

ANNEXURE IX
Accreditors' Report

Section 1: GENERAL	Information
1.1 Name and Address of the Institution:	Reldri Academy of Health Sciences, Phuentsholing, Chhukha
1.2 Year of establishment:	July 2014
1.3 Current academic activities at the institution (Number):	1
• Faculties /Schools:	Nursing and Midwifery
• Departments/Centres:	No department
• Programmes/Courses offered:	Diploma in General Nursing and Midwifery
• Permanent faculty members:	5
• Students:	26
1.4 Three major features in the institutional Context (As perceived by the accreditors):	<ul style="list-style-type: none"> • Validated curriculum used • Institutional linkages with Khesar Gyelpo University of Medical Sciences of Bhutan (KGUMSB), MoH and BMHC • Adequate physical facilities to run the program
1.5 Date of visit:	18/04/2016 – 21/04/2016
1.6 Composition of the accreditors which undertook the on-site visit:	
Chairperson	Name: Mrs. Tandin Pemo
BAC Coordinator/QAAD officials	Mrs. Sangye Choden
Other members	Name: 1. Mrs. Sonam Choki 2. Mr. Nima Sangay

Section 2: CRITERION WISE Analysis	Observations (Strengths and/or Weaknesses on Key-Aspects (Please limit to three major ones for each and use telegraphic language (It is not necessary to indicate all the three bullets each time; write only the relevant ones)
2.1 Curricular elements	
2.1.1 Curriculum design and development	<ul style="list-style-type: none"> • Vision and mission are clearly stated. • Curriculum is adopted from Faculty of Nursing and Public Health, KGUMSB which is validated by external agencies
2.1.2 Academic Flexibility	<ul style="list-style-type: none"> • Offers only Diploma in Nursing and Midwifery Programme
2.1.3 Feedback on Curriculum	<ul style="list-style-type: none"> • No feedback system from relevant stakeholders, • Some tools in place to collect students feedback on every module every semester (e.g. questionnaires and verbal feedback)
2.1.4 Curriculum update	<ul style="list-style-type: none"> • Curriculum is adopted from Faculty of Nursing and Public Health, KGUMSB • The faculty requested KGUMSB to involve them in the curriculum revision but they were instructed that it is too early as their cohort of students has not graduated.
2.1.5 Catering to diverse needs	<ul style="list-style-type: none"> • The program is gender sensitive • Extra time and effort given to students who are slow learners
2.1.6 Teaching-learning process	<ul style="list-style-type: none"> • Academic calendar in place for each semester • Use of class room teaching, nursing skill practice laboratory and practical teaching • Use of ICT, model room and charts for enriching teaching and learning process • Use of LCD projector and video clips to demonstrate nursing procedures
2.1.7 Faculty recruitment	<ul style="list-style-type: none"> • Follows criteria established by BMHC in line with the Guidelines for establishment of Nursing and Midwifery Institute • Recruitment system in place with one external expert hired from the teaching hospital • Part time teaching faculty from Reldri Higher Secondary School in first semester for Dzongkha, English and IT • Faculty hired from teaching hospital to teach special modules
2.1.8 Faculty quality	<ul style="list-style-type: none"> • Faculty appointed with relevant qualification and clinical experiences • Faculty and student also undergo continuing medical education program organized by Teaching Hospital • Faculties attended the Annual International Medical Conference and Nursing Symposium, 2015 • All faculties have undergone one week pedagogy training organized by Samtse College of Education • Committed faculty catering to diverse needs of the students
2.1.9 Evaluation process	<ul style="list-style-type: none"> • Feedback mechanism from students in place to evaluate faculty's

and reforms	<p>performance.</p> <ul style="list-style-type: none"> • Assessment system in place in the form of assignment, presentation, class test and procedure sign out and semester examinations for students • Examination committee in place
2.2 Research, Innovative practices and Institutional linkages	
2.2.1 Promotion of Research	<ul style="list-style-type: none"> • Research module is included in 5th semester; Introduction to Epidemiology and Biostatistics • Students are made aware on evidence based research
2.2.2 Research and publication output	<ul style="list-style-type: none"> • NA
2.2.3 Consultancy	<ul style="list-style-type: none"> • NA
2.2.4 Extension activities	<ul style="list-style-type: none"> • World Health Day (7 April 2016) awareness and health promotion activities such as screening people for diabetes, height and weight, blood pressure measurement and BMI and Glucose test and health education • World Breast Feeding week (1st -7th August 2015) Data collection for the breast feeding survey and health education at Pachu ORC and MCH at Phuentsholing Hospital • Field visit to industries at Pasakha to explore employment opportunities
2.2.5 Collaborations & institutional linkages	<ul style="list-style-type: none"> • MoUs with Ministry of Health • Affiliated to KGUMSB • The MoU for student exchange program was accepted by KGUMSB but the Company of RAHS declined stating that the company is not in a favourable financial position to accept the MoU. • Inter-professional collaboration with the staff of Phuentsholing hospital and relevant stakeholders
2.2.6 Innovative practices	<ul style="list-style-type: none"> • Human anatomy model designed by students for exhibition. • Waste management practices done as per the standards

2.3 Governance, Leadership and Management	
2.3.1 Institutional vision & leadership	<ul style="list-style-type: none"> • Vision and Mission in place. Vision and Mission clearly stated. • Observed inefficient communication channel between the management and faculty. However, effective communication channel is in place between the faculty and the students. • Clearly stated roles and responsibilities for the top management, dean/director and faculty.
2.3.2 Organisational arrangements	<ul style="list-style-type: none"> • Academic Committee, Discipline Committee and Examination Committee in place- Only the examination committee has the ToRs and the rest two do not have ToRs. • Welfare activities for faculty in place such as free

	<ul style="list-style-type: none"> accommodation • Transportation arrangement in place for clinical postings
2.3.3 Strategy development and deployment	<ul style="list-style-type: none"> • Plan of future expansion for academic block • Plan to explore employment opportunities outside Bhutan • No separate service condition for the institute- applies the service rules of RHSS – 2010 and BCSR but noted that there is no consistency in application
2.3.4 Human resource management	<ul style="list-style-type: none"> • Adequate faculty for 26 students • Capacity building on ad hoc basis • Plan for additional faculty recruitment • However, there is no performance appraisal system for faculties by the management in terms of promotion and recognition of their services. • Demotivated faculty due to poor support from the management
2.3.5 Financial management and resource mobilization	<ul style="list-style-type: none"> • Internal-Auditors appointed to annually audit the accounts • Annual budget plan proposed by the faculty but learned that there is lack of response from the management. • No strategies to mobilize resources other than student fees

2.4 Infrastructure and Learning resources

2.4.1 Physical Facilities	<ul style="list-style-type: none"> • Acceptable facilities in place as per the BMHC guidelines • Future plan for expansion • Adequate class room space
2.4.2 Maintenance of infrastructure	<ul style="list-style-type: none"> • Budget utilized for maintenance • Repair and maintenance carried out annually • Dedicated staff(plumber and electrician) for maintenance shared with the RHSS
2.4.3 Library as a Learning Resource	<ul style="list-style-type: none"> • Free internet services but the connectivity observed to be weak • Relevant and current books and references in place • Record of library usage
2.4.4 ICT Infrastructure	<ul style="list-style-type: none"> • Laptops provided; 1:5 ratio • Use of ICT resources like CDs and DVDs • Internet connectivity observed to be weak
2.4.5 Other facilities	<ul style="list-style-type: none"> • Sports facilities for both indoor (table tennis) and outdoor (football and basketball)-shared with RHSS • Simple guest room • Transportation for very sick and field practice • Limited printing and photocopying services • Institute ambience observed to be poor

2.5 Student services

2.5.1 Admission process and student profile	<ul style="list-style-type: none"> • Admission committee and transparent admission process is in place
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	<ul style="list-style-type: none"> • Admission criteria followed as per the BMHC • Student profile maintained
2.5.2 Student progression	<ul style="list-style-type: none"> • The progress of students are monitored • Students are provided with opportunities to sit for re exam • No drop outs so far
2.5.3 Student support	<ul style="list-style-type: none"> • Orientation programme in place • Student handbook, remedial class and counselling for academic and career building. • Extracurricular activities in place • Transportation services for clinical posting
2.5.4 Student activities	<ul style="list-style-type: none"> • Faculty and students initiate participation in extracurricular activities like picnic, jam session, cultural shows, sports and public health awareness campaigns
2.5.5 Stakeholder relationships	<ul style="list-style-type: none"> • Linkage in place with the KGUMSB, MoH and the Community; Phuntsholing catchment area
2.5.6 Credit transfer system	<ul style="list-style-type: none"> • NA
2.5.7 Employability	<ul style="list-style-type: none"> • Students are emphasized on the importance of communication and writing skills during their academic training • Field trip to Pasakha for employment opportunities
2.5.8 Performance	<ul style="list-style-type: none"> • Mechanisms in place for internal examination • No mechanism for external examination
2.5.9 Alumni services	<ul style="list-style-type: none"> • NA

2.6 Internal quality assurance and Enhancement system

2.6.1 Internal quality assurance system	<ul style="list-style-type: none"> • Institute submits the exam result to KGUMSB and seeks clarification as and when required particularly on the curriculum • No focal person/cell for quality assurance system
2.6.2 Institutional effectiveness	<ul style="list-style-type: none"> • Programme is started as per the need of the country • Clinical training is observed to be doing well

Section 3: OVERALL ANALYSIS	Observations (Please limit to five major ones for each and use telegraphic language. It is not necessary to denote all the five bullets for each)
3.1 Institutional Strengths	<ul style="list-style-type: none"> • Adequate physical facilities such as class rooms and hostels • Teaching hospital to practice clinical skills • Dedicated faculty
3.2 Institutional Weaknesses	<ul style="list-style-type: none"> • Internet connectivity • Communication gap • Poor ambience • Inadequate marketing strategy to attract students

	<ul style="list-style-type: none"> • Lack of strategic planning and development
3.3 Institutional Opportunities	<ul style="list-style-type: none"> • Institutional linkages • International job market • Expansion of course programs • Optimal utilization of physical facilities
3.4 Institutional Challenges	<ul style="list-style-type: none"> • Getting adequate number of students • Recruitment and retention of qualified and experienced faculty • Financial constraint and sustainability of the institution

Section 4: Recommendations for Quality Enhancement of the Institution

1. Recruit Dean
2. Improve communication channel
3. Institute a management board comprising of Dean, Faculty, Student representative, Representative from the teaching hospital for the Institute
4. Improve library services
5. Enhance student support services
6. Institute a quality system assurance cell/focal person
7. Improve ambience of the institute
8. Develop strategies for the institute
9. Refer to the areas of weaknesses, challenges and opportunities

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

Signature of the Head of the Institution

Seal of the Institution



Signature of the Accreditors:

Name	Designation	Signature with date
Ms. Tandin Pemo	Nursing Superintendent, JDWNRH	21/9/16
Mr. Nima Sangay	Officiating Registrar, BMHC	21/9/16
Ms. Sonam Choki	Clinical Nurse II, JDWNRH	21/09/2016

Summary

The Team of three Accreditors visited Reldri Academy of Health Sciences (RAHS) from April 18 to 21, 2016 for carrying out Provisional Institutional Accreditation exercise. The team was joined by the senior programme officer from Quality Assurance and Accreditation Division. The CMD and officiating dean of RAHS welcomed the team.

The exercise followed a systematic procedure of going through the Institutional Self Assessment Report, Site Visits and meeting the Management, Officiating Dean, Faculty and Student representatives. The team found that RAHS is about two years old, established in July, 2014. The institute is found to be generally doing well in curriculum aspects, especially in teaching learning process. The institute has a team of qualified and dedicated faculty. The team also observed good communication channel between faculty and the students. The team found that the institute has adequate physical facilities and teaching learning aides. The institute has followed the BMHC guidelines for its establishment and the curriculum from the Faculty of Nursing and Public Health under KGUMSB.

The institute has a regular transportation system for clinical posting and very sick students. Free accommodation is provided for the faculty. There is a good participatory approach in teaching learning process between the students and faculty. There is also good community participation by the students for creating public health awareness. The institute has a good linkage with the teaching hospital. The institute has facilitated pedagogy training even for the faculties of the teaching hospital.

The team however observed that there is a slow decision making process from the management side. The institute requires enhancing its communication channel between the faculty and the management. The institute is facing a financial constraint due to low volume of admission and also facing the challenge of retaining competent faculties.

Overall, RAHS is performing well in terms of learning process and has the scope to improve further. The institute is only 2 years old and there are opportunities for the institute to explore and expand.