11 Criteria total mark 22)

The students of the **Nursing and Midwifery Educational Institutions** are taught by well-qualified instructors in the classroom and in clinical placements.

Criteria	Types of evidence to be provided in the Self-Assessment Report Template and during the site visit
<b>3.1 All instructors are registered nurses, registered midwives, or registered nurse-midwives who demonstrate knowledge and competence in the areas that they teach, have a minimum of a bachelor /master degree in nursing/public health nursing.</b>	<p><u>In the self- Assessment report</u> Check yes or no and comment for each of the following: All instructors</p> <ol style="list-style-type: none"> <li>are registered nurses, registered nurse-midwives and midwives</li> <li>demonstrate knowledge and competence in the areas that they teach,</li> </ol>

	<p>c. have a minimum of a bachelor degree in nursing/public health nursing.</p> <p>d. have a minimum of a master degree in nursing/public health nursing (for nursing college).</p> <p><u>In the appendix</u> Complete Appendix D form <i>Qualifications of Instructors</i>.</p> <p><u>During the site visit</u> The review team will verify the personal data sheets (PDS).Observe theory and demonstration classes. Check lesson plan, Interview.</p>
<p><b>3.2 The instructors use well-recognized teaching methods to foster student learning (for example, adult education approaches, self-directed learning, e-learning, and clinical simulations).</b></p>	<p><u>In the self-Assessment report</u> Check yes or no. Provide some examples of teaching methods used to foster student learning..</p> <p><u>During the site visit</u> The review team observes instructors while teaching and interviews instructors. Check lesson plan whether teachers are using appropriate methods for the topic. Check students sample assignments, Observe skill laboratory (lab) practice (simulation).</p> <p>(Website with subject wise e books, journals, video and supporting reading materials.)</p>
<p><b>3.3 The instructors provide classroom and clinical learning experiences based on the most current reliable evidence.</b></p>	<p><u>In the self-Assessment report</u> Check yes or no. Provide an example showing how instructors teach students to use evidence-based research in their practice.</p> <p><u>During the site visit</u> The review team observes some classroom teaching (eg. Interactive lecture, group discussion, breakout session, poster presentation, case study etc.), visits clinical placement areas, and interviews students and instructors. Check clinical practice checklist.</p>
<p><b>3.4 The instructors develop clinical reasoning, problem solving, and critical thinking in students.</b></p>	<p><u>In the self-Assessment report</u> Check yes or no. If yes, describe (provide some specific examples showing how instructors teach students to think critically and to solve problems).</p> <p><u>During the site visit</u></p>



	The review team observes teaching, interviews instructors and students, and examines samples of written assignments. Exam questions.
<b>3.5 Other health professionals who are guest lecturers hold a graduate degree and possess clinical and educational expertise in the specialty area they teach including knowledge of pedagogy. Guest lecturers will provide lectures that adhere to the curriculum and syllabus. Appointment of guest lecturer will follow the government policy.</b>	<p><u><i>In the self-Assessment report</i></u> Check yes, in part or no, and provide comments.</p> <p><u><i>In the appendix</i></u> Complete Appendix B form. Check CV. Confirm by course roster/master schedule.</p>
<b>3.6 There is a ratio of 1 instructor to 20 students in Nursing and 1 instructor to 25 students in Midwifery for theory courses, and 1 instructor to 8 students in clinical placements and in the laboratory.</b>	<p><u><i>In the self-Assessment report</i></u> Check yes or no and comment for each of the following statements and provide a comment:</p> <ol style="list-style-type: none"> <li>a. A ratio of 1 instructor to 20 students in Nursing and 1 instructor to 25 students in Midwifery in classroom courses</li> <li>b. A ratio of 1 instructor to 8 students in clinical placements and in the laboratory</li> </ol> <p><u><i>In the appendix</i></u> Complete Appendix E form <i>Numbers of Students per Course</i> and Appendix F form <i>Numbers of Students per Clinical Group</i>.</p> <p><u><i>During the site visit</i></u> Observes classes, and observes clinical placement groups, Number of teachers and number of students.</p>
<b>3.7 There should not be more than 25% part-time instructors.</b>	<p><u><i>In the self-Assessment report</i></u> Indicate what the percentage of part-time guest lecturers is in the NC/NI</p> <p><u><i>During the site visit</i></u> Check the list of part time teachers.</p>
<b>3.8 The individuals who are responsible for students in the clinical setting hold a minimum of a bachelor degree in nursing/public health and possess clinical expertise and sound knowledge in their specialty area.</b>	<p><u><i>In the self-Assessment report</i></u> Identify who is responsible for students in the clinical setting during clinical placements.</p> <ol style="list-style-type: none"> <li>a) Subject teacher</li> <li>b) Nursing principal/instructor</li> <li>c) Clinical instructor (in hospital, such as ward incharge/supervisors)</li> </ol> <p>Check yes, in part, or no for each of the following</p>

	<p>statements about the individuals responsible for students in the clinical setting:</p> <ul style="list-style-type: none"> <li>c. Hold a minimum of a bachelor degree in nursing/public health; and</li> <li>d. Possess clinical expertise and sound knowledge in their speciality area.</li> </ul> <p><i>During the site visit</i> Observe instructors CV or PDS, Observes clinical demonstration / clinical conference.</p> <p><i>In the appendix</i> Complete Appendix D form <i>Qualifications of Clinical Instructors</i>.</p>
<p><b>3.9 The Nursing College/ Nursing Institute/ Midwifery Educational Institutions collaborates with qualified registered nurses and midwives who supervise , guide and teach students in clinical practice sites appropriately.</b></p>	<p><i>In the self-assessment report</i> Check yes or no. Describe the collaborations with registered nurses and registered midwives in the clinical practice area.</p> <p><i>During the site visit</i> The review team interviews registered nurses and nurse midwives who supervise and teach students and verifies that the subject teacher provides them with objectives and clear guidelines, Record of coordination meeting.</p>
<p><b>3.10 Educators, by rotation provide clinical teaching and other educational support to the students on regular basis in the clinical area.</b></p>	<p><i>In the self-assessment report</i> Check yes or no. Describe the nature of support or guidance provide for clinical learning by the teachers in clinical practice area.</p> <p><i>During the site visit</i> The review team interviews students and teachers and verifies that the subject teacher provides necessary support, Record of clinical teaching.</p>
<p><b>3.11 Clinical instructors (Supervisors/ward incharge/senior nurses), responsible for students in clinical placements supervise and teach students in the clinical practice areas in which they have clinical expertise.</b></p>	<p><i>In the self-assessment report</i> Check yes, in part, or no.</p> <p><i>During the site visit</i> The review team verifies that the students are supervised by Supervisors/ward incharge/senior nurses who has expertise in the clinical practice area and who is always with the students during their clinical placement.</p>

## Standard IV: Curriculum Delivery (7 Criteria, Total Marks: 14)

The delivery of the national curriculum for nurse-midwives fosters good student outcomes.

Criteria	Types of evidence to be provided in the Self-Assessment Report Template and during the site visit
<p><b>4.1 The Nursing College/ Nursing Institute / Midwifery Educational Institutions</b> provides teaching and learning experiences that develop the <i>Entry- to-Practice Competencies for Nurse-Midwives</i> and meet <i>International Confederation of Midwives (ICM) Essential Competencies for Midwifery Practice</i> for Midwives, in Bangladesh, in their students.</p>	<p><i>In the self- Assessment report</i> Check yes or no.</p> <p><i>In the appendix</i> Complete Appendix G form Mapping Competency-Indicators Taught.</p>
<p><b>4.2 The Nursing College/ Nursing Institute / Midwifery Educational Institutions</b> offers students opportunities for multidisciplinary learning* and interprofessional teamwork collaboration*.</p> <p>*<u>multidisciplinary learning</u> refers to learning from two or more academic subjects/disciplines in addition to nursing (e.g., from epidemiology, biology, sociology etc.)</p> <p>*<u>inter-professional collaboration</u> refers to collaboration in practice among members of different professions (e.g., a team of physicians, pharmacists, and nurses working together to provide health care to clients)</p>	<p><i>In the self-assessment report</i> Check yes or no. Provide a number of examples.</p> <p><i>During the site visit</i> The review team interviews instructors and students about inter-professional collaboration.</p>
<p><b>4.3 The Nursing College/ Nursing Institute / Midwifery Educational Institutions</b> assesses student knowledge and skill development using reliable evaluation methods and tools, and communicates the results to the students.</p>	<p><i>In the self-assessment report</i> Check yes or no for each of the following. Briefly describe methods to evaluate knowledge and methods to evaluate skill development.</p> <p>The Nursing Institute/Nursing College/ <b>Midwifery Educational Institutions</b></p> <ol style="list-style-type: none"> <li>assesses student knowledge;</li> <li>assess skill development;</li> <li>uses reliable evaluation methods; and</li> <li>communicates the results to the students.</li> </ol> <p>Briefly describe the exam type and how results are communicated.</p> <ol style="list-style-type: none"> <li>in classes ( Viva, In writing)</li> <li>in skill labs</li> <li>in clinical placements (Practical)</li> </ol>

	<p><u>During the site visit</u></p> <p>The review team examines evaluation tools being used in classes, labs, and clinical placements. e.g exam questions, Viva, Clinical checklist, Practical exam and result sheet</p>
<p><b>4.4 The Nursing College/ Nursing Institute / Midwifery Educational Institutions</b> provides a good balance of classroom and practice learning experiences.</p>	<p><u>In the appendix</u></p> <p>Complete Appendix H form <i>Hours of Classroom Courses, Clinical Practice Experience and Labs</i>.</p> <p><u>During the site visit</u></p> <p>The review team observes the balance of classroom and practice experiences. Class attendance register, Clinical practice attendance, Implementation of Master plan .</p>
<p><b>4.5 The Nursing College/ Nursing Institute / Midwifery Educational Institutions</b> has access to clinical learning sites required for implementing the curriculum.</p>	<p><u>In the self-assessment report</u></p> <p>Check yes or no, and provide comments.</p> <p><u>During the site visit</u></p> <p>The review team observes the clinical learning sites required for delivery of the curriculum. E.g. Distance between institute and facility, Number of beds, Required learning experiences are available in the facility.</p>
<p><b>4.6 The Nursing College/ Nursing Institute / Midwifery Educational Institutions</b> ensures subject-based clinical experiences by placing students in other health care facilities if there are no opportunities in their own care facilities for practice in areas such as ears, nose, &amp; throat (ENT), orthopedics, psychiatry, etc. and midwifery-led care, EmONC, PAC, CMR, and VIA for midwives.</p>	<p><u>In the self-assessment report</u></p> <p>Check yes or no. Briefly describe how the NI ensures subject-based clinical experiences.</p> <p>Briefly describe the other health care facilities used for the students.</p>
<p><b>4.7 The Nursing College/ Nursing Institute / Midwifery Educational Institutions</b> provides supervised clinical learning experiences that support nursing and midwifery theory in a variety of practice settings.</p>	<p><u>In the self-assessment report</u></p> <p>Indicate yes or no. Briefly describe the type of supervision of clinical placement provided in the curriculum (see Appendix I).</p> <p><u>In the appendix</u></p> <p>List of the type of practice setting that support nursing and midwifery theory provided for each clinical placement in the curriculum.</p>

**Standard V: Resources (9 Criteria, Total Markas: 18)**

The **Nursing and Midwifery Educational Institutions** has the resources to provide a good learning environment for teaching and learning.

Criteria	Types of evidence to be provided in the Self-Assessment Report Template and during the site visit
<p><b>5.1 The Nursing College/ Nursing Institute / Midwifery Educational Institutions provides adequate accommodation and support to students during the program, including a fully furnished secure hostel for students, a student washroom in the hostel, students' visiting rooms, guard's room, transportation for students to clinical sites, and other necessary facilities.</b></p>	<p><i>In the self-assessment report</i> Check yes or no for each of the following: Does the NC/NI/ <b>Midwifery Educational Institutions</b> have</p> <ol style="list-style-type: none"> <li>Ownership of land</li> <li>a fully furnished secure hostel for students;</li> <li>Separate washrooms for boys and girls Ratio 10:1</li> <li>students' visiting rooms ;</li> <li>guard's room ;</li> <li>Transportation for students to clinical sites; Eg. One Micro bus</li> <li>other necessary facilities.</li> </ol> <p>Comment.</p> <p><i>During the site visit</i> The review team visits the student hostel and verifies the above by following BNMC approved standard.</p>
<p><b>5.2 The Nursing College/ Nursing Institute/ Midwifery Educational Institutions ensures students and instructors have safe drinking water.</b></p>	<p><i>In the self-assessment report</i> Check yes or no. Briefly describe how the safety of the drinking water is assured.</p> <p><i>During the site visit</i> The review team observes the type of drinking water supply. E.g. Tube well/ Boiling water/supply water/ purifier</p>
<p><b>5.3 The Nursing College/ Nursing Institute / Midwifery Educational Institutions has adequate classroom space to support student learning with at least 1 classroom for 50 students.</b></p>	<p><i>In the self-assessment report</i> Select one of the following and provide comments:</p> <ol style="list-style-type: none"> <li>50 students or less per 1 classroom</li> <li>More than 50 students per 1 classroom</li> </ol> <p><i>During the site visit</i> The review team observes the classroom for 50 students.</p>
<p><b>5.4 There should be at least 1 bathroom for 20 students.</b></p>	<p><i>In the self-assessment report</i> Select one of the following statements:</p> <ol style="list-style-type: none"> <li>20 students or less per bathroom</li> <li>More than 20 students per bathroom</li> </ol>

	<p><u>During the site visit</u> The review team verifies the number of bathrooms.</p>
<p>5.5. The Nursing College/ Nursing Institute/ Midwifery Educational Institutions has appropriately equipped lab space for fundamental nursing, nutrition, microbiology, anatomy, physiology, midwifery, and computers.</p>	<p><u>In the self-assessment report</u> Please indicate yes or no for the following, and specify the student/teacher ratio for each:</p> <ul style="list-style-type: none"> <li>a. fundamental nursing</li> <li>b. nutrition</li> <li>c. microbiology</li> <li>d. anatomy</li> <li>e. physiology</li> <li>f. midwifery</li> <li>g. computers</li> </ul> <p>Comment.</p> <p><u>During the site visit</u> The review team observes the lab space and required equipment for each lab.</p>
<p>5.6 The students have access to computers and to the internet to support their learning.</p>	<p><u>In the self-assessment report</u> Check yes or no, and provide a comment.</p> <p><u>During the site visit</u> The review team verifies the number of computer with internet facility and students' access to the internet and the computer access by observation and interviews with students.</p>
<p>5.7 The Nursing College/ Nursing Institute / Midwifery Educational Institutions has a furnished library for students with up-to-date books, journals, and magazines.</p>	<p><u>In the self-assessment report</u> Check yes or no for the following. Provide a comment on the adequacy of the library and its resources including whether it deploys a qualified librarian, uses a standard seating arrangement, and is opened from 8 am to 8pm.</p> <p>The Nursing College/Nursing Institute has</p> <ul style="list-style-type: none"> <li>a. a furnished library for students</li> <li>b. up-to-date text books, journals, and magazines</li> </ul> <p><b>Textbook: Student ratio 1:5</b></p> <ul style="list-style-type: none"> <li>c. <b>E-Archive learning materials for online learning.</b></li> </ul> <p><u>During the site visit</u> The review team reviews a list of the library holdings and observes the library, Librarian available, record of</p>

	borrow and return books, cataloging system etc.
<p><b>5.8 The Nursing College/ Nursing Institute / Midwifery Educational Institutions is</b></p> <p>a. at least 30,000 square feet</p> <p>b. Principal/ In charge has financial authority</p> <p>c. a prayer rooms</p> <p><b>d. Facilities for indoor and outdoor games</b></p> <p>e. an audiovisual room</p> <p>f. an individual office for the Head of the Nursing College/Institute</p> <p>g. Office room for <b>Educators</b></p> <p>h. an office room for the accountant and cashier</p> <p>i. a general office room</p> <p>j. washroom for Educators Principal/ In charge has financial authority</p>	<p><i>In the self-assessment report</i></p> <p>Check yes or no for each of the following: The Nursing Institute</p> <p>a. at least 30,000 square feet,</p> <p>b. Principal/ In charge has financial authority</p> <p>c. a prayer rooms</p> <p>d. Facilities for indoor and outdoor games</p> <p>(a) Indoor</p> <p>Table Tennis Yes <input type="radio"/> No <input type="radio"/></p> <p>Carom Yes <input type="radio"/> No <input type="radio"/></p> <p>(b) Outdoor</p> <p>Badminton Yes <input type="radio"/> No <input type="radio"/></p> <p>Volleyball Yes <input type="radio"/> No <input type="radio"/></p> <p>e. an audiovisual room: capacity- College 20 Institute 25</p> <p>f. an individual office for the Head of the Nursing College/Institute</p> <p>g. Office room for <b>Educators</b></p> <p>h. an office room for the accountant and cashier</p> <p>i. a general office room</p> <p>j. washroom for Educators(Separate for Male &amp; Female)</p> <p><i>During the site visit</i></p> <p>The review team verifies each of the rooms listed in the criteria.</p>
<p><b>5.9 Human resources must be recruited as per BNMC policy.</b></p>	<p><i>In the self-assessment report</i></p> <p>Describe human resource recruitment as it relates to the BNMC policy.</p> <p><i>During the site visit</i></p>

	The review team interviews the Principal/Instructor-in-Charge and instructors and staff regarding the recruitment approach.
--	---

## BANGLADESH ACCREDITATION PROGRAMME FOR NURSING AND MIDWIFERY EDUCATIONAL INSTITUTIONS

### GUIDELINES FOR THE ACCREDITATION DECISION MAKING PROCESS

The accreditation decision-making committee is responsible for determining the accreditation status and the accreditation terms of Nursing College/ Nursing Institute / **Midwifery Educational Institutions** under review.

#### 1. Review of the Nursing College/ Nursing Institute/ **Midwifery Educational Institutions** Self-Assessment and Review Team Report

The members of the committee review each the information provided on the *Nursing College and Institute/ **Midwifery Educational Institutions** Self-Assessment Tool and Review Team Report* of the criteria of the five standards together to determine if they agree with the reviewers regarding whether it is met, partially met, or unmet. Sometimes the committee will change the reviewers assessment based on the information in the reports.

#### 2. Calculation of the Score for each Standard

Once the committee has completed this review of all the criteria, a score is calculated for each standard based on the following process: Each of the criteria of a standard receives a score of 2 if met; 1 if partially met; and 0 if unmet. The total for each standard is then converted into a percentage by calculating the actual score and dividing it by the maximum score possible.

#### 3. Determination of the Status & Terms of Accreditation

Following this review, the decision making committee will select one of the following accreditation decisions based on the score for each standard:

- Accreditation for 5 years \*\*\*\*\*
- Accreditation for 4 years with conditions. \*\*\*\*
- Accreditation for 3 years with conditions and site visit \*\*\*
- Probationary accreditation (up to 2 years)
- Deny accreditation

#### 4. Process for the Selection of an Accreditation Category

The process for determining which category to select is as follows:



- An NC/NI/MEI receiving a score of  $\geq 80\%$  on each standard is given a five-year accreditation with a five star seal. In those rare cases, where the criteria of almost every standard are met, the accreditation will be given for five years with no conditions.
- An NC/NI/MEI receiving a score  $70\% - <80\%$  on each standard is given a five-year accreditation with a four star seal with conditions. In most cases, the NC/NI will be given some conditions for improvement related to partially met or unmet criteria. The NC/NI will be required to submit a report to BNMC on the progress made in meeting the conditions by a date specified by the Committee.
- An NC/NI/MEI with a score between  $60\%$  and  $<70\%$  on one to three standards, or  $70\% +$  on four to five standards, is accredited for three years with a three star seal but with specific objectives that must be met within a specified period of time. The NC/NI/MEI must demonstrate that these are met at a site visit, and its accreditation status may be revoked if it fails to do so, or returned to a full five-year accreditation status if all objectives are met.
- An NC/NI/MEI with a score between  $50\%$  and  $<60\%$  on four to five standards may receive probationary accreditation for up to 2 years, but with specific objectives that must be met within a specified period of time. The NC/NI/MEI must demonstrate that these are met at a site visit, its accreditation status may be revoked if it fails to do so or returned to a three to five-year accreditation status based on accreditation committee decision.
- An NC/NI/MEI with a score less than  $<50\%$  on 1 or more standards may result in denial of accreditation. Accreditation decision committee provides feedback for improvement and a time period to reapply. It is the responsibility of the NC/NI/MEI to reapply for the full accreditation process.



## 5. Recording the Decision Making Process

Minutes of this meeting are signed by all members of the Decision Making Committee and include a table of the scores and decisions for each NI assessed (see Form titled *Standard Accreditation Score*).

In situations where accreditation is denied, the Chair sends a letter to the NI/NC/MEI with required actions that must be carried out. Within three to six months, the NI may submit a new self-assessment for a re-evaluation.

## Bangladesh Accreditation Programme for Nursing and Midwifery Educational Institutions

### Conflict of Interest and Confidentiality Agreement

#### Background

International standards for accreditation programmes stress the importance that an accreditation review be objective, fair, and unbiased. Reviewers and accreditation decision makers, therefore, must not be in a conflict of interest situation or have any vested interest in the outcome of the evaluation.

International standards also emphasise the importance that information obtained in the course of an accreditation review about the institution, its instructors, students, and staff be kept confidential.

Reviewers and members of the decision making committee must, therefore, sign a conflict of interest and confidentiality agreement.

### **Conflict of Interest Guidelines**

A conflict of interest applies to any situation in which someone who makes a judgment or a decision in an official capacity stands to gain or profit personally in some way from this decision or judgement. A conflict of interest exists whether or not the situation would actually sway the person's decision or judgement. Accreditation reviewers and accreditation decision makers must, therefore adhere to the following guidelines:

- Must not accept any gifts or fees, offered by the Nursing College /Nursing Institute/**Midwifery Educational Institutions** , instructors, staff, students, family members of students, or other stakeholders;
- Must not use information obtained during a review for personal or professional gain.
- Must disclose any of the following circumstances:
  - worked at the Nursing College/Nursing Institute within the last five years;
  - has a relative who works at or attends the Nursing College/Nursing Institute;
  - has a personal financial or other relationship with instructors, staff or students at the Nursing College/Nursing Institute/**Midwifery Educational Institutions**

When a potential conflict of interest is disclosed, it must be evaluated by two members of the Bangladesh Executive Committee to determine whether the person should continue to be involved in the accreditation review. These decisions are recorded and kept in the formal records of the accreditation programme.

### **Confidentiality Guidelines**

Any information obtained during and accreditation review related to the performance or behaviour of administrators, instructors, staff or students must be kept strictly confidential.

### Conflict of Interest and Confidentiality Agreement

I \_\_\_\_\_, (name of person) declare the following in relation to the accreditation review of

\_\_\_\_\_ (name of the Nursing Institute/College)

- I will keep any information obtained about the Nursing College/Nursing Institute **Midwifery Educational Institutions**, its instructors, staff, students or their families confidential;
- I will not accept and have not accepted any gifts, offered by the Nursing College/Nursing Institute/ **Midwifery Educational Institutions** or its stakeholders;
- I will not use information that I receive for personal or professional gain;
- I will not collect any additional fees in relation to the accreditation review than those that are posted;
- I have not worked at the Nursing College/Nursing Institute/ **Midwifery Educational Institutions** within the last five years;
- No relatives of mine are working or attending the Nursing College/Nursing Institute/ **Midwifery Educational Institutions**;
- I do not have any financial relationship with administrators, staff or students at the Nursing College/Nursing Institute/ **Midwifery Educational Institutions**.

Signed this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_\_

\_\_\_\_\_ (Print name)

\_\_\_\_\_ (signature)

## The Bangladesh Nursing Council Accreditation Programme for Nursing and Midwifery Educational Institutions

### Guidelines for Creating the Site Visit Schedule- NURSING

In an accreditation visit, it is essential that reviewers have the opportunity to view all aspects of the NC/NI to validate the self-assessment document. It is the responsibility of the NC/NI to create the schedule for a visit that includes the following components:

- interview with the Principal / Instructor In-charge;
- interview with teachers/instructors (full-time and part-time and guests);
- interview with students in each year of the program;
- observation of classes;
- interview with administrative staff (this is conducted with no managers present);
- tour of the facilities (include classrooms, washrooms, laboratories, library and student hostels);
- observation of the physical, material and human resources;
- interview with clinical staff/nursing superintendent/head of clinical nursing services of the respective institutions utilized for clinical practice;
- observations of at least three clinical sites; and
- document and file review.

Example of a Schedule (feel free to change the timings to correspond with the institute's schedule)

Time	Reviewer 1	Reviewer 2
08:30-09:30	Interview with Principal/ NI-Incharge	
09:30-10:00	Observation of class year 1 (Fundamental of Nursing)	Observation of class year 2 (Adult Nursing 1/2 )
10:00-10:15	Tea break	
10:15-11:00	Interview with full-time and part-time instructors	
11:00-12:00	Tour of facilities & hostel (with Principal/ NI-Incharge)	Clinical site 1 (medical/surgical unit)- Medical College Hospital/District Hospital/Private Hospital
12:00-12:45	Lunch	
12:45-13:45	Clinical site 2 (Pediatric unit)	Clinical site (Maternal/Neonatal ward unit)
13:45-14:45	Documentation review	
14:45-15:45	Meeting with students of all years	
15:45-16:15	Interview with administrative staff	Observation of class year 3 (Leadership & Management/Midwifery)
16:15-17:00	Interview with Principal/ NI-Incharge	

## The Bangladesh Nursing Council Accreditation Programme for Nursing and Midwifery Educational Institutions

### Guidelines for Creating the Site Visit Schedule- MIDWIFERY

If an institute has both nursing and midwifery programmes, the identical process and forms are used for assessing midwifery, but with a separate site visit team, just for midwifery. In an accreditation visit, it is essential that reviewers have the opportunity to view all aspects of the NMEIC to validate the self-assessment document. It is the responsibility of the NMEIC to create the schedule for a visit that includes the following components:

- interview with the Principal/Instructor-in-charge regarding midwifery;
- interview with teachers/instructors (full-time and part-time and guests);
- interview with students in each year of the program;
- observation of classes;
- interview with administrative staff (this is conducted with no managers present);
- tour of the facilities (include classrooms, washrooms, laboratories, library and student hostels);
- observation of the physical, material and human resources;
- interview with clinical staff/nursing superintendent/head of clinical nursing services of the respective institutions utilized for clinical practice (this is conducted with no educational staff present);
- observations of at least two clinical sites; and
- document and file review.

Example of a Schedule (feel free to change the timings to correspond with the Educational Institutions' schedule)

Time	Reviewer 1	Reviewer 2
08:30-09:30	Interview with Principal/ Instructor-Incharge	
09:30-10:00	Observation of class year 1 (Fundamentals of Midwifery )	Observation of class year 2 (Art and Science of Midwifery I or II )
10:00-10:15	Tea break	
10:15-11:00	Interview with full-time and part-time instructors	
11:00-12:00	Tour of facilities & hostel (with Principal/ Instructor-Incharge)	Clinical site 1 (ANC corner)- Medical College Hospital/District Hospital/Private Hospital
12:00-12:45	Lunch	
12:45-13:45	Clinical site 2- UHC (SRH units)	Clinical site (Labor and delivery)
13:45-14:45	Documentation review	
14:45-15:45	Meeting with students of all years	
15:45-16:15	Interview with administrative staff	Observation of class year 3 (Complexities in maternity or Transition to practice)
16:15-17:00	Interview with Principal/ I-Incharge	

## ***Section 4 : Appendices - Templates***

- *NC/NI Self-Assessment and Review Team Report (not included in electronic manual)*
- *Calculation of Scores for the Accreditation Standards*



# Bangladesh Accreditation Programme for Nursing and Midwifery Institutions

## Calculation of Scores for the Accreditation Standards

Name of the Nursing Institute \_\_\_\_\_

Date of the Decision Making Meeting \_\_\_\_\_

Standard	Raw Score	Percentage
Administration and Leadership – 10 criteria		Raw score / 10 = %
Student Type and Intake – 3 criteria		Raw score/3 = %
Teaching Staff and Learning – 11 criteria		Raw score/11 = %
Curriculum Delivery – 7 criteria		Raw score/7 = %
Resources – 9 criteria		Raw score/9 = %

Criteria Met = 2; Criteria Partially Met = 1; Criteria unmet = 0

Signature

Date

\_\_\_\_\_

\_\_\_\_\_

Chair of the Committee