ARURA ACADEMY OF HEALTH SCIENCES

ASSESSORS' REPORT 2025

ANNEXURE IX

Format for Assessor's Report

Part 1: General information	
1.1 Name and Address of the Institute	Arura Academy of Health Sciences, Allay, Phuentsholing, Chukha
1.2 Year of establishment	2014
1.3 Current academic activities at the institution (Number)	
Faculties /Schools	1
Departments/Centres	1
Programmes/Courses offered	1. Full-time Diploma in General Nursing and Midwifery. (3 years) 2. Full-time Bachelor's Degree in Nursing and Midwifery. (4 years)
Regular faculty members	Male:_4_ Female: _15_ Total: 19_
Contract faculty members	Male:_0 Female: _0__ Total: _0_
Others (e.g. Adjunct)	Male:_2 Female: __3_ Total: _5_
Staff (Technical, administrati Male:_____ _	Male: 12 Female: 10_Total: 22
Students	Male:_148___ Female: _394_ Total: 542__

1.4 Three major features in the institutional context (As perceived by the assessors)	• The institute maintains academic excellence with a number of students securing distinction in centralized exam • To enhance the teaching and learning process, AAHS has developed infrastructure, including smart monitors and simulation labs • There are accommodations with safe drinking water, furnished hostel, AC, and other required amenities for students and provost
1.5 Date of visit	20-24 October 2025
1.6 Composition of the team of assessors:	
Chairperson	Name: Associated Professor Dr. Thasaneeya Ratanaroutai Nopparatjamjomras
Other members	Name: Krishna Singh Mongar Name: Nima Dorji
HEQC officials	Name: Tashi Lhamo

Part 2: Key-Aspect-wise analysis	**Observations** (Strengths and/or areas for improvement on Key Aspects) *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.*	

2.1 Governance, Leadership and Management		
2.1.1 Vision and Mission	• The vision and mission of the institute are aligned with the national aspirations • The goals of the activities and programs conducted are aimed at achieving the institution's vision and mission	
2.1.2 Organizational Structure and Management	• There is an organizational structure • Faculty and student councillors and class representatives are involved in institutional discussions for decision-making	
2.1.3 Accountability and Transparency	• Guidelines and mechanisms to promote transparency, efficiency, and accountability are clear • Resource mobilization strategies are effective in securing funds	
2.1.4 Leadership and Autonomy	• Leadership and executive position holders have management competencies and experiences, however, for a nursing institute it is recommended to have medical or nursing background • Some efforts exist for leadership grooming and succession planning, such as participation in leadership and management training	
2.1.5. Strategic Development, Planning, and Implementation	• The strategic plan could be comprehensive • The strategic development plan should show processes to set long-term goals for the vision of the academy and show a roadmap to success	c
2.1.6 Data and Information Management	• The institution has its own method to collect data and information in compliance with regulatory bodies • The institution has ensured the confidentiality and security of all data	

2.2 Academic System	
2.2.1 Programme Design, Development and Review	• A mechanism is in place for program design, incorporating requirements from stakeholders • The review process of the program and clinical affiliation development is identified
2.2.2 Academic Flexibility and Programme Diversification	• Academic programs are directed by the university; however, the institute can offer an informal elective program or activities to promote academic flexibility • The university is responsible for developing the credit transfer guidelines
2.2.3 Academic Planning and Delivery	• Teaching and learning approaches and materials are in place; however, the institute still need to improve to address global skills and competencies • There are learning outcomes, topics of content, teaching methods, materials for teaching, assessment, and time in the lesson plan template
2.2.4 Assessment Practices	• Student performance is recorded through clinical evaluation logbooks and class logbooks • Continuous Internal Assessment (CIA) is conducted through class tests, practical evaluations, clinical postings, assignments, case presentations, clinical demonstrations, bedside presentations, and module tests • Individual and group feedback is provided after each assessment (written, practical, clinical)

2.3 Human Resources

2.3.1 Human Resource Management System	• The institute has a recruitment, performance appraisal, recognition, and reward system; however, the Human Resource Management and Human Resource Development plan needs to be more comprehensive, including succession planning • AAHS calculates all 8 adjunct faculty members with 19 faculty, when calculating the faculty student ratio, which is 1:20 • AAHS maintains faculty student ratio of 1:28 without adjunct faculty
2.3.2 Human Resource Developments	• There is a 'Capacity Development Fund' to support staff participation in national and international conferences, workshops, and training • Faculty members are sponsored by the Institute for Higher Studies
2.4 Research, Publications, and Linkages	
2.4.1 Research Culture	• Research Culture policy is reflected in AAHS's Vision 2035. Plans are underway to enhance the research capacity of the faculty • Limited funding sources identified • Efforts are being made to strengthen research activities to ensure more meaningful and impactful outcomes
2.4.2 Research and Publications	• No research works are published in peer-reviewed journals by faculty and /or students • The research database of the academy is not available
2.4.3 Consultancy and Professional Services	• There is a brief policy on consultancy and professional services • There are some records of occasional professional services
2.4.4 Collaborations and Linkages	• A system for student or staff exchange programs is established • The academy has collaborations within and outside the country, such as Thailand, India, Singapore, etc.
2.5 Infrastructure and Learning Resources	

2.5.1 Physical Infrastructure	• Necessary academic facilities and teaching–learning resources are in place, especially manikins and other equipment for simulation training. • The accommodation facilities with required amenities for students and key personnel are provided by the institute. In addition, facilities such as sanitation supplies, refreshment, printing facilities, office pantry, and guest room are available • Recreation facilities, including a basketball court, a football ground, a temple, and open-air spaces for relaxation
2.5.2 Academic Support Services	• The library is in place; however, the facilities need to be strengthened by including an e-library, the latest books/references, databases, and the digitalization of library services, and a dedicated librarian • There are central computer laptops available for teaching and learning both inside the classrooms and in the IT laboratory, which are equipped with regular maintenance. However, internet connectivity needs to be strengthened • In addition, support services like printing, stationery items, and lamination facilities are available
2.5.3 Safety and Maintenance of Physical Infrastructure	• Disaster preparedness plans and activities are in place • Compliance with the structural safety norm. The fire extinguishers and modular fire hydrant need scheduled maintenance for prompt usage • Mechanism in place for the maintenance of infrastructure and facilities

2.6 Student Services	
2.6.1 Admission Process and Student Record	• The institute adheres to the admission policy and criteria set by the university and medical council • The admission criteria are uploaded to the institute's website and other media

2.6.2 Student Welfare, Engagement, and Support System	• There is gender equity as a core institutional value; an inclusivity policy for economically disadvantaged backgrounds, including awards, and guidance • There are cocurricular activities, including sports, culture, marathons, literature programs, with prizes and certificates • Student and staff welfare services, such as accommodation and food during clinical posting, free transport facilities, benevolent fund, scholarship for both students & faculty, fee waiver for the economically disadvantaged students, etc. Support staff are motivated by sending to the pilgrimage during the winter vacation

2.6.3. Graduate Employability	• There are strategies to enhance graduate employability, including job fairs and career expos • The graduates have also received recognition, such as the FNPH scholarship and top ranks in the university's centralized exam • The top-performing alumni interested in teaching are employed by the institute
2.6.4 Alumni Engagement	• Alumni platforms, alumni networking, and an alumni tracking system are evident • Alumni participation and contributions to the institute are evident
2.7 Internal Quality Assurance and Enhancement System	
2.7.1 Internal Quality Assurance System	• The institute has implemented recommendations made by the previous accreditation team, including the establishment of the Quality Assurance and Enhancement Committee, the addition of a counseling room, the conduct of a tracer study, etc. • Feedback mechanism involving relevant stakeholders is in place to enhance quality

2.7.2 Innovative Practices	• There are some examples of planning involving virtual simulation applications and e-learning platforms in teaching and learning • Innovative practices are recommended to achieve greater recognition at national and international levels
2.7.3 Institutional Branding	• Values and practices of GNH are evident • Registered the AAHS logo and brand as a trademark for copyright ownership with the Ministry of Industry, Commerce, and Employment • The institutional brand is promoted through online platforms, including the website, t-shirt, social media, alumni page, and other outreach activities

Part 3: Overall analysis	**Observations** *Note: Please limit to five major ones for each; use telegraphic language; It is not necessary to have all five bullets under each.*
3.1 Strengths	• Institutional linkages at the national and international level • The institute collects feedback from the stakeholders to enhance its program and the development of the institute • There are smart classrooms and simulation labs equipped with varied types of manikins for teaching and learning • Support services such as hostel facilities, modern amenities, free transportation services, accommodation at the clinical settings, clean water services, cupboards/lockers, ACs, free electricity services, sick room, areas for spiritual activities
3.2 Areas for improvement	• Human resources should be considered in terms of both management and development for short-term and long-term planning • Research culture needs to be considered to groom faculty and students to create useful research and be able to publish in peer-reviewed journals

	• Consultancy and collaboration among relevant academic personnel are recommended to strengthen the institute's visibility and credibility through collaborative research and international publications • As a part of the teaching and learning process, students and faculty should work together on innovative practices to enhance academic engagement and practical skills
3.3 Opportunities	• The institution has opportunities for growth in addressing workforce shortages in the nursing field • The institute can broaden its programs and attract international students by aligning with global healthcare trends, such as creating specialized courses and postgraduate nursing programs • Strengthen institutional image and stakeholder support through branding, alumni engagement, and outreach activities • Enhance academic portfolio and global competitiveness through new programme development and student exchange initiatives • Explore funds from both national and international sources to enhance the research culture
3.4 Challenges	• The institute's regulations, policies, and curriculum are determined by KGUMSB, not by its own decision • Competition from the public and private colleges for enrolment of students • Access to multi-speciality teaching hospitals

Part 4: Recommendations (Standard-wise)
Standard 1: Governance, Leadership, and Management:- • Enhance resource mobilization beyond tuition fees through grants, partnerships, and consultancy

- Develop clear and robust policies and procedures on active collaboration with relevant organizations, with clear outcomes
- Use data to drive policy and manage the working process

Standard 2: Academic System

- Explore elective options (academic writing, presentation skills, etc) for the students to enhance their skills and competencies

Standard 3: Human Resources

- Strengthen a structured faculty development roadmap to enhance research, pedagogy, and leadership capacity
- Enhance human resource development and management plan, including continuous professional development
- Recruit adequate staff such as an IT officer, a counsellor, a librarian, a security guard, etc

Standard 4: Research, Publications, and Linkages

- Strengthen institutional research capacity through active faculty mentoring, collaboration, and securing research grants
- Establish consultancy and professional services, and allot an adequate annual budget for research activities

Standard 5: Infrastructure and Learning Resources

- Develop a long-term infrastructure development plan to support the growth of the programs
- Establish an inter-library loan policy, increase e-library services, and review and adjust library opening hours to align with students' and staff's needs

- Since water shortage is an issue, explore sustainable solutions such as rainwater harvesting

Standard 6: Student Services

- Strengthen the system to engage with alumni
- Develop a policy to attract foreign students

Standard 7: Internal Quality Assurance and Enhancement System

- The IQA system, including assessment, action plan, monitoring, and evaluation, should be implemented to ensure continuous improvement
- Strengthen innovative practices through the use of technology, creative pedagogy, applied research, and collaborative partnerships

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

Ram Prasad Bhattarai

24/10/25

ARURA ACADEMY OF HEALTH SCIENCES
ARURA

Name & Dated Signature of the Head of the institute
Seal of the institute
Name & Signature of the Assessors:

Name	Designation	Dated Signature
Assoc. Prof. Dr.Thasaneeya Ratanaroutai Nopparatjamjomras	Chairperson	Thasaneeya R/N.
Krishna Singh Mongar	Member	
Nima Dorji	Member	
	Member	
	Member	

Name & Signature of HEQC officials

Name	Designation	Dated Signature
Tashi Lhamo	Chief Programme Officer, HEQC	Lhamo. 24/10/25