The Republic of the Union of Myanmar
Myanmar Nurse and Midwife Council (MNMC)

Guideline on
“Standards and Criteria for Accreditation of Nursing and Midwifery Education Programs in Myanmar”

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Acknowledgments

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## Abbreviations

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<th>Description</th>
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<tbody>
<tr>
<td>ASEAN</td>
<td>Association of South East Asian Nations</td>
</tr>
<tr>
<td>CNE</td>
<td>Continuous Nursing Education</td>
</tr>
<tr>
<td>DHRH</td>
<td>Department of Human Resources for Health</td>
</tr>
<tr>
<td>EI</td>
<td>Educational Institution</td>
</tr>
<tr>
<td>IELTS</td>
<td>International English Language Testing System</td>
</tr>
<tr>
<td>MNMC</td>
<td>Myanmar Nurse and Midwife Council</td>
</tr>
<tr>
<td>NMEI</td>
<td>Nursing and Midwifery Educational Institution</td>
</tr>
<tr>
<td>PAR</td>
<td>Pre-Accreditation Assessment Tool</td>
</tr>
<tr>
<td>SAR</td>
<td>Self-Assessment Tool</td>
</tr>
<tr>
<td>SEA</td>
<td>South East Asia</td>
</tr>
<tr>
<td>UMAP</td>
<td>University Mobility in Asia and the Pacific</td>
</tr>
<tr>
<td>WHA</td>
<td>World Health Assembly</td>
</tr>
<tr>
<td>WHO</td>
<td>World Health Organization</td>
</tr>
</tbody>
</table>
Introduction

To ensure the quality of nursing and midwifery education, it is critically important that the nursing and midwifery professions have standards to describe the professional expectations and criteria to measure and evaluate professional performance. The Myanmar Nurse and Midwife Council (MNMC) is the body that regulates the nursing and midwifery professions.

The **main functions** of the MNMC are to:

1. Maintain a register of qualified nurses and midwives through the licensure and re-licensure procedures;
2. Set core competency standards for practice, and standards for all levels of education, including in management and research, for MNMC registered nurses and midwives;
3. Regulate the ethical, legal, and professional conduct of nursing and midwifery professionals; and
4. Accredit all nursing and midwifery education programs.

This document focuses on the regulation of nursing and midwifery education programs. The guidelines will be reviewed every 3 years and when required.
The purposes of this document are to:

1. Provide the guidelines on professional education standards and criteria for approval and accreditation of nursing and midwifery programs offered within the country, and

2. Serve as a reference for all nursing and midwifery institutions that currently offer or aim to offer educational programs.
Background and Justification

The nursing and midwifery workforce plays a significant role in the health system. Adequate numbers of competent health workers are important for health systems strengthening. Therefore, the World Health Organization (WHO) has recommended the transformative scale-up of health professional education that addresses the quantity, quality, and relevance of health care providers. Nursing and midwifery authoritative bodies play an important role in designing the regulatory mechanisms that ensure the quality of education (WHO 2011).

In 2007, the Intercountry workshop on Quality Assurance and Accreditation of Nursing and Midwifery Educational Institutions was organized in Malé, Maldives, with the contribution of 32 participants from 21 nursing and midwifery educational institutions (NMEIs), councils, and ministries of health from the member countries in the South East Asia (SEA) Region. As a member of the region, Myanmar sent two senior nursing officers to join that workshop. The workshop’s recommendations to member countries were to: affirm their commitments to the World Health Assembly (WHA) resolution WHA 59.23 on rapid scaling-up of health workforce production; establish a quality assurance system; and set the standards for nursing and midwifery curricula and educational institutions and the mechanism for
accreditation. The concepts of quality assurance and accreditation were discussed and drafted by the members. The quality components discussed at the workshop were mission/ governance, teaching, faculty, students, curriculum and instruction, and resources and quality assurance (WHO 2007).

At the workshop, Myanmar presented strategies and methods used for quality improvement of educational institutions. Prior to this, the quality of the educational institutions was monitored through assessment visits; feedback from students, consumers, and service users; and provision of the feedback to the institutions’ faculties. The curricula are periodically reviewed and revised according to country needs and feedback received.

In 2015, the Myanmar Nurse and Midwife Law was amended and approved as the Myanmar Nurse and Midwife Council Law (MNMC 2015). According to the new law, the Myanmar Nurse and Midwife Council is the regulatory body of the nursing and midwifery professions responsible for controlling standards of educational programs to meet the health needs of the country’s population (MNMC 2015). Educational institutions should have internal committees to review adherence to accreditation standards and criteria. The MNMC will act as the overall regulatory body to establish and control the standards and quality assurance of nursing and midwifery education in both the private and public sectors.
Any educational institution offering a nursing or midwifery program must abide by the following eight standards stipulated by MNMC for accreditation.
Standards

Standard 1: Governance and Management

1. The institution must clearly state its direction through defining and formulating its vision and mission, philosophy, and objectives of the nursing and midwifery education programs.

2. The vision, mission, philosophy, and objectives of the institution should be formulated by a team that includes representatives from:
   - key stakeholders who are members of the curriculum committee,
   - the academic staff,
   - graduates of the nursing and midwifery programs,
   - professional educators from the nursing and midwifery institutions,
   - the community/local authorities,
   - education and health care authorities,
   - professional organizations,
   - nursing and midwifery professional leaders,
   - administrative committees from the educational institutions.

3. The institution has a mandate to formulate policy on academic autonomy that includes:
   - opportunity for the faculty and administrators to design, review, and revise the curriculum.
   - opportunity to access necessary resources allocated for the
implementation of the curriculum.

- encouraging faculty members to explore advanced nursing and midwifery practice locally and internationally.

4. Universities and nursing and midwifery training schools must have organizational policies that include:

- an organizational chart, which indicates functional relationships and formal lines of communication.
- a policy for structuring committees (Administrative Committee, Academic Committee, Research Committee, Research Ethical Committee, and others).
- clearly defined roles, functions, and job descriptions for each position.
- policies on administration and management that include curriculum design, staff development, student enrollment, and program evaluation.
- policies on financial resources and budget allocation for the benefit and advancement of nursing and midwifery education and practice.
- policies on teaching and learning methods and the use of external nurse and midwife experts for the improvement of nursing and midwifery education.
- policies regarding student affairs committees.
- policies on collaboration with other educational institutions and
on transfer of educational credits.

- the requirement to submit the number of staff and students enrolled to MNMC yearly.

5. Nursing and midwifery programs must ensure educational outcomes by:

- demonstrating core competencies as graduation requirements.
- meeting the regulation requirements of the MNMC.
- periodically measuring the competencies of graduates.
- using feedback to review and improve the educational process and quality of the faculty.
Standard 2: Program Resources

The universities and nursing and midwifery training schools must:

1. have appropriate and adequate infrastructure that meets the criteria for office, classroom, and teaching facilities, libraries, nursing and midwifery skills laboratories, student dormitories, and clinical practice areas (Annex 1).

2. have appropriate and adequate teaching/learning materials (anatomic models, simulators, medical equipment and supplies, reference materials, audiovisual aids) for the respective subjects that are required to prepare the students to achieve their competencies.

3. have access to basic computer facilities and, if possible, access to the Internet so that students and academic staff can perform electronic literature searches (for example, using Mosby’s Nursing Consult, WHO’s HINARI).

4. Affiliate with clinical placement areas of teaching and learning, including primary, secondary, and tertiary health care settings, to meet the learning outcomes and objectives.

5. Provide a healthy and safe environment for faculty and students.

6. Provide staff and student support for career and professional development.
Standard 3: Human Resources

The universities or nursing and midwifery training schools must:

1. Have adequate staffing by faculty members who are academically, clinically, and professionally qualified and by administrative members who are academically qualified.

2. Have recruitment policies and procedures for appointment of both academic and administrative staff.

3. Demonstrate that the qualifications of the academic staff are appropriate to the level of the program (Annex 2).

4. Have system for the staff professional development.
Standard 4: The Curriculum

1. The universities and nursing and midwifery training schools have curricula aligned with MNMC accreditation guidelines. The contents and design of the curricula prepare the students to:
   - assume the responsibilities that meet the requirements of the MNMC for registration and licensure.
   - graduate with core competencies in the required knowledge, skills, and attitudes.

2. The curriculum must have a structure with clearly written components for each program. These components are:
   - Title of the course
   - Allocation of credit hours
   - Course description
   - Course synopsis
   - Course objective
   - Course outcome
   - Course content
   - Teaching strategies
   - Teaching aids
   - Methods of evaluation
   - References
   - Placement in term of semesters.
3. Create learning opportunities to develop and demonstrate all competencies stated in the core competencies for MNMC registered nurses and midwives.

4. The course objectives must emphasize the cognitive, psychomotor, and affective domains to ensure the ability to communicate effectively and provide safe, competent, and holistic nursing and midwifery care.

5. The educational institutions should have syllabuses and lesson plans.

6. The educational institutions should utilize teaching methods that promote creativity and lifelong learning.

7. The educational institutions should encourage self-learning and student-centered teaching that promotes critical, analytical thinking and critical decision-making on patient care.

8. The curriculum must define the level of achievement of required nursing or midwifery skills stated in the clinical practice record (skills lab logbook, or clinical log), according to the semesters or terms.

9. The curriculum committee must consist of stakeholders including academic staff, nursing and midwifery personnel, graduates, and representatives of regulatory and accreditation bodies.

10. The educational institutions should review and revise the curriculum, if required, to address the professional and health needs of the country (every 5 years, or sooner as required).
11. The educational institutions must notify the MNMC about any review of or revisions to the curricula. Revisions to more than 30% of a curriculum must be endorsed by the MNMC.

12. The components of each curriculum and percentage allocations for each of the courses are as follow.

a) **Components of the Curriculum**

   Component (1): Basic requirements (consisting of English, Myanmar, etc.)

   Component (2): Core sciences consist of three categories

I. Basic Sciences:
   a. Health Sciences (Anatomy and Physiology, Microbiology, Pathology, Pharmacology, Biochemistry, Nutrition)
   b. Natural Sciences (Physics, Chemistry) as applied to nursing and midwifery

II. Behavioral Sciences (Psychology, Sociology, Communication and Interpersonal Skills)

III. a) Nursing Sciences (Adult Health Nursing, Family Health Nursing, Fundamental Nursing, Community Health Nursing and Mental Health Nursing, Nursing Administration and Management, Nursing Research) for nursing institutions
   b) Midwifery Sciences (Maternity and Essential Newborn Care, Child Health Nursing, Nursing Care in Illness and Emergencies, Complications of Antenatal, Intrapartum, Postnatal and Newborn Care, Gynecology, Community Health Nursing,
Mental Health Nursing as Applied to Midwifery, Midwifery Research, Domiciliary Midwifery Care and Management of Home Delivery, Management of Rural Health Center/Sub-Center) for midwifery institutions

b) **Percentage Allocation of the Curriculum Components**

a) **Basic Degree/Diploma/Certificate**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Minimum (%)</th>
<th>Maximum (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Sciences (Health Sciences, University-Required Subjects, Natural Sciences)</td>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>Behavioral Sciences</td>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>Nursing/Midwifery Sciences</td>
<td>60%</td>
<td>80%</td>
</tr>
</tbody>
</table>

b) **Specialty/Post-Basic/Advanced Diploma**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Minimum (%)</th>
<th>Maximum (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Science (Health) and Behavioral Science</td>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>Nursing/Midwifery Sciences</td>
<td>80%</td>
<td>90%</td>
</tr>
</tbody>
</table>

c) **Master’s Degree Program**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Minimum (%)</th>
<th>Maximum (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Sciences (Research Components)</td>
<td>20%</td>
<td>50%</td>
</tr>
<tr>
<td>Nursing Sciences</td>
<td>50%</td>
<td>80%</td>
</tr>
</tbody>
</table>

d) **Doctoral Degree Program**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Minimum (%)</th>
<th>Maximum (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Sciences (Research Components)</td>
<td>50%</td>
<td>70%</td>
</tr>
<tr>
<td>Nursing Sciences</td>
<td>30%</td>
<td>50%</td>
</tr>
</tbody>
</table>
13. Duration of study must be within the time frame as stated below.

<table>
<thead>
<tr>
<th>Types of Program</th>
<th>Minimum Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate (top-up/skill-based) Program</td>
<td>up to 3 months</td>
</tr>
<tr>
<td>Diploma Program (Midwifery)</td>
<td>2 years</td>
</tr>
<tr>
<td>Diploma Program (Nursing)</td>
<td>3 years</td>
</tr>
<tr>
<td>Specialty/Post-Basic Program (Critical care, child, orthopedics, etc.)</td>
<td>9 months–1 year</td>
</tr>
<tr>
<td>B.N.Sc. (Bridge) Program</td>
<td>1–3 years</td>
</tr>
<tr>
<td>Basic Degree Program</td>
<td>4 years</td>
</tr>
<tr>
<td>Master’s Degree Program</td>
<td>2–3 years (full and part time)</td>
</tr>
<tr>
<td>Ph.D./Doctoral Degree Program</td>
<td>3–4 years (full time) 4–6 years (part time)</td>
</tr>
</tbody>
</table>

- The curriculum must define its semester system and conceptual framework, the credit units or relevant hours for theory and practice, and the number of hours in a week that are being used. The institution may implement either a two-semester or a three-semester curriculum per year. Courses taught in each semester or term must demonstrate evidence of theory, followed by practice.

14. The credit units for each program (theory and practical) must be followed as stated below.

<table>
<thead>
<tr>
<th>Programs</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma Program- Midwifery</td>
<td>60-90 credits or equivalent hours</td>
</tr>
<tr>
<td>Diploma Program- Nursing</td>
<td>90–100 credits or equivalent hours</td>
</tr>
<tr>
<td>Post-Basic Program</td>
<td>20–40 credits or equivalent hours</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>40–60 credits or equivalent hours</td>
</tr>
<tr>
<td>Basic Degree Program</td>
<td>120–140 credits or equivalent hours</td>
</tr>
<tr>
<td>Master’s Degree Program</td>
<td>40 credits</td>
</tr>
<tr>
<td>Ph.D./Doctoral Degree Program</td>
<td>No given credit value or 50–70 or equivalent hours (coursework and dissertation)</td>
</tr>
</tbody>
</table>
**Calculation of Credit Units**

University of Nursing or Nursing and Midwifery training schools should use the following table to calculate the credit unit.

**Calculation of Credit Hours (based on 14–16 teaching-learning weeks)**

<table>
<thead>
<tr>
<th>Components</th>
<th>Calculations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theory</strong></td>
<td></td>
</tr>
<tr>
<td>Class content/theory</td>
<td>1 hour of lecture per week for 14–16 weeks is equivalent to 1 credit.</td>
</tr>
<tr>
<td></td>
<td><strong>14-16 hours lectures = 1 credit.</strong></td>
</tr>
<tr>
<td>Tutorial (guided learning and</td>
<td>1.5 hours of tutorial per week for 14–16 weeks is equivalent to 1 credit.</td>
</tr>
<tr>
<td>special projects)</td>
<td><strong>21-24 hours of tutorial = 1 credit.</strong></td>
</tr>
<tr>
<td><strong>Practical</strong></td>
<td></td>
</tr>
<tr>
<td>Clinical skills at skills lab</td>
<td>2 hours of clinical skills session per week for 14–16 weeks is equivalent to 1 credit.</td>
</tr>
<tr>
<td></td>
<td><strong>28 - 32 hours of clinical skills practice = 1 credit.</strong></td>
</tr>
<tr>
<td>Clinical experience at health</td>
<td>7–8 hours of activities continually for 2 weeks is equivalent to 1 credit.</td>
</tr>
<tr>
<td>facility/community</td>
<td><strong>2 weeks of clinical experience (70–80 hours) = 1 credit.</strong></td>
</tr>
</tbody>
</table>

Note:

- **1 credit is defined as 40 hours of student workload** which includes 14-16 academic hours of instruction for theory class, 21-24 hours of instruction for tutorial, 28-32 hours of instruction for skills lab practice, and student self-learning hour. (UMAP, 2013)
- **1 credit of clinical experience at health facility is defined as 70-80 hours of student workload.**
Clinical skills in the skills laboratory are computed as practical components.

Each subject/course should not exceed 4 credit units in a semester. Total credits per semester should be estimated about 20 credit units.

15. Students' attendance of minimum 90% in clinical practice and 75% in theoretical classes.

<table>
<thead>
<tr>
<th>Components</th>
<th>Certificate Program</th>
<th>Diploma Program Basic Degree Program</th>
<th>Post-Basic Diploma Program</th>
<th>Postgraduate Program (master’s, doctorate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>30–40%</td>
<td>45–55%</td>
<td>40–50%</td>
<td>*depends on programme requirement</td>
</tr>
<tr>
<td>Practical</td>
<td>60–70%</td>
<td>45–55%</td>
<td>50–60%</td>
<td></td>
</tr>
</tbody>
</table>

16. The ratio of theory and practical credit hours should be followed as recommended by the MNMC.
**Standard 5: Student Admission Policy**

1. The policies and procedures for student selection, recruitment, and admission must be clear in order to determine applicants’ suitability for the nursing and midwifery professions and ensure that the needs of the country and government are met.

2. The number of students enrolled must abide by the guidelines and standards set by MNMC and respective nursing/midwifery institution.

3. The candidate must meet the entry requirement as stipulated by Ministry of Health and Sports, MNMC and University.

**Entry Requirement: Public sector**

- The candidate enrollment must be done according to the procedure and guidelines set by University Council and Department of Human Resources for Health, Ministry of Health and Sports.

**Entry Requirement: Private sector**

- The candidate must meet the entry requirement as stipulated by MNMC, and should be in line with National Qualification Framework and procedures and guideline set by University Council as necessary.
Diploma program
- Satisfactory performance on the “English, mathematics and Myanmar” entrance examination
- Personal interview

Bachelor’s degree program
- Satisfactory performance on the “English, biology, physics, and chemistry” entrance examination
- Personal interview

Bachelor’s degree program (foreign candidate)
- Possession of registration and licensure of country of origin
- Pass score in Myanmar language
- Pass on “O” level
- Proficiency in English
- International English Language Testing System (IELTS) - minimum 5.0 (OR) other equivalent

Master’s program
- Pass on Basic Nursing Degree and grade point average (GPA) should be 3 or above
- Registration with MNMC
- Possession of registration and licensure of country of origin
- 2 years of working experience
- IELTS 5.5 (OR) other equivalent
**Ph.D./doctoral program**

- Pass on Master in Nursing Degree and GPA should be 3.3 or above
- Registration with the MNMC
- Possession of registration and licensure of country of origin, with 3 years of working experience
- IELTS 5.5 (OR) other equivalent
Standard 6: Student Assessment

1. The universities and nursing and midwifery training schools must have clearly written examination policies.

2. The universities and nursing and midwifery training schools must establish an examination board with clearly defined functions.

3. External examiners whose appointments are approved by the university or nursing and midwifery training schools.

4. University or nursing and midwifery training schools utilize assessment methods and standardized tools that are based on the objectives and course outcomes of the program. Student assessment methods must be consistent, effective, reliable, and in line with current best practices.

5. The grading criteria and quality points should be followed as stated below.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Point Equivalent</th>
<th>Standing</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>80–89</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>75–79</td>
<td>A-</td>
<td>3.75</td>
</tr>
<tr>
<td>70–74</td>
<td>B+</td>
<td>3.50</td>
</tr>
<tr>
<td>65–69</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>60–64</td>
<td>B-</td>
<td>2.75</td>
</tr>
<tr>
<td>55–59</td>
<td>C+</td>
<td>2.50</td>
</tr>
<tr>
<td>50–54</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>Less than 50</td>
<td>D</td>
<td>1.00</td>
</tr>
</tbody>
</table>

[Adapted from grading system in United Kingdom, Thailand (Chulalongkorn University), Malaysia (University Tun Razak)]

Note: Grade ‘D’ will not be considered in calculating grade point average (GPA)
6. Student performance results are documented centrally and in a confidential manner.

7. Mechanisms for providing constructive feedback to students and creating performance improvement plans must be in place.

8. A mentoring system for continuous student progress and achievement in knowledge, skills, and attitudes has been established.
Standard 7: Program Evaluation

Each program has a comprehensive plan in order to ensure quality of programs. Nursing and midwifery education programs should have the following.

1. A vision, mission, philosophy, objectives, and course outcomes are regularly evaluated
2. A process for curriculum development, review, and revision
3. A process for the regular evaluation of classroom and clinical teaching
4. A system for monitoring and mentoring of teachers and preceptors
5. A system for evaluation of courses and overall programs
6. A system for evaluation of faculties
7. A systematic evaluation of all levels of nursing and midwifery curricula
8. A system to maintain and upgrade the facilities and learning resources
9. A master plan showing yearly schedule of theoretical, clinical practices, vacation and examination
10. Clinical rotation plan for students learning experience at different clinical setting
Standard 8: Continuous Quality Improvement Activities

The quality improvement activities of the programs include the following.

1. Collection of information relating to program implementation on a regular basis
2. Assessment and identification of deficiencies in program implementation and prioritization for improvement
3. Documentation of quality improvement actions and progress
4. Staff performance are evaluated on a regular basis (annually) to take action
5. Continuous professional development (CPD) of faculties are present

Accreditation and Adverse Actions

Accreditation of the nursing and midwifery education program will be determined after assessment by the MNMC. Types of accreditation are: Pre-Accreditation for newly established program, Initial Accreditation for pre-accredited programs and programs that are currently on formal progress; Continuing Accreditation for programs meeting all accreditation criteria that have been initially accredited. Pre/Initially, accredited EIs must meet the minimum required criteria or show significant progress that would indicate which criteria will be met within a period determined by MNMC. Failure to show progress may result in provisional or withdrawal of accreditation. (Annex 3).
Annex 1: Guideline for Program Resources

Office

Universities and training schools should:

- provide offices with appropriate space for administrative staff.
- provide offices with appropriate space for faculty members.
- equip the offices with computers and other required resources.

Library and Computers

The library should have:

- a librarian or library technician who is responsible for library.
- resources and library facilities and a computer laboratory (one functional computer for every 10 students).
- sufficient space and a proper system of cataloguing books and other resources.
- updated textbooks and professional journals available.
- on-line and off-line facilities for students and academic staff to perform literature searches (e.g., Mosby’s Nursing Consult, ProQuest Nursing).
- easy access/availability for student use.

Student Dormitories

Student dormitories must:

- have a responsible person(s)/warden(s) assigned to them.
- be furnished with adequate toilet facilities, bedrooms, recreation rooms, kitchens, reading rooms, guest rooms, dining rooms, etc. with enough space.
- have recreation facilities for outdoor and indoor activities.
Lecture rooms and Teaching Facilities
The teaching facilities must:

- have classrooms that are comfortable, standard size and have adequate space with seating capacity.
- have auditorium for 100-200 persons as required.
- have adequate audiovisual aids available for effective teaching and learning.
- provide facilities for emergencies, such as basic first aid facilities, and have a referral plan for more serious problems.
- provide rooms for student affairs meetings and activities.
- provide rooms for discussions and conferences.
- have a ratio of one teacher to 40 students.

Nursing and Midwifery Skills Laboratory
The nursing skills laboratory room must be equipped with basic and essential facilities for nursing and midwifery core competencies, and should:

- offer opportunities for students to practice.
- be able to simulate a mock ward/patient setting.
- have equipment that corresponds to the competency requirements.
- have a ratio of one staff member to 10 students.

Clinical Practice Areas
Hospitals or community health centers that are affiliated with universities and training school should have:

- clinical placement areas that cover all required disciplines for the program (general and specialties).
- adequate numbers of patients and sufficient placements to meet the
educational outcomes.
- an infrastructure of the clinical practice area that is conducive to clinical practice.

**Hospital facilities**
- Hospitals recognized as teaching areas must meet the students’ learning objectives.
- The clinical instructor/preceptor to student ratio should be one instructor/preceptor to 10 students (maximum).
- The ratio of students to patients should be one student to five patients (Maximum) (the level of patient care must be appropriate for the student’s level, patient’s condition, and the desired learning outcomes).
- The number of student per shift on a unit/ward should not be more than 15.
- One clinical instructor should not cover more than two wards at any time.
- There should be evidence of a coordinated plan for scheduling clinical placements (academic calendar).
- There must be adequate nursing equipment and supplies.
- The facilities should have a room for students and teachers to hold discussions and presentations.

**Midwifery clinical experience**
- Maternity hospital or general hospital can be selected depends on the available maternity care services.
- Midwifery hospital or wards should have the facilities of antenatal room, waiting room, labour room, post-natal ward, special baby unit, gynaecology ward, family planning and maternal and child health (MCH) services.
- Undergraduate midwifery student must meet minimum clinical experiences as stated below.

<table>
<thead>
<tr>
<th>Clinical experiences</th>
<th>Minimum number of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antenatal examination</td>
<td>40 cases</td>
</tr>
<tr>
<td>Complicated pregnancies</td>
<td>10 cases</td>
</tr>
<tr>
<td>Observation of normal delivery</td>
<td>20 cases</td>
</tr>
<tr>
<td>Observation of caesarian section</td>
<td>2 cases</td>
</tr>
<tr>
<td>Partograph</td>
<td>10 cases</td>
</tr>
<tr>
<td>Conduct normal delivery with supervision</td>
<td>20 cases</td>
</tr>
<tr>
<td>Observation of abnormal/ complicated deliveries</td>
<td>2 cases</td>
</tr>
<tr>
<td>Essential care of newborn at birth</td>
<td>20 cases</td>
</tr>
<tr>
<td>Postnatal care of mother and baby (first 24 hours)</td>
<td>40 cases</td>
</tr>
<tr>
<td>Postnatal care of mother and baby after 24 hours up to 6 weeks</td>
<td>40 cases</td>
</tr>
<tr>
<td>Postpartum complications</td>
<td>10 cases</td>
</tr>
<tr>
<td>Care of women following haemorrhage and/or sepsis in pregnancy</td>
<td>2 cases</td>
</tr>
</tbody>
</table>

[Source: ASEAN Regional Guideline for Minimum Requirements for Training and Accreditation of Skilled Birth Attendants, 2014]

**Community health centers**

The practice for community must cover both urban and rural communities.

- No more than 10–20 students should be allowed at one clinical placement, depending on the size and census of health center.
- The staff to student ratio should be one staff member to 10 students.
- Transport must be available for clinical placements.
Annex 2: Qualifications of Faculty

1. The head of a university/ institution (Rector/ Dean /Director) must:
   - be an MNMC registered nurse with an active license to practice,
   - possess relevant nursing/midwifery qualifications, having at least a Master of Nursing Science Degree and management experience,
   - be a citizen of Myanmar,
   - have a minimum of 7 years of teaching and management experience in nursing education,
   - have evidence of continuing professional development for academic and administrative staff,
   - have evidence of publications or presentations,
   - have clearance of departmental penalties.

2. The head of a nursing and midwifery training school (Principal) must:
   - be an MNMC registered nurse with an active license to practice,
   - possess relevant Master of Nursing Science/ Bachelor of Nursing Science nursing qualifications and management experience,
   - be a citizen of Myanmar,
   - have a minimum of 7 years of teaching and management experience in nursing or midwifery education,
   - have clearance of departmental penalties.
3. Teachers

Below are the teachers’ educational requirements for the different levels of nursing/midwifery programs.

**Certificate program**
- MNMC registered nurse/midwife with an active license to practicing, with required clinical experience of at least 2 years.
- Qualified with at least a Bachelor’s Degree in Nursing/ Midwifery Education.
- Must have a certificate in teaching methodology from a recognized institution for continuous nursing education (CNE).

**Diploma program**
- MNMC registered nurse/midwife with an active license to practicing, with required clinical experience of at least 2 years.
- Qualified with at least a Bachelor’s Degree in Nursing/Midwifery Education.
- Must have a certificate in teaching methodology from a recognized institution for continuous nursing education (CNE).

**Degree program**
- MNMC registered nurse/midwife with an active license to practicing, with at least 2 years of required clinical experience.
- Qualified with a Master’s or Basic Degree in Nursing/Midwifery with two years of experience in teaching and 2 years of clinical experience in the respective areas.
- Must have certificate in teaching methodology from a recognized
institution for continuous nursing education (CNE).

**Master’s program**

- MNMC registered nurse/midwife with an active license to practice, with at least 2 years of required clinical experience.
- Must have a Ph.D. or Doctorate in Nursing/Midwifery degree or Master of Nursing Science with more than 7 years of teaching experience and 2 years of clinical experiences in the respective area.

**Ph.D. or Doctor of Nursing program**

- MNMC registered nurse/midwife with an active license to practice, with at least 2 years of required clinical experience.
- A Ph.D. or Doctorate of Nursing or doctoral degree in Nursing/Midwifery Sciences.
Annex 3: Accreditation: Pre, Initial, Continuing and Adverse Actions

The educational institutions (EIs) must meet all standards and criteria set by the MNMC. The internal committee of the EI should do a self-review for quality assurance that is in line with the accreditation standards and guideline set by MNMC, submit a self-assessment report, and apply for accreditation.

Pre-Accreditation
If an educational institution is newly established, pre-accreditation will be granted when the pre-accreditation criteria are satisfactory. Pre-accreditation is for 1 year or until the first graduation of students. During this time, the EIs have time to take actions to meet the rest of criteria in order to get initial accreditation; prepare Self-Assessment Report and request a visit for initial accreditation before the first graduation of students.

Initial Accreditation
The process of initial accreditation is the accreditation committee of MNMC’s first review and consideration of the nursing and midwifery education programs that are either pre-accredited programs or existing programs. The program should plan to meet all of the criteria in the MNMC’s accreditation standards and guideline. Education programs that have been pre-accredited by accreditation committee of MNMC are revisited and evaluated for
accreditation within one year after first graduation of the students. If an existing educational institution seeks for their initial accreditation status for their nursing and midwifery education program as it is being implemented, the program should plan to meet all of the criteria. Initial accreditation will be granted for no more than 5 years. During this period, the EI must submit annual monitoring report to accreditation committee of MNMC.

**Continuing Accreditation**

It is the ongoing, periodic review of the nursing and midwifery education program which has been granted initial accreditation. The program should maintain to meeting all of the criteria in the MNMC accreditation standards and guideline. Before granted initial accreditation is expired, the EI will prepare a self-assessment report and have a site visit for continuing accreditation.

**Deferral**

If the document provided by EI is insufficient to make decision, MNMC may defer action for 6 months or until the next meeting. During the deferral period, AC-MNMC will request that the program submit additional specific documentation. After study and consideration, a decision will be made.

**Provisional or Withdraw**

If a program has not come into compliance within the designated timeframe, MNMC will either (1) grant an extension or (2)
withdraw accreditation if reasonable cause is provided. During an extension, the program will be placed on or remained on Provisional. EIs must show significant progress that would indicate how they ensure these criteria to be satisfied within a period determined by the MNMC.

MNMC will withdraw its accreditation from a program if the program has not demonstrated compliance with all MNMC criteria within the specified monitoring period or provided reasonable cause for an extension to be granted.
Annex 4: Instructions for Application of Accreditation of Nursing and Midwifery Education Program

This accreditation application form is developed for Midwifery Diploma, General Nursing Diploma, B.N.Sc., M.N.Sc., and Ph.D./Doctor of Nursing education program.

1. Each program is required to complete the form according to the given guideline.
   The cost of accreditation ("fee") for each program is ____________.

2. The voucher of ____________________________
   (name and address of bank and banking no.) should be attached with the application.

3. The application form is available at the office of the Myanmar Nurses and Midwife Council on payment of ____________.
Annex 5: Application Form for Accreditation of Nursing and Midwifery Education Program

To
President
Myanmar Nurse and Midwife Council

Date of application ________________________________
Name of institution/training school__________________
Date of establishment_____________________________
Address_________________________________________

________________________________________________

Duration of the program____________________________
Number of students enrolled/year____________________
Number of students (total)___________________________
Date of last accreditation___________________________
Financial supporter________________________________
Name of organization/department/agency______________

Signature of applicant________________________________
Full name_________________________________________
Designation_______________________________________
Date____________________________________________
Tel. No.___________________________________________
Fax. No.___________________________________________
Email address______________________________________
Annex 6: Guideline Development Committee Members (2015)

1. Daw Phyu Phyu  
   President  
   Director (Nursing) Retired  
   MNMC  
   Department of Health  
   Ministry of Health  

2. Prof. Daw Lorna  
   Vice President  
   Professor/Head (Retired)  
   MNMC  
   Maternal & Child Health  
   Department University of Nursing, Yangon  

3. Prof. Daw Khin Hla Shwe  
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   Professor/Head (Retired)  
   MNMC  
   Adult Health Nursing Department  
   University of Nursing, Mandalay  

4. Daw San Yee  
   Member  
   Director (Nursing) Retired  
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   Ministry of Health  

5. Daw Nwe Nwe Khin  
   Member  
   Director (Nursing)  
   MNMC  
   Department of Health Professional Resource Development and Management  
   Ministry of Health
6. Major Daw Than Aye  
   Member  
   Lecturer/Head (Retired)  
   MNMC  
   Institute of Paramedical and Nursing Sciences,  
   Mingaladon

7. Daw Aye Nyunt  
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   MNMC  
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8. Daw Hla Hla Aye  
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   Associate Professor/Head  
   MNMC  
   Mental Health Nursing Department  
   University of Nursing, Yangon

9. Daw Shwe Kyi  
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   Assistant Director (Nursing) (Retired)  
   MNMC  
   Department of Health, Mandalay Division

10. Capt. Daw Than Than Soe  
    Member  
    Nursing Officer (Retired)  
    MNMC  
    No (1) Military Hospital, Mingaladon

11. Daw Naw Aye Shwe  
    Member  
    Nursing Officer (Retired)  
    MNMC  
    Department of Health, Yangon

12. Daw Ah Than  
    Member  
    Matron (Retired)  
    MNMC  
    Eye Hospital, Yangon
13. U Kyi Win
   Secretary
   Assistant Director (Retired)
   MNMC
   Department of Health, Mon State

14. Daw Than Nyunt Oo
   Member
   Assistant Director (Retired)
   MNMC
   Department of Health, Southern Shan State

15. Daw Tin Tin Kyaw
   Invited Guest
   Associate Professor/Head
   Mental Health Nursing Department
   University of Nursing, Mandalay

16. Daw Khin Win
   Invited Guest
   Associate Professor/Head
   Fundamental Nursing Department
   University of Nursing, Mandalay

17. Daw Myint Htay
   Invited Guest
   Associate Professor/Head
   Fundamental Nursing Department
   University of Nursing, Yangon

18. Daw Kau Naung
   Invited Guest
   Pro Rector
   University of Nursing

19. Prof. U Maung Maung
   Invited Guest
   Professor/Head (Retired)
   Mental Health Nursing Department
   University of Nursing, Yangon
20. Dr. Peter Johnson  
    Resource Person  
    Director, Global Learning Office  
    Director, Nursing and Midwifery  
    Jhpiego- an affiliate of Johns Hopkins University

21. Dr. Catherine Carr  
    Resource Person  
    Senior Technical Advisor  
    Jhpiego-an affiliate of Johns Hopkins University

22. Daw Nan Nan Aung  
    Resource Person  
    Senior Technical Advisor  
    Jhpiego-an affiliate of Johns Hopkins University

23. Dr. Toe Than Tun  
    Resource Person  
    Technical Advisor  
    Jhpiego-an affiliate of Johns Hopkins University
Annex 7: Final Revision Committee Members (2018)

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   Resource Development and Management  
   Ministry of Health

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   Vice President  
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   AC-MNMC  
   University of Nursing, Yangon

5. Daw Khin Mar Cho  
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6. Prof. Daw Khin Thein  
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   AC-MNMC
7. **Daw San San Yin**  
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   Department of Medical Services  
   Nay Pyi Taw

8. **Daw San Yi**  
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   Department of Health, Nay Pyi Taw

9. **Daw Ni Ni Win**  
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   AC-MNMC

10. **Daw Nwe Ni Soe**  
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    AC-MNMC

11. **Daw Mya Mya Nyo**  
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    Yangon Orthopedic Hospital

13. **Major Daw Than Aye**  
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15. Daw Hla Hla Aye  
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Pro Rector (Academic) (Retired)  
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16. Prof. U Maung Maung  
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17. Daw Phyu Phyu  
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19. Daw Khin Mar Kyi  
AC-MNMC  
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Department of Medical Services  
Nay Pyi Taw

20. Prof. Daw Tin Tin Kyaw  
AC-MNMC  
Pro Rector (Academic)  
University of Nursing, Yangon
21. Lt. Col. Daw Yin Yin
   Pro Rector
   Military Institute of Nursing and Paramedical Science, Mingalardon
   AC-MNMC Member

22. Daw Htay Htay Hlaing
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   Department of Human Resources for Health
   Ministry of Health and Sports
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