

Bachelor of Science in Post Basic Midwifery Curriculum 2020



Bangladesh Nursing and Midwifery Council

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Preface

Maternal mortality ratio is estimated 173.0 deaths per 100 000 live births in Bangladesh. Neonatal mortality is also still high and estimated at 17.1 deaths per 1000 live births (WHO, 2020). The ministry of health and family welfare (MoH&FW) recognizes that there is an urgent need to reduce these figures if it is to reach the targets of sustainable development goals 3 (SDGs) by 2030.

A strategic direction was developed and endorsed by the government in 2008 for enhancing the contribution of nurse-midwives for providing midwifery services to contribute to the attainment of the MDGs 4 and 5 & SDGs 3.

The first part of the strategic direction was an initiative to scale up existing nurses through six months Post-Basic Advanced Midwifery Certificate Course and next step was introduced 3 years Diploma in Midwifery education which has been started since January, 2013. The Ministry of Health and Family Welfare (MoH&FW) has taken initiative to start the post-basic bachelor program for the diploma midwifery graduates to ensure their higher education in midwifery as per strategic direction endorsed by the MoHFW in 2014.

The Bangladesh Nursing and Midwifery Council took over leadership on the development of curriculum for 2 years post basic Bachelor of Science in midwifery in collaboration with the Directorate General of Nursing and Midwifery with technical and financial assistance from UNFPA.

The curriculum has been developed with the aim to prepare the competent midwives who will practice independently and to advocate, consult with and make appropriate referrals to obstetricians or other medical doctors, advice for pregnant women, labour and the post partum period, including newborn care thus enhancing the efficiency and effectiveness of maternal and newborn care service delivery in the health care system. It will contribute to national development for providing sexual and reproductive health services through specialized skilled care providers.

The midwives will also become the cornerstone for supervising the professional midwifery care, teach future midwives and engaged in leadership roles for further advancement of midwifery profession to contribute the achievement of SDGs by 2030. The curriculum was reviewed and finalized by the wide stakeholders.

I extend my sincere appreciation to all those who actively participated and worked hard to develop this curriculum which will lead to further improvements in maternal and newborn health services in Bangladesh.



(Md. Ali Nur)

President

Bangladesh Nursing and Midwifery Council & Secretary
Medical Education & Family Welfare Division
Ministry of Health and Family Welfare, Dhaka.



Foreword

Maternal and newborn health has been a priority in Bangladesh. While impressive progress has been made in recent years, Bangladesh still records a high maternal mortality. In regard to this Bangladesh needs innovative approaches to overcome the big gap between the number of available midwives and the number required to ensure all women and newborns have skilled midwifery continuum of care especially at birth.

For increasing the number of competent midwives for midwifery services, the first initiative was the development and implementation of a six-month post-basic midwifery education programme to up-scale the existing nurse-midwives to meet the needs of mothers and babies.



The first step was an initiative to produce a new cadre of midwives by providing direct entry 3 years' diploma in midwifery education which has been started since January, 2013.

The next initiative is to introduce 2 years post basic Bachelor of Science (BSc) in midwifery program for further scale-up the competencies of diploma midwives to uphold their professional roles to promote midwifery education and services in Bangladesh. The curriculum has been designed as per international confederation of midwives (ICM) standard to prepare high quality midwives in the country to demonstrate their competencies for midwifery practice at the level required to meet both national and international standards.

I would like to congratulate and thanks to UNFPA for providing technical and financial support who were actively involved in developing this curriculum.

A handwritten signature in black ink, appearing to read 'Siddika Akter'.

Siddika Akter

Additional Secretary

Director General

Directorate General of Nursing and Midwifery

Acknowledgement

The demands of professional midwives are increasing globally including Bangladesh. Ministry of Health and Family Welfare (MoHFW) has taken many efforts to fulfill the commitment of Bangladesh Government to increase the number of professional midwives in the country. It is well acknowledged that producing a skilled and competent midwifery workforce and creation of midwifery posts with career path are essential to fulfill the professional development.



Bangladesh Nursing and Midwifery Council provided constant support and offered very congenial facilities to the working committee for undertaking this curriculum development. I would like to express my gratitude to those members and the curriculum committee who has given their constant efforts and energy in developing this curriculum.

I particularly acknowledge the contribution and technical support of the national and international experts from multidisciplinary team through series of working committee and stakeholders' consultation meeting to develop, review and finalized this post basic Bachelor of Science of Midwifery Curriculum.

I am aslo grateful to UNFPA for providing the technical and financial assistant throughout the curriculum development process.

I firmly believe that the effective implementation of this curriculum will contribute significantly in preparing competent midwives, managers, teachers to provide skilled care before, during, and after childbirth and ensure the saving of lives of mothers and their newborns in Bangladesh.

A handwritten signature in black ink, appearing to read 'Shuriya Begum', with a long horizontal line extending to the right.

Shuriya Begum

Registrar

Bangladesh Nursing and Midwifery Council

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Background and Introduction

In Bangladesh, maternal mortality fell dramatically from 574 in 1990 to 194 in 2010 (BMMHS 2010)¹. Since then mortality rates have plateaued, and despite positive projections, MDG 5 was not met. Currently, approximately 50% of women give birth at home without skilled attendant, while those who have access to facilities find it challenging to avail quality routine and emergency care and often choose elective cesareans. To further reduce the decline in maternal morbidity and mortality and provide high quality care, the presence of competent, professional midwives trained to international standards is critically needed. For midwives to be fully effective, educational quality is the highest priority. A trained midwife needs to accurately assess situations, identify problems, provide compassionate, respectful, evidence based care and, in the case of emergencies, provide initial stabilizing treatment independently and referral to a supportive interdisciplinary team, as appropriate. Additionally, to be successful, a midwife requires an enabling environment supporting her care.

According to 2014 series on midwifery in The Lancet, midwives who are well educated, licensed and regulated, could prevent over 80 % of all maternal and neonatal deaths and stillbirths. To address the SDGs, in 2009 at 65th UN Assembly, the honourable Prime Minister committed to the development of midwifery in Bangladesh. Initially in 2010, a 6-month advanced certificate midwifery training for registered nurse-midwives was created. By 2012 the direct entry 3-year diploma midwifery program was started. In 2016 the 6-month certificate program was phased out as the new cadre of midwifery was produced. The government of Bangladesh has committed to the success of midwifery with the development of regulation, association and support of quality education.

Nursing has been the primary educator to develop the midwifery cadre. The support by nursing allowed the profession of midwifery to grow. Looking forward, quality education of midwives by midwives, as well as a career path for midwifery has become necessary. To achieve the potential of midwifery and the desired impact on maternal health, the education of a skilled midwife to international standards requires a skilled midwifery teacher. The returns of investing in professional midwives to support leadership in the profession as faculty, managers, administrators and early researcher is necessary to continue the growth of the profession in Bangladesh. It is with this in mind that the BSc in Midwifery has to be created.

¹ Streatfield, P., Arifeen, S., Al-sabir, A., & Jamil, K. (2010). Bangladesh Maternal Mortality and Health Care Survey (2010)
Retrieved September 6th, 2011, from http://www.dghs.gov.bd/dmdocuments/BMMS_2010.pdf

History of Midwifery in Bangladesh

- 2008: Strategic direction presented, creating 2996 midwifery posts.
- 2009: Announcement of Midwifery plan. 6 month advanced certificate in midwifery for registered nurses begun.
- 2013: 3-year direct entry diploma program started
- 2016: 6-month advanced certificate in midwifery for registered nurses closed after preparation of 1600 certified midwives.
- 2018: 1149 registered midwives are deployed around the country at health facilities and playing a crucial role to improving the women and child health.
- Total 2131 registered midwives are waiting to upgrade to a BSc for professional development to contribute quality services and education for the improvement of maternal health.

Name of the Program

Bachelor of Science in Midwifery (Post Basic)

Degree Awarded

Bachelor of Science in Midwifery (Post Basic)

Philosophy

It is believed that the competent graduate midwives will have the opportunity to become advanced practitioner, teacher, leader, manager, researcher and change agent of the future for further advancing the midwifery profession in Bangladesh.

Goal

The overall aim of the BSc in Midwifery is to develop foundational skills for midwives in 4 focus areas: Education, Management, Leadership and Advanced Practice. This base can be developed as she continues her lifetime of learning from personal experiences, clinical experiences, self-directed learning, and formal education.

This curriculum will build to go beyond the basic knowledge obtained in the diploma program. The goal of the BSc Midwifery is to attain not just knowledge, but how they can use and apply knowledge and integrate information for quality leadership and advanced clinical skills in midwifery. This is based on Miller's pyramid of clinical competence (Fig 1 below).

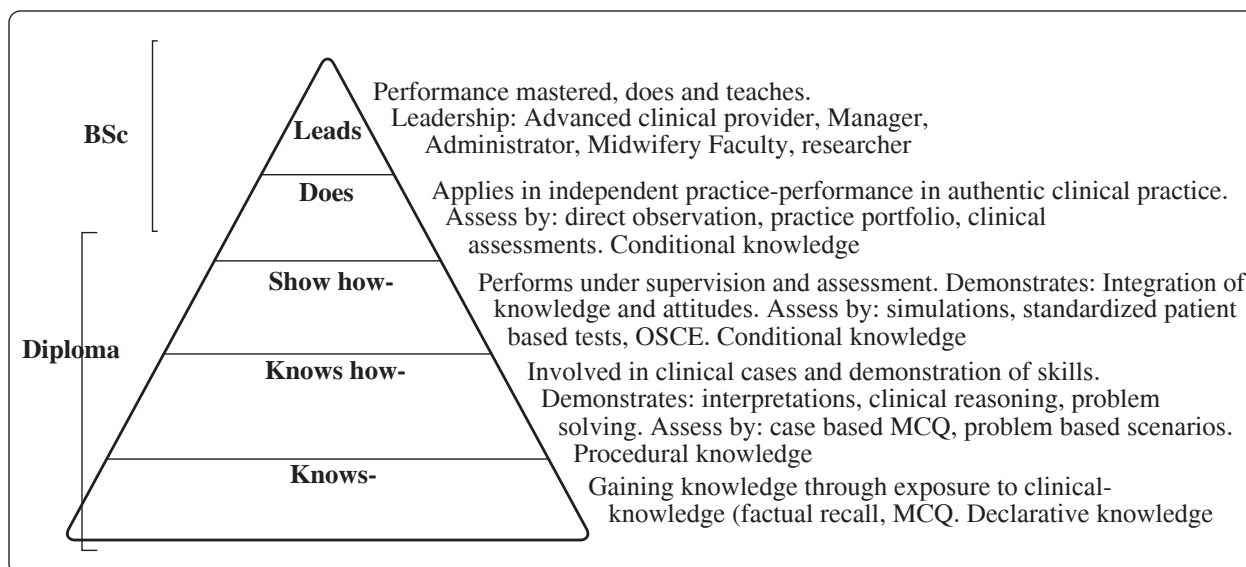


Fig. 1 Modified Miller's Pyramid of educational goals and states.¹

Course Objectives

The objectives of this course are to develop advanced professional midwife who will be able to:-

- 1 Demonstrate skills in communicative english and information and communication technology for improving the services.
- 2 Demonstrate a better understanding in behavioral science and develop appropriate skills for dealings client centered care.
- 3 Demonstrate a better understanding in foundational midwifery for providing proper midwifery care.
- 4 Demonstrate a depth understanding of advanced midwifery care in any settings.
- 5 Demonstrate a good understanding of adolescent and women's health for its significance and relevance to quality midwifery care.
- 6 Develop a good understanding in midwifery research to undertake research project.
- 7 Demonstrate leadership ability for midwifery practice as a member of an inter-professional team within various environmental contexts.

1. Gruppen et al. The promise of competency-based education in health professions for improving global health. Human Resources for Health 2012, 10:43.

- 8 Demonstrate management ability in advanced newborn health and provide safe, competent and confident midwifery care in relation to the normal, complicated and complexity care.
- 9 Develop ability in planning, implementing and evaluating midwifery education and teaching practicum.
- 10 Demonstrate sound clinical judgment and effective clinical skills in practice
- 11 Integrate theoretical knowledge into practice as a practitioner to provide safe and competent care to women, infant and their families.
- 12 Plan, implement and evaluate the provision of advanced midwifery care and services to the individuals at any institutions and community settings considering the culturally sensitive and ethical issues with an emphasis on safety and quality.

Six Pillars (Standards) for Midwifery Practice:

The curriculum is developed around six pillars (standards) for midwifery practice:

These were developed in Bangladesh, after reviewing WHO, ICM Safe Motherhood standards. They are:

1. Professionalism and Leadership
2. Partnership
3. Knowledge
4. Critical thinking
5. Decision making
6. Competence in Clinical Skills

These midwifery practice pillars (standards) are sequenced in a progressive way over the entire programme and are assessed in the classroom and clinical setting. Each course identifies specific learning outcomes, content and context, within which these practice standards are developed, taught and assessed. The practice pillars (standards) are developed in a way that they are appropriate for the stage and year of the programme. These practice pillars (standards) will ensure that the students meet the Bangladesh Nursing and Midwifery Council competencies for practice and international competencies for practice. The midwifery pillars of practice were incorporated in curriculum and practicum development and it is upon these that assessments should be made. They were intended to capture the spirit of midwifery in Bangladesh, and inform the midwife's behaviour and practice. Examples are given below:

Sl/No	Pillar	Curriculum	In Practice
1	Professionalism and Leadership	Administration, management, and leadership skill development	Ethical behavior
2	Partnership	Interprofessional collaboration in education and practicum	Demonstrates midwifery model of care with woman, provides respectful maternity care, refers appropriate and safely.
3	Knowledge	General and foundational course developed for a strong foundation throughout the program	Involved in continuous professional development (CPD), self-directed learning, and demonstrates evidenced based care.
4	Critical thinking	Professional courses and practicum to reinforce reflective, reflective thinking	Continually reflecting for improved quality decision making, and advocacy for women and midwives
5	Decision Making	Professional courses and practicum to reinforce decision making	Making safe decisions and developing sound professional and clinical judgment (about what has been, what is now and what may/could happen next) is at the heart of good midwifery practice.
6	Competence in Clinical Skills	Teaching midwifery, labs and quality practicum experiences coordinated by the educational institution.	Participates in or initiates low dose, high frequency drills in practice to reinforce evidence based care and emergency preparedness.

Curriculum Design

The curriculum is dynamic with provision for incorporating emerging health problems and changing health policies as well as latest advancement in health sciences. There are a total of 11 courses over two years. In addition, there are practicums for teaching, advanced practice (including management) and Research.

(1) General courses include

- i) Communicative English and Information & Communication Technology
- ii) Behavioural Science

(2) Foundation courses include

- i) Foundational Midwifery

(3) Professional courses includes

- i) Advanced Midwifery Care ii) Advanced adolescent and women's health iii) Research in Midwifery
- iv) Administration and management v) Advanced Newborn Health vi) Midwifery education vii) Research Project viii) Midwifery Practicum

Duration of the Course

Two (2) academic years of education is compulsory for Bachelor of Science in Midwifery course. Total 3060 hours are in two-year course. Academic year will start from July to June in each year.

Student Admission Procedure

The admission will be conducted centrally through complying the following criteria-

A) Eligibility criteria for Admission: Applicants who meet the following criteria will be eligible to enter into the course.

1. The applicants must have passed either 3-years Diploma in Midwifery or Certified Midwifery course, approved by the BNMC.
2. The applicants must be registered with BNMC as Diploma Midwife/Certified Midwife.
3. The applicants must have minimum 2 (two) years working experience in the case of Government Registered Midwife.
4. The applicants must have passed the written admission test and viva.
5. All candidates must submit application through proper channel.

B) Methods of selection

1. The applicants must appear at the 100 marks MCQ written test with 100 questions at the National level, which will be based on Diploma in Midwifery education, English and general knowledge.
2. The applicants will be selected on the basis of merit. Merit score will be determined from result of Diploma in Midwifery Education.
3. Written examination will be conducted by the executive examination committee.
4. The successful candidates must be appeared a medical board for fitness before admission.

Registration

After admission every student must be registered according to rules and regulation of the Bangladesh Nursing and Midwifery Council (BNMC) and concerned university.

Time limit for completion of Bachelor of Science in Midwifery

Ideally two years will be required for the completion of Bachelor of Science in Post Basic Midwifery course. If students fail in any year, they will get maximum 3 (three) chances to pass the examination. Thus the registration will be valid for 5 (five) years.

Medium of Instruction

English language will be used as a medium of instruction.

Curriculum Structure

The overall course structure is designed for 48 weeks out of 52 weeks in a year, covering theoretical, lab and practical sessions including revision, preparation, term examination and year final examination. The remaining 4 weeks are kept for annual leaves.

Year 1

52 Weeks for year 1		Total = 1500 hrs		
		Theory	Lab	Practice
22 Weeks	Theory	22 Weeks 1 Day = 6 Hours (6x6) = 36 Hours 22x36 = 792 Hours	5 Weeks 1 Day = 6 Hours (6x6) = 36 Hours 5x 36 = 180 Hours	11 Weeks 1 Day = 8 Hours (6x8) = 48 Hours 11 x48 = 528 Hours
5 Weeks	Lab			
11 Weeks	Practical			
2 Weeks	Revision & Preparation			
2 Weeks	Study Leave			
2 Weeks	Term Examination			
4 Weeks	Final Examination			
4 Weeks	Annual Leave			

52 Weeks for year 2		Total = 1560 hours		
		Theory	Lab	Practice
16 Weeks	Theory	16 Weeks 1 Day = 6 Hours (6x6) = 36 Hours 16x36 Hours =	6 Weeks 1 Day = 6 Hours (6x6) = 36 Hours 6x 36 = 216 Hours	16 Weeks 1 Day = 8 Hours (6x8) = 48 Hours 16 x48 = 768 Hours
6 Weeks	Lab	576 Hours		
16 Weeks	Practical			
2 Weeks	Revision			
2 Weeks	Study leave			
2 Weeks	Term Examination			
4 Weeks	Final Examination			
4 Weeks	Annual Leave			

Overall Curriculum Structure for Bachelor of Science in Midwifery

Master Plan-Year -I

The overall course structures are designed for 48 weeks out of 52 weeks in a year covering theoretical and practical sessions including revision and year final examination. Twenty two (22) weeks are allocated for theory classes, 5 weeks for lab, 11 weeks for practice and practicum, 2 weeks revision, 2 weeks study leave, 2 weeks for term examination, 4 weeks for final examination. The remaining 4 weeks is kept for annual leaves.

First Year Bachelor of Science in Post Basic Midwifery

Term One:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
T	T	T	T	T	T	T	T	L	L	P	P	P	P	P	T	T	T	T	L	R	SL	TE	TE	B	B

Term Two:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
T	T	T	T	T	L	P	P	P	P	P	P	T	T	T	T	T	L	R	SL	EX	EX	EX	EX	B	B

Master Plan-Year -2

The overall course structures are designed for 48 weeks out of 52 weeks in a year covering theoretical and practical sessions including revision and year final examination. Sixteen (16) weeks are allocated for theory classes, 6 weeks for lab, 16 weeks for practice and practicum, 2 weeks revision, 2 weeks study leave, 2 weeks for term examination, 4 weeks for final examination. The remaining 4 weeks is kept for annual leaves.

Term One:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
T	T	T	T	T	T	T	T	L	L	P	P	P	P	P	P	P	P	T	T	R	SL	TE	TE	B	B

Term Two:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
T	T	T	T	T	T	L	L	P	P	P	P	P	P	P	P	L	L	R	SL	EX	.EX	EX	EX	B	B

T=Theoretical, P=Practical (field, lab, library), R=Revision, TE=Term Examination, EX=Final Examination, B= Break/Annual Leave

Summary of course structure

1st year and 2nd year

Year	Theory hours	%	Lab. hours	%	Practice hours	%	Total
Year 1	792	45%	180	13%	528	42%	1500
Year 2	576		216		768		1560
Total	1368	45%	396	13%	1296	42%	3060

Total

Year	Allocated hours	(T/L/P)hrs
Year 1	1500	792/180/528
Year 2	1560	576/216/768
Total	3060	1368/396/1296

Total theory hours	1368=45%
Total Lab & practice hours	1692=55%
Total hours	3060=100%

Number of courses in two years

There are 11 courses in two years. The courses are categorized under headings, namely-

i) General ii) Foundation courses and iii) Professional courses.

The number of General course is 2, Foundation courses is 1, Professional courses is 8.

These are as follows:

Hours allocation and marks distribution for each subject

Year one

Course Code	Name of the subject	T/L/P Hours	Marks
BSM111	Communicative English and Information & Communication Technology	82/60/0	200
BSM 112	Behavioural Science	80/0/0	150
BSM 123	Foundational Midwifery	160/44/152	300
BSM 134	Advanced Midwifery Care	160/44/152	300
BSM135	Advanced Adolescent and Women's Health	160/32/152	300
BSM136	Research in Midwifery	150/0/72	200
Year 1 Total		792/180/528 1500	1450

	Year Two	T/L/P Hours	Marks
BSM231	Administration and Management	158/0/96	200
BSM232	Advanced Newborn Health	158/60/96	200
BSM233	Midwifery Education	160/64/240	300
BSM234	Research Project	100/0/144	300
BSM235	Midwifery Practicum	00/92/192	250
	Year 2 Total	576/216/768 = 1560	1250
	Year 1 Total	1500	1450
	Year 2 Total	1560	1250
	Total	= 3060 hrs	2700

Course codes: BSM (Bachelor Science Concentration in Midwifery)

Numbers:

B stands for the degree of Bachelor of Science in Post Basic Midwifery

Digit 1 indicates 1st Year

Digit 2 indicates categories of courses

Digit 3 indicates the chronological number of subject

Teaching System

Colleges may have their own preference for conducting the teaching sessions. Teaching (theory and practice) sessions may be arranged in block system as the students already have clinical exposure. This curriculum provides sample of block system of teaching and practical session. A range of teaching methodologies will be used such as- lecture, group discussion, role play, demonstration, simulation, field trip, clinical teaching, peer group assessment, case study, scenario-based learning, problem based learning, exemplar, journal club, portfolio and etc.

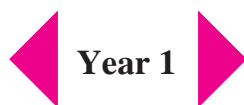
Teaching Aids

There will be various teaching aids used for teaching relevant to topics and situation based like- computer, multimedia, dummies (eg, Mama Natalie, Neonatalie, placenta, doll, Mama U), skeleton, organs, poster, charts, media, audio visual aids, scenario based video, various lab etc.

Clinical Placement

Rotation plan for clinical and field practice of the students will be initially planned by the subject teachers and other faculty members, which will be finalized through a discussion with the concerned authority of hospitals, communities, educational institutions and other birthing places. Effective communication and coordination among the concerned authorities is essential in this regard. Each student must fulfill their course requirement according to assessment system. A teacher must be assigned as clinical teacher in charge for each year to assure this coordination and the students' needs to be assured.

Summary of allocated hours and marks distribution for each course



Subject code	Title	Hour	Total Marks				
		(T/L/P)hrs	Written	Oral	Practical	Formative	Total
BSM111	Communicative English and Information & Communication Technology	82/60/0	100	40	40	20	200
BSM112	Behavioural Science	80/0/0	100	30	--	20	150
BSM123	Foundational Midwifery	160/44/152	100	60	100	40	300
BSM134	Advanced Midwifery Care	160/44/152	100	60	100	40	300
BSM135	Advanced Adolescent and Women's Health	160/32/152	100	60	100	40	300
BSM136	Research in Midwifery	150/0/72	100	60	--	40	200
		792/180/528=1500	600	310	340	200	1450

Year 2

Subject code	Title	Hour	Total Marks				
		(T/L/P)hrs	Written	Oral	Practical	Formative	Total
BSM231	Administration and Management	158/0/96	100	30	50	20	200
BSM232	Advanced Newborn Health	158/60/96	100	30	50	20	200
BSM233	Midwifery Education	160/64/240	100	60	100	40	300
BSM234	Research Project	100/0/144	150 (Final paper)	60	50 (defense)	40	300
BSM235	Midwifery Practicum	00/92/192	-	100	100	50	250
	Total hours =	576/216/768 = 1560	450	280	350	170	1250
	Total hours 1st Year	1500					
	Total hours 2nd Year	1560					
	Total hours 1st + 2nd Year	3060					

Total marks in each year of BSc in Midwifery are as follows:

First year - 1450 Marks

Second year - 1250 Marks

Grand total = 2700 Marks

Total Marks: 2700

Total Hours: 3060

Method of Assessment

Methods of assessment are both formative and summative for theory as well as for practice. Major emphasis will be given in the acquisition of clinical skills of all professional courses.

1. Formative Assessment:-

a) In the theoretical part:

Formative assessment will be done throughout the program that includes a combination of class attendance, course work assignment. Assignment may consist of written paper, reflection note, clinical case study, presentation, preparation of poster and internal examination (internal examination will be conducted according to institutional convenient time).

b) Practical part:

Formative assessment includes regular attendance in clinical settings and field visit. Evaluation of clinical field performance will be done through observation check-list, preparation of care plan, case presentation, report writing, health education session, micro teaching. Practical assessment may include OSCA, clinical assessment, hands on practice, reflective journal, case study, communication assessment, practical note book, individual report, oral presentation and teaching session, pre & post conference, and etc. If a student fails the clinical practice requirements of the course for any reason; she has to make up her clinical practices in extra time.

c) Project development:

The students must conduct a research project individually and present.

2. Summative Assessment:

Summative assessment will be done at the end of the course which includes written, oral and practical examination.

a) Written:

Assessing knowledge with tests

Instructors are responsible for assessing the students' competence as she moves through the programme. Part of this includes written assessments. Initially students are assessed for knowledge, but as they move

through the programme the test questions must move from simply assessing knowledge to assessing comprehension, the application and finally analysis, synthesis and evaluation of knowledge for critical thinking.

Multiple choice questions (MCQ) are ideal for this, in addition to short answer and written papers. MCQ are questions that offer students 4 possible answers to a question. There is one correct answer, but often there is a distractor- this is an answer that may be correct if there was a misconception about the question or the content. Often a student will state, "but this other answer is correct if...". By making a student to think about which is the best answer, critical thinking is encouraged. As students move through the program, the questions should progress from: How? What? When? to Classify, What would you predict from...., Do you agree that...., and prioritize___ according to ___, as students move towards critical thinking. The test question format of "multiple true/false" is not adequate to assess students.

b) Oral:

Clinical simulation, usually done in the lab, is an activity in which the learner is presented with a carefully planned, realistic creation of an actual clinical situation. The learner interacts with persons and things in the environment, applies previous knowledge and skills to respond to a problem, and receives feedback about those responses without having to be concerned about real-life consequences. The purpose of clinical simulations is to facilitate the development of clinical decision-making skills. The same simulation can be used repeatedly until the situation presented is mastered. Eventually the exam is done in a structured, individual OSCE. Classroom presentations can also be used for oral marks.

c) Practical Examination:

Once a student has demonstrated competence in the classroom and skills with models, supervised practice should be undertaken in the practicum site. The student will document activities in her reflective clinical journal. Daily she documents what she did; she assesses her performance, and what could have been done differently. This will be reviewed regularly by the practicum site and faculty to assess the students' educational needs, and identify what she needs more exposure to achieve competence. She can also provide case presentations in the practicum site or at the educational institution.

3. Viva Examination:

Oral examination will be done by structured question and Objective Structured Practical Examination (OSPE) involving internal and external assessors.

Examination Guidelines

1. Regular final examination will be held at the end of each academic year under the concerned university.
2. Year final examinations will be held twice in each year in June and December under the concerned university; each examination shall be considered as regular/supplementary.
3. A student must appear in each year final examination & must achieve a pass grade.
4. Assessment area includes course work, practicum, written and oral of that specific subject.
5. Each academic year is divided into two terms of 26 weeks of duration;
6. A term examination will also be conducted internally in the each academic year by the individual institutions/colleges;
7. A student must appear in each year final examination. In order to pass each year of the overall course, a student must achieve a pass grade in all subjects in that year. In order to pass a subject, a student must pass in each individual assessment area of that specific subject;
8. Honours mark: Honours mark should be awarded when 80 or above marks is obtained in each individual subject. Distinction mark: It should be awarded when a student will get 80 or above mark in a single subject.
9. Position should be according to the highest marks of total course work including formative, written, viva and practical examination of all subjects.
10. Re-examinee student will not get the position, but may get honours mark in individual subject.
11. Pass Marks: 60% marks must be obtained in each individual areas of formative and summative assessment in each subject. If a student cannot secure pass mark in any assessment compartment of a subject there shall be scope to make up the pass mark (2 marks for each failed subject) from other assessment compartments of that specified subject.
12. Student who fails (obtains less than 60% marks) in any part of the subject; she will appear in the next examination of that failed subject.

13. If the student fails in any subject at the regular final examination; she will get chance for supplementary/ re-sit examination within the successive year, if she fails in second time re-sit examination then she will loss of successive year.
14. If a student fails in the first-year examination, she will get maximum three chances for passing the examination of that year. She may attend 2nd year class but will not be allowed to appear in the 2nd year final examination until she passes all subjects of first year.
15. If a student fails after appearing three times for completing first year exam; she will be dropped out from the program.
16. All assessment will be conducted according to set criteria. If any question arises, the examination committee will resolve that;
17. Examination committee to be formed before each year final exam to conduct examination;
18. If a student fails to meet the clinical & field practice requirements of the course for any genuine reason (sick, emergency leave etc.), she has to make up her clinical practice requirements in extra time with submission of necessary documents/medical certificate;
19. All examinations will be governed by the existing rules of the university.

20. Marking of Class Attendance:

Attendance	Marks
91-100%	2.0
81-90%	1.5
80%	1.0

21. Duration of Examination hours: Examination hours for written paper will be allotted as follows:

100 marks : 3.00 hours;

Distribution of marks for each type of question:

1. Essay type questions (EQ) answer value is 10 marks.
2. Short type questions (SQ) answer value is 5 marks.
3. Objective type questions (MCQ) correct answer value is 01 mark for each question.

Examination system and distribution of marks:

1. Year wise assessment procedure is specified because of variation of subject weight & marks.
2. Total marks in each year of BSc in midwifery are as follows:

First year	= 1450
Second year	= 1250
<hr/>	
Total	= 2700

Marking Procedures of all Areas of Assessment

Year 1

1. BSM 111: Communicative English and Information & Communication Technology: 200 Marks

Written Examination: 100 Marks

Group –A

i. Essay Question (EQ)	= 2 (2×10)	= 20 Marks
ii. Short Question (SQ)	= 4 (4×5)	= 20 Marks
iii. Multiple Choice Questions (MCQ)	= 10 (10×1)	= 10 Marks

50 Marks

Group –B

i. Essay Question (EQ)	= 2 (2×10)	= 20 Marks
ii. Short Question (SQ)	= 4 (4×5)	= 20 Marks
iii. Multiple Choice Questions (MCQ)	= 10 (10×1)	= 10 Marks

50 Marks

Oral, Practical & Formative: 100 Marks

I. Oral	= 40 Marks
ii. Practical	= 40 Marks
iii. Formative	= 20 Marks

100 Marks

2. BSM 112: Behavioral Science: 150 Marks

Written Examination: 100 Marks

Group –A

i. Essay Question (EQ)	= 2 (2×10)	= 20 Marks
ii. Short Question (SQ)	= 4 (4×5)	= 20 Marks
iii. Multiple Choice Questions (MCQ)	= 10 (10×1)	= 10 Marks

50 Marks

Group -B

i. Essay Question (EQ)	= 2 (2×10)	= 20 Marks
ii. Short Question (SQ)	= 4 (4×5)	= 20 Marks
iii. Multiple Choice Questions (MCQ)	= 10 (10× 1)	= 10 Marks

50 Marks

Oral, Practical & Formative: 50 Marks

i. Oral = 30 Marks

ii. Practical = 00 Marks

iii. Formative = 20 Marks

50 Marks

3. BSM 123: Foundational Midwifery: 300 Marks

Written Examination: 100 Marks

Group –A

i. Essay Question (EQ) = 2 (2×10) = 20 Marks

ii. Short Question (SQ) = 4 (4×5) = 20 Marks

iii. Multiple Choice Questions (MCQ) = 10 (10×1) = 10 Marks

50 Marks

Group -B

i. Essay Question (EQ) = 2 (2×10) = 20 Marks

ii. Short Question (SQ) = 4 (4×5) = 20 Marks

iii. Multiple Choice Questions (MCQ) = 10 (10×1) = 10 Marks

50 Marks

Oral, Practical & Formative: 200 Marks

i. Oral = 60 Marks

ii. Practical = 100 Marks

iii. Formative = 40 Marks

200 Marks

BSM 134: Advanced Midwifery Care: 300 Marks

Marks Written Examination: 100 Marks

Group –A

i. Essay Question (EQ) = 2 (2×10) = 20 Marks

ii. Short Question (SQ) = 4 (4×5) = 20 Marks

iii. Multiple Choice Questions (MCQ) = 10 (10×1) = 10 Marks

50 Marks

Group –B

i. Essay Question (EQ)	= 2 (2×10)	= 20 Marks
ii. Short Question (SQ)	= 4 (4×5)	= 20 Marks
iii. Multiple Choice Questions (MCQ)	= 10 (10×1)	= 10 Marks

50 Marks

Oral, Practical & Formative: 200 Marks

i. Oral	= 60 Marks
ii. Practical	= 100 Marks
iii. Formative	= 40 Marks

200 Marks

5. BSM 135: Advanced Adolescent and Women's Health: 300 Marks

Written Examination: 100 Marks

Group –A

i. Essay Question (EQ)	= 2 (2×10)	= 20 Marks
ii. Short Question (SQ)	= 4 (4×5)	= 20 Marks
iii. Multiple Choice Questions (MCQ)	= 10 (10×1)	= 10 Marks

50 Marks

Group -B

i. Essay Question (EQ)	= 2 (2×10)	= 20 Marks
ii. Short Question (SQ)	= 4 (4×5)	= 20 Marks
iii. Multiple Choice Questions (MCQ)	= 10 (10×1)	= 10Marks

50 Marks

Oral, Practical & Formative: 200 Marks

i. Oral	= 60 Marks
ii. Practical	= 100 Marks
iii. Formative	= 40 Marks

200 Marks

6. BSM 136: Research in Midwifery: 200 Marks

Written Examination: 100 Marks

Group –A

i. Essay Question (EQ)	= 2 (2×10)	= 20 Marks
ii. Short Question (SQ)	= 4 (4×5)	= 20 Marks
iii. Multiple Choice Questions (MCQ)	= 10 (10×1)	= 10 Marks

50 Marks

Group -B

i. Essay Question (EQ)	= 2 (2×10)	= 20 Marks
ii. Short Question (SQ)	= 4 (4×5)	= 20 Marks
iii. Multiple Choice Questions (MCQ)	= 10 (10×1)	= 10 Marks

50 Marks

Oral, Practical & Formative: 100 Marks

i .Oral	= 60 Marks
ii. Practical	= 00 Marks
iii. Formative	= 40 Marks

100 Marks

1. BSM 231: Administration and Management: 200 marks

Written Examination: 100 Marks

Group –A

i. Essay Question (EQ)	= 2 (2×10)	= 20 Marks
ii. Short Question (SQ)	= 4 (4×5)	= 20 Marks
iii. Multiple Choice Questions (MCQ)	= 10 (10×1)	= 10 Marks

50 Marks

Group –B

i. Essay Question (EQ)	= 2 (2×10)	= 20 Marks
ii. Short Question (SQ)	= 4 (4×5)	= 20 Marks
iii. Multiple Choice Questions (MCQ)	= 10 (10×1)	= 10 Marks

50 Marks

Oral, Practical & Formative: 100 Marks

i. Oral	= 30 Marks
ii. Practical	= 50 Marks
iii. Formative	= 20 Marks

100 Marks

2. BSM 232: Advanced Newborn Health : 200 Marks

Written Examination: 100 Marks

Group –A

i. Essay Question (EQ)	= 2 (2×10)	= 20 Marks
ii. Short Question (SQ)	= 4 (4×5)	= 20 Marks
iii. Multiple Choice Questions (MCQ)	= 10 (10×1)	= 10 Marks

50 Marks

Group –B

i. Essay Question (EQ)	= 2 (2×10)	= 20 Marks
ii. Short Question (SQ)	= 4 (4×5)	= 20 Marks
iii. Multiple Choice Questions (MCQ)	= 10 (10×1)	= 10 Marks

50 Marks

Oral, Practical & Formative: 100 Marks

i. Oral	= 30 Marks
ii. Practical	= 50 Marks
iii. Formative	= 20 Marks

100 Marks

3. BSM 233: Midwifery Education: 300 Marks

Written Examination: 100 Marks

Group –A

i. Essay Question (EQ)	= 2 (2×10)	= 20 Marks
ii. Short Question (SQ)	= 4 (4×5)	= 20 Marks
iii. Multiple Choice Questions (MCQ)	= 10 (10×1)	= 10 Marks

50 Marks

Group –B

i. Essay Question (EQ)	= 2 (2×10)	= 20 Marks
ii. Short Question (SQ)	= 4 (4×5)	= 20 Marks
iii. Multiple Choice Questions (MCQ)	= 10 (10×1)	= 10 Marks

50 Marks

Oral, Practical & Formative: 200 Marks

i. Oral	= 60 Marks
ii. Practical	= 100 Marks
iii. Formative	= 40 Marks

200 Marks

4. BSM 234: Research Project: 300 Marks

Written Examination: 150 Marks

Oral, Practical & Formative: 150 Marks

i. Oral	= 60 Marks
ii. Practical	= 50 Marks
iii. Formative	= 40 Marks

150 Marks

5. BSM 235: Midwifery Practicum: 250 Marks

Oral, Practical & Formative: 250 Marks

i. Oral	= 100 Marks
ii. Practical	= 100 Marks
iii. Formative	= 50 Marks

250 Marks

Research Project- 300 Marks- Rubric below

Mark	Comprehension	Insight and Argument	Quality of Writing
50	Demonstrates mastery of the readings and subject matter ; connects ideas back to readings and class material as appropriate; clearly and accurately expresses theses, arguments, assumptions, and Philosophies	Provides insightful arguments and/or reflections; demonstrates independent and/or innovative thinking on the topic; assertions and arguments are rooted in the reading(s) and other source materials	Highly persuasive and enjoyable to read ; coherent and logical; all points are clearly made and backed up; few or no grammatical or spelling errors
40	Demonstrates substantial understanding of the reading(s) and of subject matter; connects ideas back to source materials as appropriate; accurately expresses theses, arguments, assumptions, and Philosophies	Provides insightful reflections and/or arguments; assertions are clearly connected to the reading(s) and other source materials	Coherent and logical; points are clearly made; few grammatical or spelling errors
30	Demonstrates some understanding of readings and subject matter, but does not sufficiently connect ideas with this material; may sometimes misrepresent theses, arguments, assumptions, and philosophies, but any misrepresentations are not central or critical to understanding.	At times reflective or insightful, but not well developed; assertions sometimes supported by source materials	Occasionally unclear, but the main points come across; some grammatical or spelling errors not detracting from the coherence of the argument
20	Fails to demonstrate an understanding of readings and fundamental content; misrepresents or misinterprets the reading(s) in some significant way; does not adequately express theses, arguments, assumptions, and Philosophies	Limited or weak arguments with little insight into the text or source material;	Unclear or illogical; main points are hard to find or decipher; grammatical or spelling errors undermine readability and/or the coherence of the argument
10	Fails to address readings and subject matter, or demonstrates substantial lack of understanding of fundamental Content	Fails to provide arguments or insight; assertions are unsupported opinions	Unorganized, illogical, unclear; fails to convey main points; substantial grammatical or spelling errors that obscure the purpose of the paper

Course Descriptions

The course descriptions that follow are all written with the understanding that the content that is taught is research and evidence-based. The content will also be underpinned by physiology and pathophysiology where appropriate. A wide range of course contents are included for this program aiming to prepare competent graduate midwives.

Courses of 1st Year:

1. BSM 111: Communicative English and Information & Communication Technology 200 Marks

Written:	100 Marks
Oral:	40 Marks
Formative:	20 Marks
Practical:	40 Marks

Course Description

This course is designed to improve reading, writing, speaking, listening skills, of English to prepare students for research, teaching and administration of midwifery. Midwifery textbooks, journals, and magazines, will be used in order to facilitate learning. Additionally, this course will review computer terminology, computer hardware and devices, operating system and computer applications such as advanced evidence based medicine database searches, spreadsheets, power point presentations, social media, tele-health, data collecting, midwifery apps, and e-Medicine.

2. BSM 112 Behavioral Science 150 Marks

Written:	100 Marks
Oral:	30 Marks
Formative:	20 Marks

Course Description

This course has been organized to develop students' competencies in behavioral science, social structure and its relationship in society, religion, social movements, culture, health beliefs and practices, folk and traditional healers, social and behavior change communication, concept of psychology, psychological theories, motivation, Erikson's psychosocial stages of development, personality, sexuality and sexual orientation and response to life crisis.

3. BSM 123: Foundational Midwifery 300 Marks

Written:	100 Marks
Oral:	60 Marks
Formative:	40 Marks
Practical:	100 Marks

Course Description

This course will provide understanding about current trends and issues in midwifery, professionalism, scope of midwifery practice, referral system, evaluating and promoting evidence based medicine of common health issues for women and newborn care using the midwifery model of care and identify challenges and approaches to support the profession of midwifery in Bangladesh, including in the community. Current trends and issues impacting midwifery as a profession in Bangladesh will be discussed focusing on: evidence based midwifery, emergency management, collaboration with other health professions in various contexts including community, public health, Basic Emergency Obstetric and new born Care (BEmONC), midwifery autonomy, midwifery model of care and the medical model of care. Review impact of midwifery policy, regulation, ethics, and laws on identified issues.

Foundation of Midwifery will briefly review prior knowledge and build on that for a strengthening and deepening of current issues in midwifery including normal Ante natal Care (ANC), birth, Postpartum PP and New born NB, laws and ethics in Bangladesh, and the professional role of midwifery. Finally, the Midwifery Management Process will be introduced as a reflective thought process to plan, manage and assess care given and decision making.

4. BSM 134: Advanced Midwifery Care 300 Marks

Written:	100 Marks
Oral:	60 Marks
Formative:	40 Marks
Practical:	100 Marks

Course Description

This course is designed to continue the process of development begun in the diploma course that is required to be an autonomous midwifery practitioner and lifelong learner. These skills will be

developed further throughout the Bachelor of Midwifery program and midwives' professional career. This course is designed to ensure that as students move through the role of autonomous midwife practitioners they are better equipped to deal with variations of normal and increasingly challenging situations in midwifery practice. Additionally, it provides a foundation from which the students can further develop the necessary skills, knowledge, attitude and conduct required for working as an autonomous midwife leader.

This course will enable experienced midwives to develop the skills of independent thinking required for advanced midwifery practice. It will also encourage midwives to further develop and enhance the existing knowledge and skills, both by exploring how to promote normality during complications and how to care for vulnerable women with complex needs. Emphasis will be put on conditions typically addressed in community based settings and the midwifery management process.

5. BSM 135: Advanced Adolescent and Women's Health 300 Marks

Written:	100 Marks
Oral:	60 Marks
Formative:	40 Marks
Practical:	100 Marks

Course Description

This course is focusing on comprehensive SRHR, counseling and initial primary health for adolescents and women, covering NCDs, reproductive health, and advanced gynecology. This will include Visual Inspection with Acidic Acid (VIA), Clinical Management of Rape (CMR), Menstrual Regulation (MR) and Lactation Amenorrhea Method (LAM), and applied pharmacology for midwives. This course is designed to expand the practicing midwife's understanding of the concepts of advanced reproductive health and family planning, adolescents and women's physical and mental health and nutrition issues for optimal health promotion. Ethical and legal issues relevant to the care of clients with reproductive health needs, preconception counseling and care; methods of family planning and contraception, fertility and infertility will be reviewed.

Common health issues will focus on screening, gynecological and breast disorders, gender issues, human sexuality, sexually transmitted and reproductive tract infections, HIV/AIDS, VIA, CMR, MR, LAMs, and human rights. This module will strengthen students skills and enable students to deepen their understanding of the determinants of women's health throughout the stages of their lives both as individuals and part of the community

6. BSM 136: Research in Midwifery 200 Marks

Written:	100 Marks
Oral:	60 Marks
Formative:	40 Marks

Course Description:

This course will deepen a midwives' understanding of evidence and research needed for professional midwifery education and practice. This course is designed for students utilizing self-directed learning and critical analysis of different midwifery journals and research papers. It is intended to integrate research and theory with midwifery practice, and to encourage self-reflection based on independent learning processes in connection with the learning processes throughout the course. The research project will **utilize the WHO POCQI learner manual** for the students project, by following the steps in the tool to improve quality in a clinical area the student identifies.

This course will also introduce **Journal Club**, allowing students to regularly review literature and apply lessons learned, as well as walk students through the steps for their own research proposal utilizing the WHO POCQI tool. Students will present updates on their own research process as well as journal club and discussions as part of every class.

Courses of 2nd Year:

7. BSM 231: Administration and Management 200 Marks

Written:	100 Marks
Oral:	30 Marks
Practical:	50 Marks
Formative:	20 Marks

Course Description

This course is designed to develop students' capacity in Midwifery administration and management, planning, decision making, organizing, staffing, directing and leading, leader and leadership, communication and interpersonal relationship, controlling, audits, inventory management, record and reports, coordinating, supervision, budgeting, power and authority delegation of authority, time management, educational administration in midwifery, job description, procurement, organizational change, organizational conflicts, problem solving, staff development, quality control, concept of employees welfare and social security, Bangladesh Service Rules (BSRs), Office management, Time value of money, legal and ethical aspect of midwifery.

In this course, the students will critically examine the impact of external influences on the midwifery profession as they develop their management ability within midwifery practice areas at a level to meet the International Confederation of Midwives (ICM) competencies for practice and according to the Renfrew Framework.

8. BSM 232: Advanced Newborn Health 200 Marks

Written:	100 Marks
Oral:	30 Marks
Formative:	20 Marks
Practical:	50 Marks

Course Description

This course focused on advanced newborn health care and care of the high risk infant. In this course students will apply advanced assessment skills to recognize major neonatal health problems and their management as well as assure appropriate collaborative care of neonates and their families who required special attention. Strengthening of skills including: history taking, comprehensive physical examination and care of the neonate related to sickness and disorders of body system. It includes identifying and caring for the high-risk neonate in clinical settings, community settings, and the at-risk fetus in the antenatal period. The course focuses on equipping students with knowledge to manage the health care needs of diverse newborns/infants in neonatal intensive care units (NICU) and the post-discharge NICU, focusing on stabilization, management and evaluation of acute and chronic illness during infancy and family education

9. BSM 233: Midwifery Education 300 Marks

Written:	100 Marks
Oral:	60 Marks
Formative:	40 Marks
Practical:	100 Marks

Course Description

The subject will provide students an understanding of the concepts of midwifery education, educational psychology, theories and principles of education, educational methodologies, taxonomy of educational objectives, teaching learning activities, evaluation of the courses and midwifery student's assessment tools for evaluating the teaching learning activities. The conceptual basis of curriculum including the nature, principles, purpose and process of curriculum development.

10. BSM 234: Research Project 300 Marks

Written: (final paper)	150 Marks
Oral:	60 Marks
Formative:	40 Marks
Practical: (defense)	50 Marks

Course Description

This course is designed to facilitate the student in doing and writing of their research project identified in their proposal in year one. The literature review will focus on scientific peer-reviewed original articles covering clinical issues as dissertation. The dissertation will provide a synthesis of the student's prior knowledge of evidence-based midwifery, quality and professional and clinical experience, which will be channeled into the production of a thesis grounded in the student's professional and clinical context and academic needs, focusing on quality care using the **WHO POCQI tool**. This is a student-driven module in which the student will get guidance by a supervisor to produce an independently conducted research dissertation, reflecting own clinical, professional and philosophical focus. In-group supervision the students will be guided to review research methodologies and evidence based practice in basic maternal and newborn care.

The students will independently access qualitative and quantitative scientific peer-reviewed original articles using literature review as scientific approach. The literature review as scientific approach will evaluate the significance, differences and similarities in methods and findings. The findings and suggestions in the literature review will be evaluated for utilization in clinical practice in the context of Bangladesh. The students will be provided with a guide to Critique Qualitative and Quantitative Research reports and the WHO POCQI tool learner's manual. They will be provided with written guidelines and a template that should be followed. The findings of the literature review will provide context specific suggestions for standards of practice, protocols, guidelines and/or further research in Bangladesh.

11. BSM 235: Midwifery Practicum 250 Marks

Written:	---
Oral:	100 Marks
Formative:	50 Marks
Practical:	100 Marks

Course Description

This course provides the opportunity to develop the knowledge and skills necessary to plan, implement, and evaluate a holistic and comprehensive midwifery care in a range of contexts.

The Practicum includes clinical placement in a variety of settings, and will provide students with learning opportunities to practice increasingly complex decision making, safe and effective care autonomously across the scope of practice as per ICM Competency Standards and the Lancet series on Midwifery (2014). This course is designed to integrate the midwifery knowledge and skills acquired in the Diploma and BSc midwifery programs. During this course, the student will demonstrate **advanced skills**, including **leadership and mentorship**, to practice normal maternity care related to pregnancy, labor and birth, postnatal, GYN/SRH and normal newborn care. The midwives will **practice autonomously** across the scope of practice at a level to meet the International Confederation of Midwives (ICM) competencies and the Lancet series on Midwifery (2014).

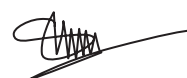
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Stakeholder Participant List

S/L	Name	Designation	Organization
1.	Suleman Khan	Additional Secretary	Medical Edu. & Family Welfare Division, MoH&FW
2.	Siddika Akter	Additional Secretary	Medical Edu. & Family Welfare Division, MoHFW
3.	Md. Abdus Salam	Deputy Chief, Planning	Ministry of Health & Family Welfare
4.	Shuriya Begum	Registrar	Bangladesh Nursing & Midwifery Council
5.	Prof. Md. Shahidullah Sikder	Pro-vice Chancellor	BSMMU
6.	Prof. Md. Moniruzzaman Khan	Dean, Nursing Faculty	BSMMU
7.	Brig. Gen. Mizanur Rahman	Dean	Bangladesh University of Professionals
8.	Prof. Mohammad Ullah	Professor and Chair	College of Nursing, IUBAT, Dhaka
9.	Shirina Delhur	Director, Admin	Directorate General of Nursing and Midwifery
10.	Dr. Mohammed Sharif	LD (MCRAH)	DGFP
11.	Dr. Shibbir Ahmed	Deputy Secretary (Nursing)	Health Services Division, MoHFW
12.	Ishrat Zaman	Deputy Secretary (Nursing)	Medical Edu. & Family Welfare Division, MoHFW
13.	Hamima Umme Morsheda	Director	NIANER, MUGDA, DHAKA
14.	Dr. Abdur Rahim	Deputy Director	Dhaka Medical College Hospital
15.	Khairun Nahar	Nursing Superintendent	Dhaka Medical College Hospital
16.	Dr. Md. Liaquat Hossain	Deputy Registrar	Bangladesh Medical & Dental Council
17.	Nasima Parvin	Principal	College of Nursing, Mohakhali, Dhaka
18.	Jacinta Alympia Gomes	Principal	Dhaka Nursing College, Dhaka
19.	Surayia Begum	Principal	College of Nursing Sher-e-Bangla Nagar, Dhaka
20.	Shahida Begum	Principal	Bogura Nursing College, Bogura
21.	Sangkhu Barua	Principal	Fouzdarhat Nursing College, Chittagong
22.	Shamsun Nahar	Principal	DWF Midwifery Institute, Patuakhali
23.	Ira Dibra	Principal	BIRDEM Nursing College, Dhaka
24.	Rabeya Begum	Principal	TMSS Nursing College, Bagura
25.	Saleha Khatun	Vice Principal	Grameen Caledonian College of Nursing, Mirpur, Dhaka
26.	Prof. Dr. Gol Baden	Principal	North East Nursing College, Sylhet
27.	Feroza Begum	Deputy Director (Midwifery)	Directorate General of Nursing and Midwifery
28.	Shahanara Khatun	Deputy Director (Education)	Directorate General of Nursing and Midwifery
29.	Lt. Col. (Dr) Munira Parveen	Officer in charge BSc Nursing	Armed Forces Medical Institute
30.	Lt. Col. Mst. Jakia Begum	Chief Principal Matron	DGMS

31	Dr. Kazi Afzalur Rahman	Associate Professor	Dhaka Medical College, Dhaka
32	Dr. Md. Mofiz Ullah	Professor	College of Nursing, Mohakhali, Dhaka.
33	Prof. Sameena Chowdhary	President	OGBS
34	Dr. Selina Amin	Head, Developing Midwifery Project, BRAC	JPGSPH, BRAC
35	Ms. Rashida Akhter	Deputy Registrar	Bangladesh Nursing & Midwifery Council
36	Shirina Akhter	Assistant Director (Midwifery)	Directorate General of Nursing and Midwifery
37	Hasne Ara Akhter	Nursing Superintendent	NITOR
38	Lipika Rani Halder	Assistant Director (Edu)	Directorate General of Nursing and Midwifery
39	Flora Arinda	Nursing Instructor In-charge	Nursing Institute, Faridpur
40	Dipali Rani Mallick	Faculty	NIANER, MUGDA, DHAKA
41	Ela Rani Shom	Faculty	NIANER, MUGDA, DHAKA
42	Sherin Sultana	Nursing Instructor	Dhaka Nursing College, Dhaka
43	Shirina Akhter	Nursing Instructor	Dhaka Nursing College, Dhaka
44	Reva Mondal	Deputy Registrar	Bangladesh Nursing & Midwifery Council
45	Momtaz Begum	President	Bangladesh Midwifery Society
46	Ismat Ara parvin	President	Bangladesh Nurses Association
47	Jesmin Akter	Nursing Instructor	Dhaka Nursing College, Dhaka
48	Nurjahan Begum	Nursing Instructor	Nursing Institute Mitford, Dhaka
49	Kabita Akter	Midwife	UHC Shibpur, Narshingdi
50	Most Shapla Khatun	Midwifery Student, 3 rd year	Nursing Institute, Mitford, Dhaka
51	Subarna Chakma	Chairperson	SWAC
52	Ai Tanimizu	Technical Officer Nursing & Midwifery	WHO, Bangladesh
53	Jennifer Stevens	International Midwifery Education Specialist	UNFPA, Bangladesh
54	Farida Begum	Programme Analyst Midwifery	UNFPA, Bangladesh
55	Pronita Raha	National Midwifery Officer	UNFPA, Bangladesh
56	Rabeya Basri	National Midwifery Officer	UNFPA, Bangladesh
57	Samea Sultana	Media & Communication Officer	UNFPA, Bangladesh
58	Monjun Nahar	Manager	Marie Stopes
59	Ranusree Manjil	Advocacy officer	Marie Stopes



Shuriya Begum

Registrar

Bangladesh Nursing and Midwifery Council

Name of Working Committee Members

S/L	Name	Designation	Organization
1.	Shuriya Begum	Registrar	Bangladesh Nursing & Midwifery Council
2.	Dolly Maria Gonsalves	Principal	Prime Nursing College, Dhaka
3.	Hamima Umme Morsheda	Director	NIANER, MUGDA, DHAKA
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