

Faculty of Postgraduate Medicine (FoPGM)

Thimphu, Bhutan

**Khesar Gyalpo University of Medical Science
of Bhutan (KGUMSB)**

“Accreditation Report”

Submitted to

The Quality Assurance and Accreditation Division

Secretariat, Bhutan Accreditation Council

May 14, 2021

Accreditation Report

**Faculty of Postgraduate Medicine,
Khesar Gyalpo University of Medical Science of Bhutan**

May 10-14, 2021

BY

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Chairperson**
- 2. Dr. (Col.) TB Rai
Member**
- 3. Dr. Duptho Wangmo
Member**
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Section A: General Information on the University

Khesar Gyalpo University of Medical Sciences of Bhutan (KGUMSB)

Name	Khesar Gyalpo University of Medical Sciences of Bhutan (KGUMSB)	
Establishment Year	2013	
Legal basis	University of Medical Sciences Act of Bhutan, 2012	
Official launch	28 th February, 2015	
Number of Faculty and Affiliated Institutions	<ul style="list-style-type: none"> • Faculty of Traditional Medicine • Faculty of Nursing and Public Health • Faculty of Postgraduate Medicine, • Arura Academy of Health Sciences, • BSc in Nursing and Midwifery, RTC, • Apollo Bhutan Institute of Nursing 	
Vision	A premier centre of excellence in medical education, research and quality healthcare.	
Missions	<ul style="list-style-type: none"> • To develop state of art, learner-centered, integrated and humanistic training curricula that meets the health needs of people in consonance with the Human Values and Gross National Happiness • To develop human resource for sustained high quality patient-centered care • To contribute towards evidence-based health policies and practices through research and innovation. 	
Governance Structure	Chancellor, Governing Council, President, Registrar, Boards & Committees, Director-Planning & Strategic Development, Director-MECRIT, Editor-in-Chief, Deans of Faculty and Affiliate Institutions	
University Important Documents	<ul style="list-style-type: none"> • University of Medical Sciences Act of Bhutan, 2012 • Strategic Document (Draft) • KGUMSB Academic Regulation 2016 • Affiliation Regulation, 2018 • 12th Five Year Plan • Annual Performance Agreement • University Condition of Services-2018 • HR Master Plan (Draft) • IT Strategy Document (Draft) 	
HR strength of the University	1. Office of the President:	41 (President, Directors)
	2. Administrative/Technical/Research):	87 (All three faculty)
	3. Teaching-in three Faculty:	269 (Regular, Core, Adjunct)

	Total HR strength: 397
University Strategic Core Areas	<p>L: Learner-centered to provide state of the art health education</p> <p>H: Human resources that are competent and motivated to fulfil</p> <p>A: Academic that encompasses intellectual content, address societal needs, and competency based curriculum</p> <p>R: Research that contributes to evidence-based teaching-learning practice, critical thinking, intellectual development, and to support informed policy decision to enhance the quality of healthcare services,</p> <p>I: Infrastructure and resources that supports and creates a conducive environment for student growth, academic learning, research and provision of high-quality patient care service,</p> <p>G: Good Governance that promotes professionalism, transparency, efficiency, accountability and establishment of excellent national and international networks.</p>
Future Plans	<ul style="list-style-type: none"> • To initiate the MBBS Program • Establish a National Simulation Center • Digitalization of University Learning Management System

SECTION B: Assessors' Main Report

Part 1: General information	
1.1 Name and Address of the institution	Faculty of Postgraduate Medicines, Khesar Gyalpo University of Medical Sciences of Bhutan, Thimphu, Bhutan
1.2 Year of establishment	2014
1.3 Current academic activities at the institution (Number)	
• Faculties /Schools	Faculty of Postgraduate Medicine
• Departments/Centres	11
• Programmes/Courses offered	11
• Regular faculty members	10
• Contract faculty members	102 (Regular-10, Core & Adjunct-88, Visiting-4)
• Staff (<i>Technical, administrative & support</i>)	17
• Students:	Male: 32, Female: 27, Total- 59

<p>1.4 Three major features in the institutional context (As perceived by the assessors)</p>	<ul style="list-style-type: none"> • The only full-fledged Medical Institution with Postgraduate Program in the country, • The program and courses are geared toward fulfilling national goals and aspiration of providing quality humane healthcare services, • Working relation among the Institution, Teaching Hospital and the University, • Rigorous Teaching, Learning and Assessment procedures and tools both in theory and practical, including WPBA, • Designation, appointment, promotion criteria and procedure of Core Faculty, Adjunct Faculty.
<p>1.5 Date of visit</p>	<p>May 10-14, 2021</p>
<p>1.6 Composition of the assessors</p>	
<p>Chairperson</p>	<p>Dr Singye Namgyel</p> <ul style="list-style-type: none"> • Over 30 years work experience in Higher Education Institutions (HEIs): management, planning, teaching, research, curriculum development, • Accreditation/Peer Review of Higher Education Institutions, Programmes, Universities in Bhutan and abroad. <p>Email: samgyell1961@gmail.com Phone: 975 17843640</p>
<p>Other members</p>	<p>1. Dr. (Col.) TB Rai (DNY), MD, Internal Medicine, Consultant Medicine Former Chief Medical Officer, RBA drtekbrai@yahoo.com Phone: 77223786</p> <p>2. Dr. Duptho Wangmo (Order of Merit-Gold) MS Obstetrics and Gynaecology Consultant OBGYN, Military Hospital, Lungtenphu, RBA dupthow@yahoo.com Phone: 17140964</p> <p>3. Dr. (Col.) Kinley Tshering MD Pediatrics HOD, Department of Pediatrics, Military Hospital, Lungtenphu, RBA drkinleytshering@gmail.com Phone: 77315657</p>

BAC Coordinator/QAAD officials	Name: 1. NB Raika, Specialist, Department of Adult and Higher Education, MoE 2. Sangye Choden, CPO, QAAD, DAHE, MoE, 3. Tshering Pelden, Sr. PO, QAAD, DAHE, MoE.
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Part 2: Key Aspects wise analysis	Observations (Strengths and/or Weaknesses on Key Aspects) <i>Note: Please limit to three major ones for each; use telegraphic language; it is not necessary to have all three each time - write only relevant ones</i>
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2.1 Governance, Leadership, and Management

2.1.1 Vision, Mission, and Objectives	<ul style="list-style-type: none"> • Vision is stated: “To be a Credible Centre of Excellence in Postgraduate Medical Education in the region”, • The Institute has mission/goals/targets statements intended to produce specialists of highest quality, competence, dedication, outcome-based, learner-centred, optimal humane healthcare , • The Institute’s vision is aligned with the University’s Vision, “To be the Centre of Excellence in Medical Education and Research”, • Clarity of TORs, regular meetings including collaboration with stakeholders, reporting and monitoring, performance evaluation ensure achieving VM/O, • The Institute has a set of core values and principles to achieve vision and missions including professionalism, compassion, integrity, respect, • <i>Institute’s overall objectives are not specified.</i>
2.1.2 Organizational structure and management	<ul style="list-style-type: none"> • The Institute has an organogram that is an extension of the University’s organogram, • There is clearly detailed TOR for position holders- Dean, Deputy Deans, PO, HRO, CO, and for office bearers of various committees, • Composition of various committees have relevant representatives including students: Faculty Board of Management, Academic Committee, Human Resource Committee, Exams Committee, so on, • Institution of committees at the Faculty is mandated by the University’s Academic Regulations and Condition of Services (CoS, 2018), • <i>The Board of Management for FoPGM, misleading, Board denotes having several external members. The Board has Medical Superintendent, JDWNRH and Director from KGUMSB as members, both are infact insiders.</i>
2.1.3 Accountability and transparency	<ul style="list-style-type: none"> • The Faculty’s organogram and specific TORs ensure accountability, transparency, reporting and monitoring, • The University secretariat manages finance of the faculty following financial rules of government in force. The faculty discusses, propose budgetary requirement,

	<ul style="list-style-type: none"> • The institute has no major audit memos in its recent auditing by the RAA and minor ones have been cleared, • <i>The Work-in-progress institution of internal audit mechanism for University and affiliated Faculty may be accelerated.</i>
2.1.4 Leadership and academic autonomy	<ul style="list-style-type: none"> • The hierarchical leadership of the Institute is Dean, two Deputy Deans (AA, SA), HODs (11), Course Coordinators (11) with few shouldering two roles, • The Institute enjoys autonomy in day to day management of finance and academy such as assigning coordinators, supervisors, classes for residents, clinical attendance and meetings, • Grooming for succession planning is seen in encouraging faculty members to take up responsibilities, helping them perform well in day to day activities, • Students are also represented in decision making process, • <i>Most key position holders are Core and Adjunct Faculty (not regular employee of FoPGM).</i>
2.1.5 Strategic development, planning, and implementation	<ul style="list-style-type: none"> • The Institute's plan is derived from the University's plan document, which is a result of consultation among stakeholders, • The achievement of objectives and plans is ascertained through annual academic calendar, monthly academic reports, internal meetings minutes, committees' minutes and systematic performance evaluation, • The faculty is fully funded by RGOB based on the financial proposal and requisition.

2.2 Curriculum Design and Review

2.2.1 Curriculum design and development	<ul style="list-style-type: none"> • The Institute designs and develops curriculum in adherence to the University's Academic Regulation, • All 11 PG courses are converted into Competency-based curriculum since 2018, response to global trends and curriculum needs, • Departments conduct six monthly meeting to discuss on current curriculum needs and monitor curriculum delivery, • The Institute curriculum is aligned to its vision and mission and ensures GNH infused by provision of optimal humane healthcare among other, • Mandatory requirement for all residents to write and pass thesis promotes research in the curriculum, • <i>The curriculum booklets to include essential and suggested reading list.</i>
2.2.2 Curriculum evaluation and review	<ul style="list-style-type: none"> • The Institute engages field and relevant stakeholders to evaluate and review curriculum, from District hospitals, MOH, FoNPH, BMHC, • The major curriculum review is carried out in five year cycle validation process, whereas minor changes and incorporations are done within the institution when need arises, • The Institute's curriculum is benchmarked to the "Accreditation Council for Graduate Medical Education (ACGME)" standards.
2.2.3 Academic	<ul style="list-style-type: none"> • The students choose their electives and field of study before admission upon

flexibility and programme diversification	<p>fulfillment of required criteria,</p> <ul style="list-style-type: none"> • The students are sent to in-country and ex-country electives to get hands on experiences on recent health issues and various sub-specialized fields, • Students attend international conferences/workshops once in 2-4th years to gain exposure and updates in recent advances in medicines, • The Institute has credit transfer system as per University Academic Regulation 2016, Chapter V, Section: Migration of Students • <i>As the selection is merit based the individual choice of course is limited.</i>
2.3 Teaching, Learning. and Assessment	
2.3.1 Teaching learning process	<ul style="list-style-type: none"> • The Institute prepares academic calendar in advance with teaching plan, the same is submitted to Dean's Office for monitoring and supporting, • In PG Medical Education there is less of classroom based teaching but more practically engaged in workplaces, • Teaching-Learning involves discussion with faculty at OPD, Ward round, OT, Direct observation and feedback, Case presentation/discussion, Bedside teaching and skills, role play, project work, assignment, presentation, reflective writing, clinical work, so forth, • The Institute uses ICT for teaching learning for which there is wifi, software-Hinari, Rearch4life, • <i>As per relevant documents Teaching-Learning is to be organized in Semester System, but the implementation records are in Terms. The Institute to have consistency in using the terminology.</i>
2.3.2 Assessment process	<ul style="list-style-type: none"> • The Institute has regulations and documents related to assessment process namely University Academic Regulation, Academic guidelines and Exams, PG Regulation, Exam SOP, • The Institute employs evidence-based individual performance for which WPBA (Workplace Based Assessment) is strictly followed, • Various mode and tools of CA (Continuous Assessment) is used, such as Case Presentation, • The Institute has a systematic and rigorous Assessment/Examination system with weightage for FA and SA.
2.3.3 Student engagement	<ul style="list-style-type: none"> • In teaching learning process the students are effectively engaged throughout- In the Ward, OT, OPD, • The Institute has in place where students give feedback on the teachers' delivery and overall performance, three-monthly feedback and annually peer evaluation of performance, 360-feedback system, • Innovative approaches used by teachers include virtual platforms such as Zoom, WhatsApp, One-to-one mentoring, real life teaching, • Lectures and virtual simulation learning is practiced by collaborating with international faculty.
2.3.4 Teaching-learning materials	<ul style="list-style-type: none"> • Teaching learning materials provided to students include e-books, journals, Rsearch4Life, Hinari, audio visuals, • The students have access to e-books and Research4Life as the Institute is

	<p>registered with the platform/resources,</p> <ul style="list-style-type: none"> • The students use technology and platforms such as WhatsApp, Zoom, Mobile, • For teaching learning the teachers use equipments and facilities like laptops, computers, white boards, flip charts, virtual simulations, • <i>The Institute to accelerate the establishment of high definition simulation laboratory.</i>
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2.4 Human Resources and Services	
2.4.1 Human resource management system	<ul style="list-style-type: none"> • The Institute follows the University Condition of Service (CoS-2018) to manage human resources, implemented by the Faculty Human Resource Committee (FHRC), • The FHRC consults with the faculties and staff and recruitment done based on the requirement determined by new courses introduced and students strength, recruitment is done twice a year, • The Institute has fair and transparent professional development of the employees, monitored and supported by UHRC and FHRC, • The CoS-2018 provides set criteria for promotion, conducted twice a year- Jan and July. The Faculty decides promotion for employee P2 and below, whereas it recommends to the UHRC for employee P2 and above, • <i>The work-in-progress HR Master Plan initiated by the University expects to detail out grooming for leadership positions and succession planning.</i>
2.4.2 Quality human resource	<ul style="list-style-type: none"> • The Institute has a total of (102 in Profile page) Faculty members: 10 Regular, 88 Core & Adjunct and 4 Visiting, • By levels the Institute has 16 Professors, 6 Assoc Professor, 28 Assistant Professors, 49 Senior Lecturers, 2 Lecturers, 1 Associate Lecturer, • With 50 of the teachers are in Professorial Levels (Level 1-3), the quality of the teaching faculty may be gauged to certain extent, • The Institute enjoys 2:1 ratio of Teacher-Student, though the University stipulates 1:10 (Teacher: Student Ratio), • The Institute has 17 Administrative and General Staff including Administrative (14), Technical (2), and General- Cleaner (1). • <i>With unique relation with Teaching Hospital a large majority of faculty come from JDWNRH, however it is a point of concern in terms of dependency and sustainability.</i>
2.4.3 Human resource development	<ul style="list-style-type: none"> • The Institute facilitates to undertake professional development opportunities both within and outside the country including pedagogy training, exchange program with credits being recorded, • The Institute keeps a dedicated budget for faculty to participate in international meeting/workshop once in a financial year, • The teachers also facilitate/resource in-country training, workshop organized by Ministry of Health (MOH), • The Institute keeps dedicated budget and facilitates professional and skill development training for non-teaching staff,

	<ul style="list-style-type: none"> • The Institute has instituted “Best Faculty of the Year Award” to motivate and recipients get fast track promotion, • <i>The professional and skill development opportunity for non-teaching staff is limited,</i> • <i>The University HR Master Plan is Work-In-Progress that encompasses the Institute, need to be accelerated.</i>
2.4.4 Service conditions	<ul style="list-style-type: none"> • The Institute generally follows University’s HR document, Condition of Services (Cos-2018), • The Institute has staff-welfare scheme- joint scheme of employees of teaching hospital, University. Permanent faculty has additional schemes with health staff, • To retain faculty members the Institute offers Teaching Allowance of 55%, 65%, and 75% to different category of teachers in addition to having conducive working environment, academic freedom, • The entry level has been significantly raised for faculty: With Bachelors degree to Level 6 (P3), with MD/PhD to Level 4 (P1) higher than PCS in Civil Servants, • The faculty enjoy various professional development opportunities, consultancy/research grant and with financial support from the Institute-in and ex- country, • <i>The Institute to consider recognition of employees performing innovative procedures, publishing landmark papers.</i>

2.5 Research, Publications, and Linkages

2.5.1 Research culture	<ul style="list-style-type: none"> • In the Institute research is a key priority area, mandatory for both faculty and students and to equip with skills research module is included in the foundation course, • The Bhutan Foundation (NGO) grants USD 25,000 to the University for research activities, and the MOH funds each PG student to the tune of Nu 1,50,000 toward Thesis related work, • The Institute has organized/facilitated some 8 trainings related to research and thesis writing during 2016-2019, • The Institute has a rigorous and comprehensive thesis writing protocol, “Guidelines for Preparation of Thesis for PG Residency Programme” • <i>The Institute does not have dedicated research funding.</i> • <i>The Institute does not have an independent Research Policy including Consultancy & Professional Services.</i>
2.5.2 Research and publication	<ul style="list-style-type: none"> • The Institute has website to publish faculty research (70) and student research (14) respectively, • The Institute has a repository, ICMH Conference booklet 2016-2020 where papers presented in international conferences are compiled, • The faculty and students contribute their papers in the Bhutan Health Journal (BHJ), • Research articles and publications are mandatory for promotion of faculty

	<p>and the same are archived with the HR section,</p> <ul style="list-style-type: none"> • <i>Residents' thesis are also required to be submitted in publishable form as per the thesis guidelines, but currently it is not being done,</i> • <i>A check and guard mechanism against plagiarism is not in place.</i>
2.5.3 Consultancy and extension services	<ul style="list-style-type: none"> • Two faculty members are involved in the University wide consulting work on HSDI Survey, commissioned by World Bank and MOH, • The Institute follows consulting services strategy of the MECRIT (Medical Education Centre for Research, Innovation and Training), • <i>There is a potential for the Institute to initiate and engage faculty in teaching, research in medical field in/for the society.</i>
2.5.4 Collaborations & linkages	<ul style="list-style-type: none"> • The Institute sends 2nd and 3rd year PG residents to Nepal and India for exchange programmes as required by the course, • The 3rd and 4th year residents are sent to Regional Referral Hospitals for national exchange program, • The Institute/University has MoUs with JDWNRH, and institutional linkages in India, Thailand, Nepal, USA, Japan, and visiting faculty from Health Volunteer Overseas (HVO), Kyoto University, • The Institute has benefited from the linkages in terms of research capacity enhancement, faculty and student exchange, and as external examiners.

2.6 Infrastructure and Learning Resources

2.6.1 Academic infrastructure	<ul style="list-style-type: none"> • The Institute has basic infrastructure required for teaching learning purposes in all 11 departments- teaching hospital, • The Institute uses academic infrastructure of teaching hospital and includes: CME Rooms, Lecture Rooms, Conference/Board Room, Mini Library/Resource Room, • The facilities are used for academic activities such as examination, meetings, department offices, reprographic services, • <i>The Institute does not have a strategic planning for infrastructure development, however the University is developing one to be used by affiliated HEIs, needs to accelerate the process and complete,</i> • <i>The Institute plans to have an independent campus/building in future where academic blocks will be constructed including a simulation lab to be used for assessment and skills training,</i> • <i>Administrative Assistants do not have working space and some share with HOD, and cannot ensure confidentiality of documents and record keeping,</i> • <i>The Institute to work out minimum academic space and physical facilities requirement at PG level considering international standards.</i>
2.6.2 Residential infrastructure	<ul style="list-style-type: none"> • The Institute's PG hostel has 30 rooms with common kitchen, dining area, restrooms (3), bathrooms (3), • The PG hostel is equipped with geyser, washing machine, has continuous water supply, • The students in the hostel enjoy wifi and internet services,

	<ul style="list-style-type: none"> • Security in the hostel is assured by a biometric system for controlling the entrance and exit along with a security guard , • <i>There are no residential facilities for administrative and general staff, and interns,</i> • <i>There are limited hostels for residents.</i>
2.6.3 Recreational and other facilities	<ul style="list-style-type: none"> • Outdoor Games: The students of the Institute share the facilities of FoNPH that include Futsal, Volley, Badminton, Khuru, • Indoor games: The Institute uses table tennis court located at the basement of the University building, • The Institute organizes cultural activities, • The Institute share 5 in-campus canteens with JDWNRH (3), KGUMSB (1), and FoNPH (1), • Printing and photocopying services are available and the students use ATM services located within the hospital premises, • There is plan to set up Gym, student lounge, store at the basement of the faculty building, • <i>The Institute does not have independent recreational and related facilities but shares with the University and Teaching Hospital as they are in the single campus,</i> • <i>Overall ambience and general cleanliness needs improvement,</i> • <i>The Institute does not have any vehicle.</i>
2.6.4 Library services	<ul style="list-style-type: none"> • The Institute uses the Central Library of the University wherein a separate section is maintained for PG students. In addition the Institute has a mini-library with wifi access, with books, journals, MD thesis, • The Institute's library (Central and Mini) uses KOHA for management and delivery services and the system is fully automated (barcode and RFID tag, OPAC) for easy and fast access, • The library has 80 seating capacity, provides study carrels, lounge for self study and discussion. Computers are placed in strategic locations for access of catalogue and for searching resources, • The library also provides services such as photo copying, scanning, printing with dedicated staff to respond to needs of the students, • The Institute receives Nu 0.512 M from RGOB annually for procuring library books and related items, • The library maintains records of issues, walk in counts, online login, etc and timing is 8.30am-7pm in summer and 9am-5pm in winter, • The library has close relation with WHO's South East Asia Regional Office (SEARO) and gets free online access to WHO's publications, • <i>The Institute to consider setting up an independent and spacious library to respond to the rigorous PG program and its activities,</i> • <i>The Institute to archive and provide essential books/readings (required by specific courses) in hard copies and/or e-books,</i> • <i>The Institute to consider modality of funding for library and related facilities and services to ensure adequacy and sustainability. (Example</i>

	<p><i>allocating base annual fund of Nu 200,000 and Nu 3000 for every student),</i></p> <ul style="list-style-type: none"> • <i>The Institute to work out minimum library facilities requirement at PG level considering international standards including space, books, journals, so forth.</i>
2.6.5 ICT Services	<ul style="list-style-type: none"> • All CME rooms, PG lecture room and conference rooms are provided with laptops with access to internet and wifi, • To enhance efficiency and quality of teaching learning and research work the Institute has increased internet speed, and improved students' access to internet, • The Institute plans to upgrade laptops and related facilities, • <i>The Institute is expected to benefit as the University is developing ICT strategy to draw all the ICT infrastructure development, including enterprise architecture.</i>
2.6.6 Safety and maintenance of physical infrastructure	<ul style="list-style-type: none"> • The Institute has limited but has some open space in the campus shared with the University, • The routine maintenance is carried out on needs based within the available annual budget, • The Institute aspires for an independent set of infrastructure, • <i>The Institute to initiate timely checking of the structures for their life span and resilience to disaster,</i> • <i>The Institute to consider developing SOP in the event of facing disasters including earthquake within the framework of national guidelines.</i>

2.7 Student Services

2.7.1 Admission process and student record	<ul style="list-style-type: none"> • The University, MoH and the Faculty jointly conduct student admission with rigorous, systematic, demanding criteria are employed to admit into various MD courses, • A competitive Entrance Examination consists of Multiple Choice Questions (MCQ)-100 marks and Objective Structured Clinical Examination (OSCE) - 100 marks. A candidate must secure 50% in each component to be eligible for merit based selection, • The admission process and criteria evolved (2016-2019) with feedback from students and students are briefed on the particular course before finally deciding to join the program, • The Institute maintains student records in Dean's Office. They are password protected and only the individual students can access, • <i>The Institute to consider developing a policy to admit Bhutanese privately funded and international students in due course of time.</i>
2.7.2 Student progression	<ul style="list-style-type: none"> • The Institute has maintained student progression records of three batches since its inception in 2014-2020 and is 100% pass and completed all courses who sat for examinations, • To help progress, individual resident is mandated to maintain a portfolio as part of CA and submitted to Dean's Office. A minimum portfolio forms must be completed and 90% attendance required to sit for examination,

	<ul style="list-style-type: none"> • Students are required to achieve certain competency as per the Workplace Based Assessment (WPBA) TOR which help them progress, • Since the inception of the program some 6 candidates dropped out and 7 of them repeated examinations. Academic counseling, mentorship and extra days are provided to prepare for examination.
2.7.3 Student engagement activities	<ul style="list-style-type: none"> • A student won a prestigious award, “the Helmut Wolf Award for Best Oral Presentation in the annual conference of German Society of Tropical Pediatrics and International Child Health, • The Institute has dedicated fund for students to go for electives and attend/present papers in international conferences, • The MOH also supports the residents to attend workshops and conferences.
2.7.4 Student support systems	<ul style="list-style-type: none"> • All the students of the Institute are employed/in-service who receive normal salary, • In addition to salary students also receive 20% Housing Allowance and stipend. The students also avail hostel facilities, • The Institute has a Postgraduate Residency Regulation, that details out roles, responsibilities, benefits of the students, including Student Support Services, • <i>The Institute may discuss the feasibility of instituting student body. If deem fit a policy should be developed to this effect,</i> • <i>The Institute to establish grievances redressal cell and conduct regular student satisfaction/happiness survey and use the result objectively.</i>
2.7.5 Special needs and Inclusive services	<ul style="list-style-type: none"> • The Institute does not have any issue or encountered students with special needs so far, • <i>The Institute may have a closer look and reflect on this area because the as special and inclusive needs can come in several forms: gender, psycho-social, discrimination, high performing students, so forth, besides obvious differently abled persons.</i>
2.7.6 Graduate employability	<ul style="list-style-type: none"> • The Residents/PG students are already employed by the MoH/ Civil Servants, • <i>The Institute to consider collecting objective feedback from the MOH, the employer of the graduates on their performance in the field.</i>
2.7.7 Alumni engagement	<ul style="list-style-type: none"> • Records/documents -certificate, academic transcripts of Alumni/passed graduates in electronic form are maintained in the student and examination unit of the University, • All alumni of the Institute work in hospitals across the country formally or informally many of them meet, • <i>The Faculty to institute an Alumni Association with policy and related details.</i>

2.8 Internal Quality Assurance and Enhancement System

2.8.1 Quality assurance system	<ul style="list-style-type: none"> • The PG Residency Regulation mandates the Institute to have quality assurance system namely “Continuous Quality Improvement”, “Annual Internal Quality Assessment”, and “External Quality Assessment” every four years. The Quality Assessment report to be submitted to the Academic Board of the University, • The Institute is developing a module for training and implementation of Total
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	<p>Quality Management (TQM)", "Quality Improvement" and "Quality Assurance" for both faculty and support staff,</p> <ul style="list-style-type: none"> • The University Academic Regulation also mandates the institutions to institute Planning and Quality Committee to ensure academic quality, • Initiatives taken by the Institute to enhance quality include drafting of SOP on examination, TOR for WPBA, PE rating for academics, TOR for elective posing of the students, • The Institute through various committee meetings ensures regular monitoring and reporting including engagement of stakeholders, • <i>The Faculty to establish an IQAC with a focal person and TOR to coordinate and ensure quality related activities.</i>
2.8.2 Continuous quality enhancement	<ul style="list-style-type: none"> • The Institute has instituted a rigorous Performance Evaluation ratings for academic staff which enables self appraisal for continuous improvement, • A University wide module on TQM is planned to be offered to all teaching and non-teaching staff of the university, • The Institute takes student feedback seriously and use them for continuous improvement of teachers and the Faculty generally, • Student representatives are members of relevant Boards, Committee that allow hearing their voices for improvement of the system.
2.8.3 Innovative practices	<ul style="list-style-type: none"> • Some of the innovative practices initiated by the Institute include competency based curriculum and WPBA, • A detailed and vigorous system of PE rating of the teachers with inclusion of publications is an innovative.
2.8.4 Institutional branding	<ul style="list-style-type: none"> • One of the distinct feature of the Institute is invitation of international faculty as examiner, • The Institute has incorporated Medical Humanities module in Generic Curriculum which supports infusion of GNH values and principles, • Design, architecture of buildings and overall setup reflects Bhutanese culture, a pillar of GNH, • PG students and graduates are not only equipped with medical skills, knowledge but also sensitive to Bhutanese values, culture, community needs, and ethos, • <i>The Institute may consider brainstorming, "What does the FoPGM singly stands out. Of the various PG courses offered which one takes precedence or better than other. Why and how? Answering these questions with some clarity and distinction may help find out "Institutional Branding".</i>

Part 3: Overall analysis	<p>Observations</p> <p><i>Note: Please limit to five major ones for each; use telegraphic language; It is not necessary to have all five bullets under each</i></p>
3.1 Institutional strengths	<ul style="list-style-type: none"> • The working relation between the University, Ministry of Health, Teaching Hospital and the Faculty ensures smooth functioning of the institution, addresses resources constraints, • The rigorous student admission process with demanding aptitude test including clearly set entrance examination,

	<ul style="list-style-type: none"> • Systematic and vigorous teaching learning process with major focus and consideration on practical and workplace based assessment, • PG Residents' Thesis writing, the systematic procedure-proposal submission, and evaluation and support provided in the process and support provided by the qualified faculty with grants, • The system of identifying, appointment and promotion of Core Faculty, Adjunct Faculty and management, • Funding provided for ex-country exchange programme for both faculty and students, • The programme is offered on need based and all graduates are employed.
3.2 Institutional Areas for Improvement	<ul style="list-style-type: none"> • Need for development of Comprehensive Strategic Plan encompassing HR, Physical facilities, Special Needs Services, Alumni Engagement, Community Vitality, Quality Assurance/Enhancement, • Too much dependent on teaching hospital on material resources, human resources which may be a hindrance for planning, • No revenue generation activities, highly dependent on state funding, • The Institute does not have an independent unit for Research & Institutional Linkages (at par with Academic and Student Affairs).
3.3 Institutional opportunities	<ul style="list-style-type: none"> • Establish independent campus with more and adequate academic and residential infrastructures, recreational facilities, and teaching learning resources, • Admission of international students from the region without compromising entry requirement, • Stand out in one or two areas and earn brand regionally and globally, • Explore for major breakthrough in technology driven medical education, clinical research, including formal tele-consultation, Robotic services, • Huge opportunities for faculty members of the Faculty to engage in more international platform in giving expert advice in the relevant fields, • Collaborate with renowned institutions to carry out research for innovation, policy briefs, • Faculty development through availing fellowship and training to become super specialist and offer the fellowship program in the institute in future.
3.4 Institutional Threats/ Challenges	<ul style="list-style-type: none"> • Currently, of 102 only 10 are regular employees of the FoPGM, rest are from JDWNRH. Whether those many adjunct faculty will have sustained expertise and energy is a challenge, • Currently the Ministry of Health sends and sponsors PG Residents with huge financial implications. Will the MoH continue to have the requirement of MD graduates in the next 15-20 years? • Will Bhutanese with MBBS without inducting into the Civil Service take up the PGM at the Faculty? • Getting recognition of PGM degree outside Bhutan, a challenge.

Part 4: Recommendations

Recommendations: Standard wise

The Team of Assessors would like to make recommendations under each Standard. Most of the recommendations have been derived from the ISAR submitted by the Faculty and observations of the facilities, interactions made with the management, faculty, staff and residents during the field visit. Details of observations including existing/good practices and areas for improvement are highlighted in the main report which need due attention. Only major and significant ones are included in this section. Few recommendations are based on national situation and international practices.

4.1 Governance, Leadership, and Management

The Faculty of Postgraduate Medicine should:

- 4.1.1 Frame overall institutional objectives,
- 4.1.2 Take up with the University to speed up the preparation and development of the Strategic Plan for its early completion, and the FoPGM to develop its own Strategic Plan,
- 4.1.3 Review the nomenclature, composition and function of "Board of Management" of FoPGM as the members are largely insiders from Teaching Hospital, the University and the Faculty, whereas a "Board" denotes having members from larger society both civil, private, business and with different purpose,
- 4.1.4 Initiate obtaining financial autonomy as deem necessary.

4.2 Curriculum Design and Review

The Faculty of Postgraduate Medicine should:

- 4.2.1 List essential and suggested/optional readings as required in respective curriculum booklets,
- 4.2.2 Archive the essential and suggested/optional reading materials and make them available and distribute.
- 4.2.3 Review the course contents of foundation course of the PG programme to align to individual resident's field of specialization.

4.3 Teaching, Learning, and Assessment

The Faculty of Postgraduate Medicine should:

- 4.3.1 Strengthen examination management including setting up an independent unit to manage assessment and related activities (ensuring preparation of test blue print, moderation of test papers, time tabling, conduct of examination, moderation of answer scripts, declaration of results),
- 4.3.2 Explore mechanism to conduct exit examination (Institute Exam 3) by the University.

4.4 Human Resources and Services

The Faculty of Postgraduate Medicine should:

- 4.4.1 Take up with the University to accelerate the development and implementation of HR Master Plan,
- 4.4.2 Initiate a comprehensive HRD plan in light of being heavily dependent on teaching hospital for teaching staff,
- 4.4.3 Work out regular faculty requirement and recruit to reduce dependency on core and adjunct faculty,
- 4.4.4 Consider instituting award system for employees performing innovative procedures, publishing landmark papers as per the relevant clauses of COS-2018,
- 4.4.5 Prepare a comprehensive HRD plan to provide professional development programs and skill development training for non-academic staff including career path and educational qualification upgradation along with dedicated and adequate budget,

4.5 Research, Publications, and Linkages

The Faculty of Postgraduate Medicine should:

- 4.5.1 Explore a sustainable system of research funding, such as dedicating certain amount from annual budget, external funding for research activities,
- 4.5.2 Develop an Institutional Research Policy including consultancy services and related works within the umbrella of University research policy,
- 4.5.3 Set up a research unit at par with Academic and Student Affairs for effective implementation,
- 4.5.4 Expand the scope of research to include qualitative paradigm.

4.6 Infrastructure and Learning Resources

The Faculty of Postgraduate Medicine should:

- 4.6.1 Initiate the expansion of physical facilities including hostels, residential for staff, recreation, independent library, independent reprographic services,
- 4.6.2 Initiate working out ideal space and facilities requirement befitting the level and type of course by benchmarking with some international standards,
- 4.6.3 Consider enhancing/adopting "State-of the Art ICT" teaching-learning,
- 4.6.4 Develop and practice Disaster Management Plan within the framework of national guidelines,
- 4.6.5 Exhibit FoPGM sign board at the entrance, and improve general indoor navigation map at appropriate places for all relevant facilities,
- 4.6.6 Consider procuring light vehicle and student bus.

4.7 Student Services

The Faculty of Postgraduate Medicine should:


- 4.7.1 Develop policy and procedure related to admission of privately funded Bhutanese and international students,
- 4.7.2 Discuss the feasibility of instituting Student Body in the Faculty whose TOR can include establishing of Alumni Association, streamline Student Grievances Redressal System,
- 4.7.3 Develop an Institutional Policy to cater services to students with special needs in light of students composition becoming complex and diverse in future,
- 4.7.4 Strengthen supportive measures to address the issue of drop outs cases,
- 4.7.5 Have access to KGUIS (student profile and generation of reports).

4.8 Internal Quality Assurance and Enhancement System

The Faculty of Postgraduate Medicine should:

- 4.8.1 Put in concerted efforts in all key areas of eight standards while addressing continuous quality improvement of the Faculty,
- 4.8.2 Strengthen internal quality assurance mechanism independent of all other committees to oversight all institutional quality and effectiveness,
- 4.8.3 Brainstorm in what/which area the FoPGM stands out nationally, regionally or globally to help in "Institutional Branding" and live up to the brand,
- 4.8.4 Constitute a Task Force to study, analyze, prioritize and develop strategies to address, respond and implement the observations submitted in the *Accreditation Report* in general and *Recommendations* in particular.

I agree with the observation of the assessors as mentioned in this report.


Name & dated Signature of the Head of the institution

14/05/2021

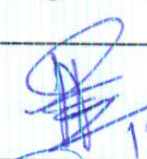
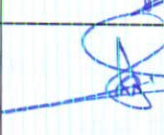


Seal of the institution

Dean

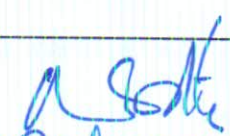
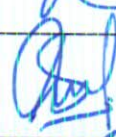

Faculty of Postgraduate Medicine

KGUMSB

Name & Signature of the Assessors:

Name	Designation	Dated Signature
Dr. Singye Namgyel	Chairperson	 14/5/2021
Dr. (Col.) TB Rai	Member	 14/5/2021
Dr. Duptho Wangmo	Member	 14/5/2021
Dr. (Col.) Kinley Tshering	Member	 14/5/21

Name & Signature of BAC/QAAD official

Name	Designation	Dated Signature
Mr NB Raika	Specialist	 14/05/2021
Ms Sangye Choden	CPO	 14/05/21
Ms Tshering Pelden	Sr. PO	 14/05/21



Section C: Annexure

Annexure 1: List of facilities visited/seen including via Zoom

1. Faculty of Postgraduate Medicine- Building:

1.1 Administration: Office of the Dean, Deputy Deans, Faculty Offices (11), Course Coordinators' cubicles (8), Board room, Wash rooms,

1.2 Academics: Classroom, Conference hall, Mini library, MECRIT office, ICT-server room, BHJ office, Wash rooms,

1.3 Recreational and other: Canteen, TT room, In plan (Gym, Student lounge, store),

2. Accommodation:

Hostel (30) room, washrooms with geyser & washing machine, common rooms, common kitchen, dining room, verandah.

3. Faculty of Nursing and Public Health (FoNPH) Building:

3.1 Central library, PG book shelf, shared reading room, Journal section, group discussion room (under maintenance), shared reprographics facility,

3.2 Shared Simulation lab

3.3 Common canteen

4. Teaching Hospital-JDWRH

4.1 Department of Emergency Medicine (makeshift temporary unit due to covid19):

Mini-CEX (Mini Clinical Evaluation) observation, beds, nursing station, monitor,

4.2 Department of OBGYN (Obstetrics Gynaecology)-OPD

DOPS (Direct Observation of Procedural Skills): Ultrasound scan machine, bed, screen, CME (Continuing Medical Education) room,

4.3 Department of Internal Medicine (Virtual):

CME room, mini library, nursing station, HDU- (High Dependency Unit), Ward, lockers, white board, LCD-projector, file racks, filter, registers, cupboards, Adm Assistant Room (shared with HOD),

4.4 Department of Surgery (Virtual):

CME room, mini library, nursing station, HDU- (High Dependency Unit), Ward, white board, LCD-projector, filter, registers, cupboard.

Annexure 2: List of documentary evidences seen and reviewed

Standard	Documents
1. Governance, Leadership, and Management	<ul style="list-style-type: none">• Sample of recent audit report• Samples of minutes of meetings of some committees• Financial statement of the recent FY: Current, Capital and Total• Curriculum booklets for 10 courses (except Ophthalmology),• Sample of thesis
2. Curriculum Design and Review	<ul style="list-style-type: none">• Evidences of ex-country electives availed• List of students sent to attend international seminars/ workshops/ conference,• CVs of external experts involved in curriculum development
3. Teaching, Learning and Assessment	<ul style="list-style-type: none">• Sample of student feedback• Samples of individual student portfolio (WPBA),• Record of professional development programs availed by teaching staff in the recent past including financial statement
4. Human Resources and Services	<ul style="list-style-type: none">• Record of skill and management programs availed by non-teaching staff in the recent past including financial statement• Records of employees who availed semso benefits in the recent past,• List of "Best Faculty Awardees"• Draft HR Master Plan• Copy of ICMH Conference Booklet- 2016-2020• Repository/archive of research works
5. Research, Publications, and Linkages	<ul style="list-style-type: none">• Sample documents of MOUs with national and international entities (BBK, Ludwig, BMHC, Sir Ganga Ram Hospital)• Records/documents/correspondences of institutional/individual membership to professional bodies/entities national and international such as KGUMSB, BMHC, CSOs.

Annexure 3: List of assets and properties valuation

I. Buildings, Rooms, Halls, etc

SI No	Particulars	Year built	Funding	Value (Aprox.)
1.	Secretariat Building (KGUMSB)	2019	GOI	63.590 mn
2.	Hostel	2017	GOI	21.841 mn

II. Computers, Equipments, Machinery, etc

SI No	Particulars	Quantity	Unit Value	Total value	Funding	Remarks/ Condition
1.	Laptop	15	50,000.00	750,000.00	RGoB	Functional
2.	Desktop	12	50,000.00	600,000.00	RGoB	Functional
3.	Projector					Functional
	i. Infocus	3	65,000.00	195,000.00	RGoB	
	ii. Epson	5	82,000.00	410,000.00	RGBoB	
	iii. XGIMI	1	89,000.00	89,000.00	Donated	
4.	LED Screen	2	70,000.00	140,000.00	RGOB & WHO	Functional
5.	Printer					RGoB, GoI, WHO
	i. Colour Printer	1	72,050.00	72,050.00		
	ii. Printer	11	50,000.00	550,000.00		
	iii. Heavy Duty Printer	1	230,000.00	230,000.00		
6.	Refrigerator	2	11,500.00	23,000.00	GOI	

III. Library books, related assets

SI No	Particulars	Quantity	Unit value	Total Value	Funding	Remarks/ Condition
1.	Methods in epidemiologic research	5	202.61	(Cad)702.61	RGoB	One time purchase and details available with library
2.			12,325.00	42,743.06		

IV. Furniture

SI No	Particulars	Quantity	Unit value	Total Value	Funding	Remarks/ Condition
1.	Special Executive Table with angle top	1	47,680.00	47,680.00	GOI	
2.	Executive Revolving Chair	3	26,400.00	79,200.00	GOI	
3.	Special Executive Table	9	28,775.00	258,975.00	GOI	
4.	White Notice Board	3	4,680.00	14,040.00	GOI	
5.	Sofa set	3	45,000.00	90,000.00	GOI	One old
6.	Office Revolving Chair	15	7,068.00	106,020.00	GOI	

7.	Office revolving chair	4	4,828.00	19,312.00	GOI	
8.	Visiting chair	25	2,750.00	68,750.00	GOI	
9.	File Rack without glass shutter	5	11,930.00	59,650.00	GOI	
10	Workstation	11	28,750.00	316,250.00	GOI	
11	Magazine rack with bottom shutter	1	18,975.00	18,975.00	GOI	
12	Magazine rack	1	18,975.00	18,975.00	GOI	
13	Double Book case with shutter	11	15,030.00	165,330.00	GOI	
14	Double Book case without shutter	15	11,888.00	178,320.00	GOI	
15	Chair (Classroom)	30	3,110.00	93,300.00	GOI	
16	Writing Table (Classroom)	30	6,926.00	207,780.00	GOI	
17	Single Bed	30	10,550.00	316,500.00	GOI	
18	Study table	30	5,000.00	150,000.00	GOI	
19	Chair	30	3,000.00	90,000.00	GOI	
20	Dining Table	4	17,190.00	68,760.00	GOI	

Summary of asset valuation of the Faculty

SI No	Particulars	Total Value (Nu Millions)	Remarks
I	Buildings, Rooms, Halls, etc	85.431	
II	Computers, Equipments, Machinery, etc	3.100	
III	Library books, related assets	0.040	
VI	Furniture	2.370	
IV	Vehicle, other automobile assets	-	None
V	Medical Equipments, Machinery (non-perishable items)	-	NA
VI	Land	-	NA
	Grand Total Value	90.941	