



Accreditation for Nursing and Midwifery Educational Institutions

2019

Policies, Processes, Procedures and Standards



Bangladesh Nursing & Midwifery Council

Accreditation for Nursing and Midwifery Educational Institutions

Policies, Processes, Procedures and
Standards



Bangladesh Nursing and Midwifery Council

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Preface

A national accreditation programme is a key mechanism to ensure continuous quality improvement of health professional education. *The Bangladesh Accreditation Standards for Nursing and Midwifery Educational Institutions* provides a predetermined set of expectations that an institution should meet. These expectations reflect international guidelines adapted to the Bangladesh context, and therefore provide direction to *Nursing and Midwifery Educational Institutions* regarding what they should strive to attain. In addition, the accreditation programme offers an objective and systematic method to assess the degree that a Nursing College & Nursing Institution meets the accreditation standards followed by conditions for improvement. I am confident that the implementation of the Accreditation Programme for Nursing and Midwifery Educational Institutions will strengthen the quality of nursing and midwifery education in Bangladesh.

The updating of the accreditation programme has been made possible by the contributions of several organizations under the leadership of the Bangladesh Nursing and Midwifery Council under the Ministry of Health and Family Welfare in collaboration of Directorate General of Nursing and Midwifery. I would like to thank the Human Resources for Health Project in Bangladesh led by CowaterSogema International Inc. and the Canadian Association of Schools of Nursing (CASN) for the technical and financial support. Additionally, I would also like to thank United Nations Population Fund (UNFPA) and World Health Organization for its technical support in adding the midwifery component to this accreditation programme.

Finally, I would like to thank Global Affairs Canada for supporting this initiative. I am confident that implementation of the programme will advance the quality of nursing and midwifery education in Bangladesh.



(G. M. Saleh Uddin)

Secretary,
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The BNMC gratefully acknowledges as well, the technical and financial support from the Global Affairs Canada through the Human Resources for Health Project in Bangladesh led by CowaterSogema International Inc, the Canadian Association of Schools of Nursing (CASN), United Nations Population Fund (UNFPA), and WHO provided the technical assistance.



Shuriya Begum

Registrar

Bangladesh Nursing and Midwifery Council (BNMC)

Introduction and Overview of the Manual

Introduction

The Bangladesh Nursing and Midwifery Council (BNMC) is the regulatory body for nursing and midwifery in Bangladesh and is responsible for ensuring that nursing and midwifery practice and education meet standards set by the professions. Its mandate includes the evaluation of the quality of educational institutions against established standards for approval. To this end, the BNMC has updated its Accreditation Programme for Nursing and Midwifery Educational Institutions to assess and promote the quality of education for nurses and midwives in Bangladesh.

This manual describes the Bangladesh Nursing and Midwifery Council: Accreditation Programme for Nursing and Midwifery Educational Institutions. It includes the following sections:

- 1) The policies, processes and procedures to be followed at each stage of an accreditation review,
- 2) The accreditation standards, and
- 3) The documents that are used in an accreditation review.

Background

Accreditation is an objective and systematic method of evaluating how well an institution meets standards of quality. It is recognized globally as a key mechanism for strengthening professional education at the national level. The objective of the Accreditation Programme for Nursing and Midwifery Educational Institutions is to protect the public interest by assuring that the education of nurses and midwives in Bangladesh meets standards of quality set by the profession. The updated accreditation standards are the result of a multi-step process including input on the standards from key stakeholders in all areas of Bangladesh and from all Nursing Institutes and Colleges.

In March 2013, the BNMC established the Accreditation and Competency Working Group (ACWG). The ACWG was chaired by the BNMC Registrar and received technical assistance from the Canadian Association of Schools of Nursing (CASN). The first objective for the working group was to develop entry-to-practice competencies for nurses. This was achieved in March 2014 when the BNMC formally adopted the entry-to-practice competencies. The second objective was to review and update the existing accreditation standards and programme, and the third and final objective was to review and update the policies, processes, and procedures of the accreditation programme. This manual is the fruit of the work carried out.

Since 2016 BNMC, with technical assistance from UNFPA, has been involved in supporting an accreditation process for midwifery. In a similar process to nursing, curriculum for the new midwifery cadre was initially developed based on International Confederation of Midwifery Essential Competencies

for midwives. As students graduated and more institutes and colleges began to teach the diploma of midwifery program, quality and consistency of education became a priority. An initial quality tool was developed and piloted in 2018. During this time effort between nursing and midwifery were joined. The document developed by BNMC with technical assistance from CowaterSogema for nursing accreditation was robust. As the institutions where nursing and midwifery programs exist are the same, and BNMC oversees them both, a decision was made to align nursing and midwifery accreditation in this one document. Midwifery is grateful for the work done by BNMC and CowaterSogema, and their generosity to simplify this process described within for nursing Institutes and colleges offering midwifery education in Bangladesh.

Method

The revision of the accreditation standards for Nursing and Midwifery Educational Institutions involved the collaboration of many stakeholders in Bangladesh. Before beginning the revision process, the ACWG received training on accreditation, and then carefully reviewed the existing Bangladesh accreditation standards for nursing and midwifery educational institutions, as well as literature on the accreditation standards of nursing and midwifery education in many other countries. The working group completed a first draft of the standards based on this literature review.

The BNMC held a large stakeholder consultation forum to obtain feedback on the initial draft of standards as well as on potential gaps in the standards. The Principal, Nursing Instructor In-Charges and instructors from Nursing Institutes (NI) and Nursing Colleges (NC) (from both public and private sector) in every region of Bangladesh attended, as well as Ministry of Health and Family Welfare (MOHFW) officials, Directorate General of Nursing & Midwifery (DGNM) officials and members of other health professions. Following the forum, the feedback was collated, and the draft standards were revised to incorporate the input obtained from stakeholders.

Once the standards were adopted by the ACWG, members began to draft policies, processes, and procedures for the accreditation programme. As with the standards, input was sought from representatives of the DGNM, the NIs, the NCs, the BNMC, DGHS, and the MOHFW at a large stakeholder forum. During this meeting, stakeholders provided feedback on the proposed processes, procedures, and tools that had been drafted to facilitate an accreditation review. Their comments were synthesized and incorporated into a final revision of the policies, processes, and procedures. The accreditation programme was piloted at two Nursing Institutes (Munshiganj and Mitford Nursing Institutes), and the process was evaluated by representatives from the nursing Institutes and colleges, the reviewers, and members of the ACWG at a workshop in June 2016. Revisions of the formatting and some of the wording of the reporting tools were made based on this evaluation.

***Section 1: Components, Policies, Processes, Procedures of
the Bangladesh Accreditation Programme for Nursing
and Midwifery Educational Institutions***



Components of the Accreditation Programme

The Accreditation Programme for Nursing and Midwifery Educational Institutions incorporates the following components: 1) it is guided by a set of values and a core principle; 2) it assesses Nursing Colleges & Nursing Institutes against a set of standards; and 3) it involves three phases. Each of these components of the accreditation programme is outlined in greater detail. This accreditation programme applies to all nursing colleges, nursing institutes and any other nursing and/or midwifery educational institution (public and private).

Values

The Accreditation Programme for Nursing and Midwifery Educational Institutions is guided by the following core values: respect, fairness, confidentiality, and integrity. All parties in an accreditation review are expected to adhere to these values at every step in the accreditation process.

Table 1: Core Values Guiding the Bangladesh Accreditation Programs for Nursing and Midwifery Educational Institutions

Respect	Regard for and appreciation of others.
Fairness	Objective, equitable, and free from bias.
Confidentiality	Protection of the identity, privacy rights, and anonymity of individuals and sources of information.
Integrity	Honesty and adherence to moral and ethical principles.

Guiding Principle

While the specific purpose of an accreditation review is to determine whether the NC & NI being evaluated meets the Bangladesh accreditation standards, it is also intended to strengthen the quality of nursing and midwifery education in Bangladesh. The Bangladesh accreditation programme, therefore, is designed to promote continuous quality improvement of nursing and midwifery education in Bangladesh. Continuous quality improvement is, therefore, the guiding principle of the programme.

Standards

Standards are the central component of an accreditation programme because they specify the expectations for the institution that is being evaluated. The accreditation standards for Nursing and Midwifery Educational Institutions in Bangladesh are broad statements about the quality the Nursing and Midwifery Educational Institutions is expected to achieve in a given domain. Each standard has a list of criteria. The criteria are the observable elements of a standard. They are, therefore, more specific than the standard. In order to meet a standard, the NC & NI must demonstrate that it meets the criteria of the standard.

A domain refers to an area that is considered to be important for the quality of a Nursing and Midwifery Educational Institutions. The ACWG selected five domains for the Bangladesh accreditation standards. Each domain has one standard. There are, therefore, five standards. The domains and standards are listed below. The full standards document with domains, standards, and criteria is in section two of the manual and in the handbook.

Table 2: Domains and Standards

Domain	Standard
Administration and Leadership	I. The governance of the Nursing and Midwifery Educational Institutions supports good quality nursing & midwifery education.
Student Type and Intake	II. The Nursing and Midwifery Educational Institutions admit students who have the academic background and ability to meet the requirements of the programme.
Teaching Staff and Learning	III. The students of the Nursing and Midwifery Educational Institutions are taught by well-qualified instructors in the classroom and in clinical placements.
Curriculum Delivery	IV. The delivery of the national curriculum for nurse and midwife fosters good student outcomes.
Resources	V. The Nursing and Midwifery Educational Institutions have the resources to provide a good learning environment for teaching and learning.

Application for Accreditation:

Bangladesh Nursing and Midwifery Council affiliated institutions may apply for the accreditation by paying the BNMC prescribed fees. In regard to this every institution must be fulfilled the BNMC circulated policy before accreditation of institution. After having the approval of institutions by the competent authority every institution must be maintained the provided guidelines by BNMC. If any institution fails to meet the criteria or BNMC establishment policy it will not be considered to accept the application for accreditation the institution.

Phases of an Accreditation Review

There are three phases in an accreditation review: 1) preparation for a review including a self-assessment by the Nursing and Midwifery Educational Institutions 2) the site visit, and 3) the formal decision-making regarding the accreditation status of the Nursing and Midwifery Educational Institution .

Figure 1: Phases of an Accreditation Review

Preparation for a visit	Site visit	Decision making
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Phase 1: Preparation for an Accreditation Review

In the first phase of an accreditation review, the BNMC initiates the review and creates a file; the Nursing and Midwifery Educational Institutions carries out a self-assessment and organizes the schedule for the site visit; review teams are selected and prepare for the site visit; and finally travel arrangements are made for the reviewers. The preparatory process involves the following steps.

1. Initiation of the Review

The BNMC initiates an accreditation review of a Nursing and Midwifery Educational Institution by contacting the head of the Nursing and Midwifery Educational Institution by both telephone and email. The BNMC and the Nursing and Midwifery Educational Institution determine potential dates for a two-day site visit (not including travel time). This visit will normally be in about 8 to 12 weeks following the initial contact.

2. Creation of an Accreditation File

The BNMC creates an electronic and a paper accreditation file for the Nursing and Midwifery Educational Institution.

3. Provision of Assessment Guidelines to the Nursing and Midwifery Educational Institution . The BNMC sends the Nursing and Midwifery Educational Institution an electronic copy, if possible, and a hardcopy of the following documents:

- a) *The Bangladesh Nursing and Midwifery Council: Accreditation Programme for Nursing and Midwifery Educational Institutions*
- b) *Guideline for the Nursing and Midwifery Educational Institutions Self-Assessment & Review Team Report*
- c) *Nursing and Midwifery Educational Institutions Self-Assessment Tool and Review Team Report for Nursing and Midwifery*
- d) *Site Visit Schedule*

4. Self-Assessment Guidance to the Nursing College & Nursing Institute

A member of the BNMC telephones the Principal /Nursing Institute In-Charge of the Nursing and Midwifery Educational Institution to provide information about the report template, the self-assessment guidelines, and the site visit schedule to assist the Nursing and Midwifery Educational Institution in completing the self-assessment document and preparing for the site visit.

5. Overview of Review Team

Selection of Review Team Members (3) for each team:

The BNMC selects team members to conduct the site visits consisting of 3 members, one team leader & 2 members.

- Team leader will be selected by BNMC based on their experience and interest.
- For nursing team, two nursing educators with a minimum of 5 years teaching experience.
- Similarly, for midwifery team (if present at the Nursing College or Institute) two midwifery educators with a minimum of 5 years teaching experience will be selected.

However, if a review team member has a conflict of interest, she or he must decline to conduct the site visit and the BNMC must identify another reviewer. A conflict of interest refers to a situation in which personal interests might influence a decision. (i.e. the principal of a school to be assessed is a personal friend of a review team member). A conflict of interest exists whether or not the person is or would be swayed by the competing interest. BNMC will organize an orientation to the review team before the site visit.

Task of Review team:

- Prior to site visit, analyze the self-assessment report documents & pictures.
- Visit the Institution within two weeks of team formation by BNMC.
- During the site visit, validate the self-assessment report by conducting interviews, assessing the institution and reviewing documents.
- Review team will complete their visit at the institution within two days, for remote areas, 3-4 days.
- Submit Report, within a week after visiting the institution, to BNMC (with supporting documents & photos of their visit)

6. Confidentiality and Conflict of Interest Form

The BNMC sends each reviewer a *Confidentiality and Conflict of Interest* form to sign. Each review team member signs the form and returns it to the BNMC prior to their site visit.

7. Confirmation of Site Visit Date

The BNMC confirms the date of the site visit with the Nursing and Midwifery Educational Institutions and the review team.

8. Site Visit Schedule

With guidance from the BNMC, the Nursing and Midwifery Educational Institutions develops a schedule for the site visit. It is essential that reviewers have the opportunity to view all aspects of the Nursing and Midwifery Educational Institution to validate the self-assessment. The form, creating the Site Visit Schedule, provides Nursing and Midwifery Educational Institutions with information regarding who the review team should meet with during the visit, what locations the review team should observe, and an example of an accreditation visit schedule.

9. Completion of the Self-Assessment Tool

The Nursing and Midwifery Educational Institution completes the Nursing and Midwifery Educational Institutions' portion of the *Nursing and Midwifery Educational Institutions Self-Assessment Tool and Review Team Report*, including all the forms in the appendices. The document, titled, *Guideline for the Nursing and Midwifery Educational Institution's Self-Assessment & Review Team Report*, is a guide for the Nursing and Midwifery Educational

Institution identifying what specific information the Nursing and Midwifery Educational Institution should provide in the tool for each of the criteria. It also identifies what information the review team should collect during the site visit. At least one week before the planned site visit, the Nursing and Midwifery Educational Institution sends the self-assessment report to the BNMC and by email, if possible, who in turn will forward it to all of the review team members.

10. Review Team Preparation

Each review team member carefully reads the Self-Assessment Report provided by the Nursing and Midwifery Educational Institution, consults the Guideline for the *Nursing and Midwifery Educational Institutions Self-Assessment & Review Team Report*, and makes note of questions to ask during the site visit to supplement or clarify information.

11. Travel Arrangements

The BNMC arranges transportation and accommodation for the review team for the site visit.

Phase II: Site Visit

The purpose of the site visit is to observe how well the Nursing and Midwifery Educational Institution is meeting each of the criteria for every standard, and to check the information given by the Nursing and Midwifery Educational Institution in their self-assessment. The review teams submit a report of their observations to BNMC. The review team members arrive the day or evening before the site visit, spend one full day observing and validating the information provided by the Nursing and Midwifery Educational Institution, and then complete the review team portion of the *Nursing and Midwifery Educational Institutions Self-Assessment Tool and Review Team Report*.

1. Review Team Planning

On arrival at the site, the review team members should meet to discuss their understanding of the self-assessment report, and they should identify specific information they consider important to seek out during the site visit.

2. Conduct of the Site Review

The reviewers conduct the site visit according to the schedule. When assessing the Nursing and Midwifery Educational Institution on each of the criteria, they should refer to the *Guidebook for the Nursing and Midwifery Educational Institutions Self-Assessment & Review Team Report*. As noted earlier, this document provides reviewers with suggestions on what information to collect and what to observe during the site visit. It is essential for the quality of the accreditation programme that the reviewers demonstrate the core values of respect, fairness, confidentiality, and integrity throughout their mission.

3. Completion of the Reviewer Report

The reviewers complete the review team section of the *Nursing and Midwifery Educational Institutions Self-Assessment Tool and Review Team Report*. For each of the criteria, the reviewers indicate on the tool whether it is met, partially met, or unmet, and explain their decision with a brief comment. The comment explaining their decision should be objective, clear, and concise.

4. Submission of the Reviewer Report

The reviewers submit the *Nursing and Midwifery Educational Institutions Self-Assessment Tool and Review Team Report* with the recommendations and observations in their report to the Registrar, BNMC within seven days following the visit. Before submitting it, all reviewers must sign and date it. This acknowledges that they agree with all aspects of the report.

Phase III: Decision Making

The BNMC submits the *Nursing and Midwifery Educational Institutions Self-Assessment Tool and Review Team Report* to the Accreditation Decision Making Committee. This committee is the accreditation decision-making body for Nursing and Midwifery Educational Institutions in Bangladesh. Its mandate is to determine the accreditation status and the accreditation terms of the Nursing and Midwifery Educational Institution following the site visit.

The Accreditation Decision Making Committee and its membership are as follows:

1. Joint Secretary (Nursing Education), MOHFW- Chair
2. Director, Center for Medical Education- Member
3. Director (Medical Education), DGHS - Member
4. Director (Education), Directorate General of Nursing and Midwifery- Member
5. Deputy Secretary (Nursing Education)- Member
6. Deputy Secretary, Health Service Division- Member
7. Two representatives from govt. nursing and midwifery colleges/institutes- Member
8. Two representatives from private nursing and midwifery institutions- Member
9. One Nursing Superintendent from a medical college hospital- Member
10. One representative from Nursing (Bangladesh Nurses' Association)- Member
11. One representative from Midwifery (Bangladesh Midwifery Society)- Member
12. Registrar of BNMC – Member Secretary

Reviewers may not be members of the Accreditation Decision Making Committee.

Tasks of Committee Members:

- The BNMC calls a meeting at least four times per year.
- Members participate in an orientation to their roles.
- Members sign a statement of confidentiality and conflict of interest.
- Incidents of conflict of interest are addressed by the committee as a whole.
- The committee members present the reviewer reports to their fellow members.
- Members prepare by reading through the self-assessment and reviewer report as well as supporting documentation prior to the meeting.
- Accreditation decisions are made by vote of the committee members who vote according to their conscience.
- A simple majority constitutes a quorum to make decisions.

- The committee will review and revise the accreditation program periodically
- BNMC acts as the secretariat for the committee, recording the agenda, notes of the meetings and final decisions for communication to the school and maintains the records of decisions.

1. Receipt of Documents Prior to Meeting

Prior to the decision making meeting, committee members receive the *Nursing and Midwifery Educational Institutions Self-Assessment Tool and Review Team Report*. It includes both the self-assessment by the Nursing and Midwifery Educational Institutions and the review team report. They also receive the *Confidentiality and Conflict of Interest* form to sign and return to the BNMC. Committee members in a conflict of interest situation with a given Nursing and Midwifery Educational Institution must declare it and must absent themselves from the decision-making process for the Nursing and Midwifery Educational Institution in question.

2. Assignment of Nursing and Midwifery Educational Institution to Committee Members

Before the decision making committee meets, each report from a Nursing and Midwifery Educational Institution is assigned to one member of the committee who has the responsibility of reviewing the report in detail and presenting the information on the Nursing and Midwifery Educational Institution to the other members of the committee.

3. Process for Accreditation Assessment of the Nursing and Midwifery Educational Institutions:

The committee members review each 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 but this must be based on the information in the reports. 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 all components met; 1 if all components are partially met; and 0 if all components are 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.

4. Determination of the Status & Terms of Accreditation

Following this review, the decision making committee selects 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 ***
- Accreditation for 2 years with conditions and site visit
- Deny accreditation

5. Selection of an accreditation category

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

- A Nursing and Midwifery Educational Institution 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.
- A Nursing and Midwifery Educational Institution receiving a score $70\% < 80\%$ on each standard is given a four-year accreditation with a four-star seal with conditions. In most cases,

the Nursing and Midwifery Educational Institutions will be given some conditions for improvement related to partially met or unmet criteria. The Nursing and Midwifery Educational Institutions will be required to submit a report to BNMC on the progress made in meeting the conditions by a date specified by the Committee.

- A Nursing and Midwifery Educational Institution 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 Nursing and Midwifery Educational Institutions 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.
- A Nursing and Midwifery Educational Institution with a score between 50% and <60% on four to five standards is accreditation for 2 years with specific objectives that must be met within a specified period of time. The Nursing and Midwifery Educational Institutions 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 Nursing and Midwifery Educational Institutions with a score <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 Nursing and Midwifery Educational Institutions to reapply for the full accreditation process.

Accreditation for 5 years
≥ 80% criteria of each standard met *****

Accreditation for 4 years with conditions
70% to <80 % of criteria of each standard met ****

Accreditation for 3 years with conditions & site visit
60% to <70% of criteria on 1 to 3 standards, or 70% + on
four to five standards met ***

Accreditation for 2 years with conditions & site visit,
50% and <60% of criteria on 4 to 5 standards;

Denial of accreditation
<50% of criteria met on 1 or more standards
may result in denial of accreditation

6. Records of the Decision Making

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 Nursing and Midwifery Educational Institutions assessed (see *Calculation of Scores for the Accreditation Standards* template in the Appendices). In situations where accreditation is denied, the Chair sends a letter to the Nursing and Midwifery Educational Institution with required actions that must be carried out. Within three to six months, the Nursing and Midwifery Educational Institution may submit a new self-assessment for a re-evaluation.

Summary

Accreditation of Nursing and Midwifery Educational Institutions in Bangladesh is an evaluation process initiated by the BNMC that includes a self-assessment by the Nursing and Midwifery Educational Institutions, a site visit by review teams to validate the self-assessment, and an accreditation decision made by a decision making committee specifying the status and terms of the accreditation of the Nursing and Midwifery Educational Institution under review. The evaluation process is guided by core values of respect, fairness, integrity, and confidentiality; the programme is based on the principle of continuous quality improvement and is governed by a set of accreditation policies.

Accreditation Process:



Overview of the Accreditation Programme

1. This document is the intellectual property of the BNMC. All rights are reserved. Distribution is done through the Registrar of the BNMC.
2. The Bangladesh Nursing and Midwifery Council (BNMC) is the body responsible for initiating and implementing an accreditation review of Nursing and Midwifery Institutions delivering an education programme for nurses, and midwives (if present) in Bangladesh.
3. Application fees are set by the BNMC and must be paid prior to the site visit.
4. The Nursing and Midwifery Educational Institutions to be reviewed for accreditation review must first carry out a self-assessment to determine how well it is meeting each of the criteria of the BNMC accreditation standards.
5. The Nursing and Midwifery Educational Institution submits its self-assessment to the Registrar of the BNMC.
6. The BNMC selects team members for site visits.
7. The BNMC reserves the right to adjust the schedule of visits and the number of reviewers. If one of team member cannot accompany due to unavoidable circumstances, and cannot be replaced, two reviewers can complete the site visit.
8. The representative for the BNMC on the review team will be selected by the BNMC based on experience and interest (the team leader). The nurse and midwifery educators on the review team must be experienced as an educator with a minimum of 2 years teaching experience.
9. Reviewers must not have a conflict of interest with the Nursing and Midwifery Educational Institution. Should a conflict of interest exist, a reviewer has the responsibility of declaring it.
10. A conflict of interest refers to a situation in which personal interests might influence a decision. A conflict of interest exists whether or not the person is or would be swayed by the competing interest.
11. Prior to participating in an accreditation review of a Nursing and Midwifery Educational Institutions, reviewers must sign a *Conflict of Interest and Confidentiality* form and submit it to the Registrar of the BNMC.
12. During the process of an accreditation review, reviewers must keep confidential any information they obtain about the Nursing and Midwifery Educational Institution and its instructors, staff, and students.
13. The purpose of the reviewers' site visit is to check and validate the information in the self-assessment, and observe how well the Nursing and Midwifery Educational Institution is meeting criteria of each standard. Reviewers do not make the accreditation decision nor communicate an accreditation decision to the Nursing and Midwifery Educational Institution.
14. It is the responsibility of the Nursing and Midwifery Educational Institution to develop a site visit schedule that includes the components identified by the BNMC, for approval of the BNMC.
15. The review team will complete their Visit to the institution within two days, for remote area 3-4 days.
16. The reviewers must interview the Principal, Nursing Institute In-Charge, instructors, staff, students, employers, administrative staff, and representatives of clinical sites. They must observe the facilities of the Nursing and Midwifery Educational Institution, including its laboratories, library, and other resources. They must also observe some actual nursing and midwifery teaching and the main clinical sites used by the Nursing and Midwifery Educational Institution for nursing and midwifery clinical practice. They must verify their findings with existing documentation.

17. The review team submits a report within a week after visiting the institution to the Registrar of the BNMC (With documents & Photo of their visit). They all must sign the report signifying that they agree with the review team's submitted information.
18. The Registrar submits the *Nursing and Midwifery Educational Institutions Self-Assessment Tool and the Review Team* report to the members of the Accreditation Decision Making Committee.
19. Members of the Accreditation Decision Making Committee are as follows:
 - (a) Joint Secretary (Nursing Education), MOHFW- Chair
 - (b) Director, Center for Medical Education- Member
 - (c) Director (Medical Education), DGHS - Member
 - (d) Director (Education), Directorate General of Nursing and Midwifery Member
 - (e) Deputy Secretary (Nursing Education)- Member
 - (f) Deputy Secretary Health Service Division- Member
 - (g) Two representatives from govt. nursing and midwifery colleges/institutes- Member
 - (h) Two representatives from private nursing and midwifery institutions- Member
 - (i) One Nursing Superintendent from a medical college hospital- Member
 - (j) One representative from Nursing (Bangladesh Nursing Association)- Member
 - (k) One representative from Midwifery (Bangladesh Midwifery Society)- Member
 - (l) Registrar of BNMC – Member Secretary
20. The Accreditation Decision Making Committee determines the accreditation status and terms of the NC/NI being reviewed.
21. The Accreditation Decision Making Committee meets three times a year.
22. The Accreditation Decision Making Committee selects one of the following decision categories after it has reviewed the information:
 - Accreditation for 5 years
 - Accreditation for 4 years with conditions
 - Accreditation for 3 years with conditions and site visit
 - Accreditation for 2 years with conditions and site visit
 - Deny accreditation
23. The BNMC communicates the accreditation decision made by the Committee to the Nursing and Midwifery Educational Institution .
24. In situations where accreditation is denied, the BNMC must send a letter to the Nursing and Midwifery Educational Institution with required actions that must be carried out.
25. Within three to six months, the Nursing and Midwifery Educational Institution may submit a new self-assessment for a re-evaluation.

Section 2: Accreditation Standards for Nursing and Midwifery Educational Institutions in Bangladesh



ACCREDITATION STANDARDS DEFINITIONS

DOMAIN

A domain refers to an area that is important for the quality of a Bangladesh Nursing and Midwifery Educational Institutions. Five domains have been selected for the Bangladesh Accreditation Standards.

- I. Administration and Leadership
- II. Student Type and Intake
- III. Teaching Staff and Learning
- IV. Curriculum Delivery
- V. Resources

STANDARD

The standards are broad statements about the quality a Nursing College or Institute is expected to achieve. One standard is formulated for each domain.

CRITERIA

Criteria are the observable elements of a standard. Criteria have been developed for each of the five standards.

THE GOVERNANCE OF THE NURSING AND MIDWIFERY INSTITUTIONS SUPPORTS GOOD QUALITY EDUCATION

- Criteria**
- 1.1 The Head (Principal/ Instructor In-Charge) of the Nursing and Midwifery Educational Institution is a registered nurse, registered midwife or a registered nurse-midwife with a master's degree for college & bachelor's degree for nursing Institute in nursing/public Health, has experience in leadership and administration, and as an educator.
 - 1.2 The Head of the Nursing and Midwifery Educational Institution has autonomy in decision making within his/her jurisdiction, e.g., Administration of the Nursing and Midwifery Educational Institutions students, instructors, support staff and implementation of the curriculum, and competencies approved by the BNMC.
 - 1.3 The supporting staff performs their duties diligently.
 - 1.4 The administrative and information systems in the Nursing and Midwifery Educational Institutions should be well organized and effective.
 - 1.5 The Nursing and Midwifery Educational Institution 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 book, and other administrative files systems.
 - 1.6 The instructors of the Nursing and Midwifery Educational Institution are supported in updating their clinical expertise, nursing knowledge, and competency as educators, and in participating in professional development activities.
 - 1.7 Guest teachers who are hired are experts in their field.
 - 1.8 The Nursing and Midwifery Educational Institution develops partnerships with practice-related organizations to ensure that the environment of clinical placements supports student learning.
 - 1.9 The Nursing and Midwifery Educational Institution has a prospectus/master plan and a resource plan that is followed.
 - 1.10 The Nursing College/ Nursing Institute organogram is clear, current, and publically displayed.

STANDARD II. STUDENT TYPE AND INTAKE (3 criteria, total marks: 6)
Scoring: 2 for met, 1<2 for Partially met, 0 for Unmet

THE NURSING AND MIDWIFERY STUDENTS WHO HAVE THE ACADEMIC BACKGROUND AND ABILITY TO MEET THE REQUIREMENTS OF THE PROGRAMME.

- | Criteria | |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 2.1 The Nursing and Midwifery Educational Institution admit students with a background education according to government admission policy. |
| | 2.2 The Nursing and Midwifery Educational Institution admit students who are medically and physically fit. |
| | 2.3 Students admitted into the Nursing and Midwifery Educational Institution demonstrate a willingness to serve in health care and to be independent learners. |

THE STUDENTS OF THE NURSING AND MIDWIFERY INSTITUTES ARE TAUGHT BY WELL-QUALIFIED INSTRUCTORS IN THE CLASSROOM AND IN CLINICAL PLACEMENTS.

Criteria

- 3.1 The educators are registered nurses, registered midwives, or registered nurse-midwives who demonstrate knowledge and competence in the areas that they teach and have a minimum of a bachelor in nursing, public health nursing or midwifery, or degree higher than educational program.
- 3.2 The educators use well-recognized teaching methods to foster student learning including, but not limited to, adult education approaches, self-directed learning, e-learning and clinical simulations.
- 3.3 The educators provide classroom and clinical learning experiences based on the most current reliable evidence.
- 3.4 The educators develop clinical reasoning, problem solving, and critical thinking in students.
- 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. Guest lecturers will provide lectures that adhere to the curriculum and syllabus. Appointment of guest lecture will follow the government policy.
- 3.6 There is a ratio of 1 educator to 40 students (for Nursing students), 1 educator to 25 students (for Midwifery students) or less in classroom courses and 1 instructor to 8 students in clinical placements and in the laboratory.
- 3.7 There should not be more than 25% part-time instructors.
- 3.8 The individuals who are responsible for students in the clinical setting hold a minimum of a bachelor degree in nursing, public health nursing, or midwifery and possess clinical expertise and sound knowledge in their specialty area.
- 3.9 The Nursing and Midwifery Institution collaborate with qualified registered nurses, midwives, and nurse-midwives, as well as other medical providers, in clinical practice who supervise and teach students appropriately.
- 3.10 Educators, by rotation, provide clinical teaching and other educational support to the students on a regular basis in the clinical site.
- 3.11 Clinical instructors/ educaors responsible for students in clinical placements supervise and teach students in the clinical practice areas in which they have clinical expertise.

STANDARD IV. CURRICULUM DELIVERY (7 criteria, total marks: 14)

Scoring: 2 for met, 1<2 for Partially met, 0 for Unmet

THE DELIVERY OF THE NATIONAL CURRICULUM FOR NURSES AND MIDWIVES FOSTERS GOOD STUDENT OUTCOMES.

Criteria

- 4.1 The Nursing and Midwifery Educational Institution provide learning experiences that will enable graduates to develop the Entry-to-Practice Competencies for Nurse-Midwives and meet International Confederation of Midwives (ICM) Essential Competencies for Midwifery Practice in Bangladesh.
- 4.2 The Nursing and Midwifery Educational Institution offer students opportunities for multidisciplinary learning and inter-professional teamwork collaboration.
- 4.3 The Nursing and Midwifery Educational Institution assesses student learning, knowledge and skill development throughout the curriculum using reliable evaluation methodologies and tools, and communicates the results to the students.
- 4.4 The Nursing and Midwifery Educational Institution provide a good balance of classroom and practice learning experiences.
- 4.5 The Nursing and Midwifery Educational Institution has access to clinical learning sites required for delivery of the curriculum.
- 4.6 The Nursing and Midwifery Educational Institution ensure 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: ENT, orthopedics and psychiatry for nursing, and midwifery-led care, EmONC, PAC, CMR, and VIA for midwives.
- 4.7 The Nursing and Midwifery Educational Institution provide supervised clinical learning experiences that support nursing and midwifery theory in a variety of practice settings.

STANDARD IV. CURRICULUM DELIVERY (7 criteria, total marks: 14)

Scoring: 2 for met, 1<2 for Partially met, 0 for Unmet

THE DELIVERY OF THE NATIONAL CURRICULUM FOR NURSES AND MIDWIVES FOSTERS GOOD STUDENT OUTCOMES.

- Criteria**
- 4.1 The Nursing and Midwifery Educational Institution provide learning experiences that will enable graduates to develop the Entry-to-Practice Competencies for Nurse-Midwives and meet International Confederation of Midwives (ICM) Essential Competencies for Midwifery Practice in Bangladesh.
 - 4.2 The Nursing and Midwifery Educational Institution offer students opportunities for multidisciplinary learning and inter-professional teamwork collaboration.
 - 4.3 The Nursing and Midwifery Educational Institution assesses student learning, knowledge and skill development throughout the curriculum using reliable evaluation methodologies and tools, and communicates the results to the students.
 - 4.4 The Nursing and Midwifery Educational Institution provide a good balance of classroom and practice learning experiences.
 - 4.5 The Nursing and Midwifery Educational Institution has access to clinical learning sites required for delivery of the curriculum.
 - 4.6 The Nursing and Midwifery Educational Institution ensure 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: ENT, orthopedics and psychiatry for nursing, and midwifery-led care, EmONC, PAC, CMR, and VIA for midwives.
 - 4.7 The Nursing and Midwifery Educational Institution provide supervised clinical learning experiences that support nursing and midwifery theory in a variety of practice settings.

STANDARD V. RESOURCES (9 Criteria, Total Marks: 18)
Scoring: 2 for met, 1<2 for Partially met, 0 for Unmet

THE NURSING AND MIDWIFERY EDUCATIONAL INSTITUTIONS HAVE THE RESOURCES TO PROVIDE A GOOD LEARNMICNG ENVIRONMENT FOR TEACHING AND LEARNMICNG.

Criteria

- 5.1 The Nursing and Midwifery Educational Institution provide 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.
- 5.2 The Nursing and Midwifery Educational Institution ensure students and instructors have safe drinking water.
- 5.3 The Nursing and Midwifery Educational Institution has adequate classroom space to support student learning with at least 1 classroom for 50 students.
- 5.4 There should be at least 1 bathroom for 20 students.
- 5.5 The Nursing and Midwifery Educational Institution has appropriately equipped lab space for fundamental nursing, nutrition, microbiology, anatomy, physiology, midwifery skills lab, and computer lab.
- 5.6 The students have liberal access to skills laboratory (lab), computer lab, and the internet to support their learning.
- 5.7 The Nursing and Midwifery Educational Institution has a furnished library for students with up-to-date books, journals, and magazines.
- 5.8 The Nursing and Midwifery Educational Institution is at least 30,000 square feet and includes a furnished separate common room for students and teachers, a prayer room, a conference room, an audiovisual room, an individual office for the Head of the Nursing and Midwifery Educational Institutions, a meeting room, a room for nursing instructors, an office room for the accountant and cashier, changing rooms, a general office room, and an attached washroom for teachers.
- 5.9 Human resources must be recruited as per Government policy/ rules.

APPENDIX-A

Accreditation and Competency Working Group Members (Nursing):

1. Ms. Shuriya Begum, Registrar, Bangladesh Nursing Council, Dhaka (Chair)
2. Ms. Taslima Begum, Director, Directorate of Nursing Services
3. Ms. Selina Chowdhury, Principal, College of Nursing, Mohakhali, Dhaka
4. Ms. Arati Rani Das, Deputy Registrar, Bangladesh Nursing Council, Dhaka
5. Ms. Minakhi Mahajan, Principal, Nursing Institute, SSMC& Mitford Hospital, Dhaka
6. Md. Mofiz Ullah, Lecturer, College of Nursing, Mohakhali, Dhaka
7. Dr. Mohammad Nurul Anowar, Nursing Instructor, deputed to Directorate of Nursing Services
8. Ms. Sandhya Rani Dey, Local Nurse Teaching Specialist, HRH Project, Bangladesh

Technical assistance provided by Dr. Cynthia Baker, Canadian Association of Schools of Nursing Accreditation Expert Consultant, HRH Project.

Accreditation (Nursing) Stakeholder Consultation Forum (Nursing):

1. Goutam Aich Sarker, Joint Secretary (Nursing), MOHFW
2. Brig. Gen. Brayam B. Halder, Director, SSMC&H, Mitford, Dhaka
3. Shuriya Begum, Registrar, BNMC
4. Nelofar Farhad, Acting DNS and DD (Edu.), DNS office
5. Arati Rani Das, Deputy Registrar, BNMC
6. Pumya Khoy, Assistant Director (Admin), DNS office
7. Nasima Parvin, DD (Admin), DNS office
8. Md. Mofiz Ullah, Assistant Director (Edu.), DNS office
9. Must. Salma Khatun, Assistant Professor, DNS office
10. Mst. Sufia Khatun, Principal, CON, Dhaka
11. Minakhi Mahajan, Principal, NMIC, Mitford, Dhaka
12. Anthonia De Costa, Principal, CON, Mohakahli, Dhaka
13. Sushila RaNMIC Saha, Principal, Barishal Nursing College
14. Jyasinta Rozario, Principal, Holy Family RCMCH, Dhaka
15. Minara Khanam, Principal, Nursing Educational Institutions, Chittagong
16. Prof Tahatun Nahar, Principal, International Nursing College Tongi Gazipur
17. Niru Shamsun Nahar, Principal, Grameen Caledoni Can College of Nursing,
18. Arifa Aktar, Principal, Nursing Educational Institutions, Khulna
19. Mohammad Nurul Anowar, Nursing Instructor, DNS office
20. Fatema Zahura, Lecturer, DNS office
21. Swapna Chakma, NMIC Instructor Incharge, Nursing Educational Institutions, Rangamati
22. Swapna RaNMIC Hira, NMIC Instructor Incharge, Nursing Educational Institutions, Gopalganj
23. Sushila RaNMIC Saha, NMIC Instructor Incharge, Nursing Educational Institutions, Cox's Bazar
24. Rehena Khatun, NMIC Instructor Incharge, Nursing Educational Institutions, Hobiganj
25. Shaleha Khatun, NMIC Instructor Incharge, Nursing Educational Institutions, Rajbari
26. AFM Mustafizur Rahman, NMIC Instructor Incharge, Nursing Educational Institutions, Pabna
27. Aklima Begum, NMIC Instructor Incharge, Nursing Educational Institutions, Patuakhali
28. Yoinu Marma, NMIC Instructor Incharge, Nursing Educational Institutions, Faridpur
29. Dolly Maria Gonsalves, Vice Principal, Prime Bank Nursing College
30. Umme Kulsum, Nursing Superintendent, CMCH
31. Sakina Begum, NMIC Incharge, Nursing Educational Institutions, B- Baria
32. Hamima Umme Morsheda, NMIC Incharge, NMIC, Naogaon
33. Monowara Begum, NMIC Incharge, Nursing Educational Institutions, Feni
34. Celine Jamuna Corraya, NMIC Incharge, NMIC Kishoreganj
35. Sr. Rina Cruge, Principal, Kumudini Nursing School, Tangail
36. Jakiya Akter, NMIC Incharge, Nursing Educational Institutions, Netrakona
37. Dr Jalal Ahmed, Secretary (In-charge), State Medical Faculty
38. Promila Ruga, NMIC Incharge, NMIC Tangail
39. Rahima Khatun, NMIC Incharge, NMIC, Jamalpur
40. Khairun Nahar Begum, Nursing Superintendent, DMCH
41. Sandhya Rani Day, Local Nursing Teaching Specialist, HRH Project
42. Rahima Jamal Akhter, National Nursing Adviser, HRH Project



THE SUSTAINABLE DEVELOPMENT GOALS