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Quality Rating of Nursing & Paramedical Institutes

Reforming Nursing Institutions through
a Standardized Rating System

EXECUTIVE SUMMARY

In **October 2022**, the **Government of Uttar Pradesh (GoUP)** initiated the strategic reform '**Quality Rating of Institutes**' for nursing and paramedical institutes.

Key Highlights of the program are :

- ⦿ **Implementation:** Led by the **Uttar Pradesh State Medical Faculty (UPSMF)** in collaboration with the Quality Council of India (QCI), the first cycle in **2023** assessed **383** nursing and **294** paramedical institutes on parameters including **infrastructure, faculty, teaching processes, and student outcomes**
- ⦿ **Findings:** The results revealed that **9%** of all institutes achieved '**A**' grades, while most institutes fell in the mid-range, highlighting the need for targeted interventions for improvement.
- ⦿ **Impact:** The initiative provides a clear benchmark for quality, guides policy and resource allocation, and supports a stronger, more competent healthcare workforce for the state.

The rating reform has created a transparent, data-driven system that benchmarks the quality of nursing and paramedical education while fostering continuous institutional improvement. By highlighting performance gaps, enhancing accountability, and supporting informed decision-making, it establishes a foundation for a stronger, more competitive education ecosystem that meets the evolving demands of the healthcare sector.

INTRODUCTION

Uttar Pradesh, home to ~2.9¹ lakh (INC 2024-25 annual report) registered nurses and midwives, is a major contributor to India's health workforce. In 2023, the first cycle of the Quality Rating initiative, led by UPSMF in collaboration with QCI, evaluated **383** nursing and **294** paramedical institutes. The ratings, published on the UPSMF portal, enable students to make informed decisions and promote a culture of accountability and excellence.

The initiative was introduced to establish a uniform system for assessing institutional performance, fostering transparency, and encouraging continuous improvement in nursing education. It forms a part of GoUP's broader Human Resources for Health (HRH) reforms, ensuring alignment between education quality and workforce requirements. By identifying strengths and quality gaps, it supports targeted quality enhancement, motivates adoption of best practices, and serves as a catalyst for institutional development. In the long term, it aims to strengthen the capacity of nursing institutes to produce competent professionals capable of delivering high-quality patient care.

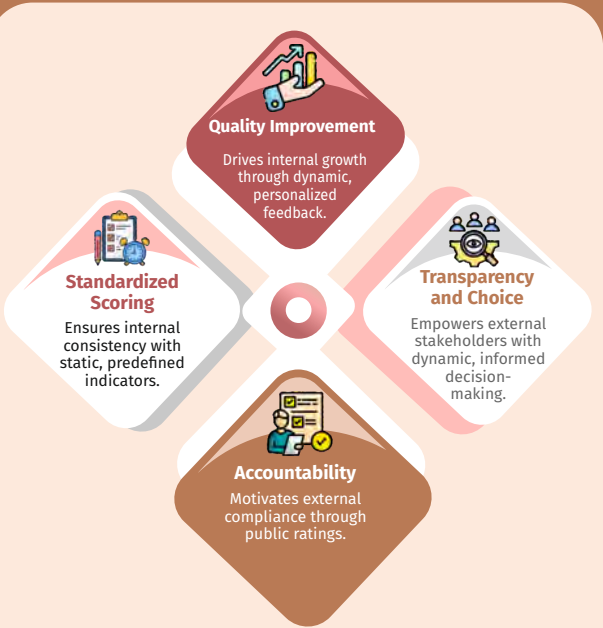


Figure 1 : Importance of Rating System

OBJECTIVES OF QUALITY RATING



Assess Institutional Performance: Evaluate institutions across infrastructure, faculty, teaching processes, and student outcomes



Ensure Standardization: Establish a consistent rating framework aligned with quality benchmarks



Identify Improvement Areas: Highlight gaps and recommend targeted enhancements.



Promote Accountability: Motivate institutions to uphold and elevate educational standards.



Foster Continuous Improvement: Encourage institutions to pursue higher ratings as a pathway to excellence.



Enable Informed Decision-making: Equip students and parents with credible data for decision-making.

ADAPTION OF STANDARDIZED RATING TOOL

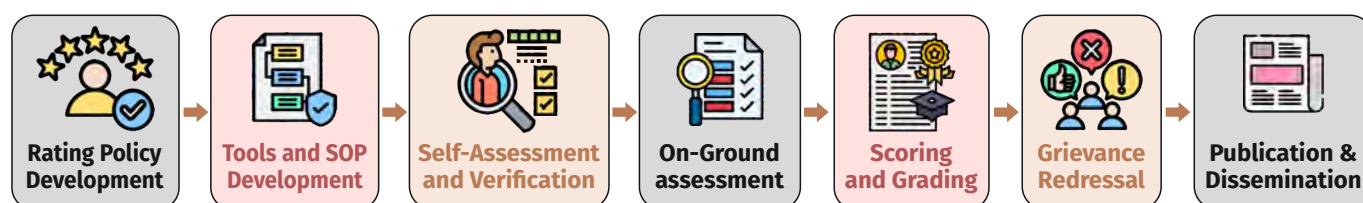
A standardized rating tool was developed to assess the quality of nursing and paramedical education in Uttar Pradesh, drawing from **NHM's** operational guidelines and adapting elements from the **Standards Based Management and Recognition (SBMR)** tool for rapid assessments. Standard Operating Procedures(SOP) were issued for

assessors, and the tool was piloted to ensure usability and accuracy. Using a statistical standardization (**z-score**) method, aggregate course wise scores for each institute were normalized and graded from '**A**' to '**E**' based on defined thresholds, ensuring the process is data-driven, transparent, and comparable across institutions.

¹ <https://indiannursingcouncil.org/uploads/annualreports/17561126777499.pdf>

RATING PROCESS

To ensure structured implementation and continuous improvement of the process, Quality Rating of Institutes has been divided into various steps-



1. **Rating Policy Development** - The rating process is initiated with the formulation of a comprehensive policy, clearly defining its scope, parameters, and conditions.
2. **Tools and SOP Development** - Standardized rating tools, aligned with established guidelines, are developed along with detailed SOPs to ensure a seamless and error-free assessment process.
3. **Self-Assessment and Verification** - Institutes undertake a structured self-assessment, submitting requisite information and supporting evidence through the State Portal for initial review.
4. **On-Ground Assessment** - For institutes whose self-assessments are verified by the scrutiny committee at the state portal, a third-party assessment team conducts on-site evaluations to validate the submitted evidence.
5. **Scoring and Grading** - The scrutiny committee at the state level consolidates verified findings and assigns ratings to institutes in accordance with the approved evaluation framework.
6. **Grievance Redressal** - Assessment reports are shared with institutes, allowing a 14-day window to submit grievances.
7. **Publication and Dissemination** - Upon closure of the grievance period, the finalized ratings are published on the State Portal for public access and stakeholder reference.

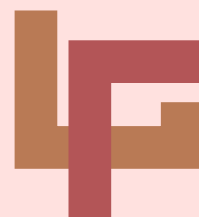
GRADE-WISE RATING OF NURSING AND PARAMEDICAL INSTITUTES IN UTTAR PRADESH (2023)

Table 1 depicts the 2023 ratings, indicating that most nursing and paramedical institutes fall in the 'C' category, reflecting average performance. Only 9 percent of institutes secured an 'A' grade, while 14 percent attained a 'B'. In contrast, a majority (51 percent) were placed in the 'C'

category, and nearly 27 percent fell into the 'D' and 'E' categories. This distribution indicates that overall compliance remains at an average level, emphasizing the need for targeted interventions and systematic improvement.

Grade	Grading Threshold	Nursing Institutes	Paramedical Institutes
A	1.50 to 3.00	35	26
B	0.75 to 1.50	53	39
C	-0.75 to 0.75	200	143
D	-1.50 to -0.75	80	74
E	-3.00 to -1.50	15	12
Total		383	294

Table 1 : Ratings of institutes published on UPSMF website



QUALITY IMPROVEMENT PATHWAY (MENTORSHIP PROGRAM)

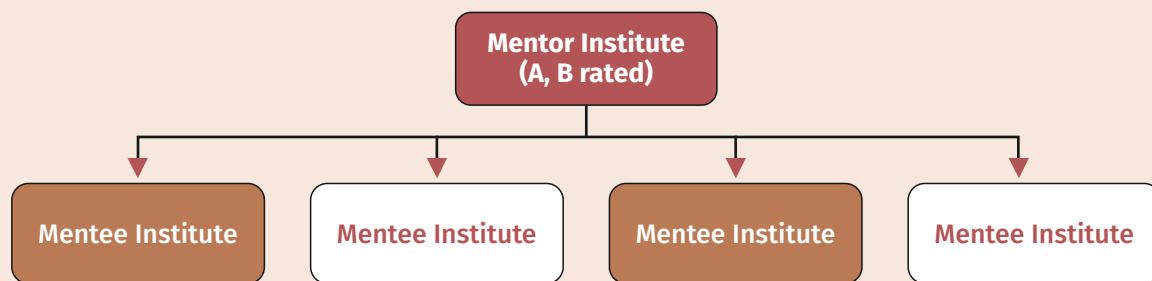


Figure 2: Mentor mentee pathway based on Hub-spoke model

KEY UPDATES²

- ⊙ Established **29** Mentor Institutes across three phases (Phase 1 - 12, Phase 2 - 8, Phase 3 - 9) to lead quality improvement processes.
- ⊙ Facilitated collaboration of **95** Mentee Institutes through a voluntary business model with Phase 1 & 2 Mentors.
- ⊙ **20** Mentee Institutes (30%) achieved $\geq 75\%$ in Performance Standards, completing their quality improvement journey.
- ⊙ **25** Mentor Faculty Certified to drive institutional mentoring and quality enhancement
- ⊙ Achieved 100% coverage of targeted participants in Pragati Mentor Training (Phases 1 & 2)
- ⊙ In Nursing Education Performance Standards, reached **89%** coverage of the intended audience
- ⊙ Achieved **89%** coverage in Teaching–Learning Processes training, **84%** coverage in Clinical Practice Processes training, and **91%** coverage in Community Practice Processes training
- ⊙ Completed College Management Training for **65%** of the intended participants, conducted by UPSMF

IMPACT OF THE QUALITY RATING OF NURSING INSTITUTES

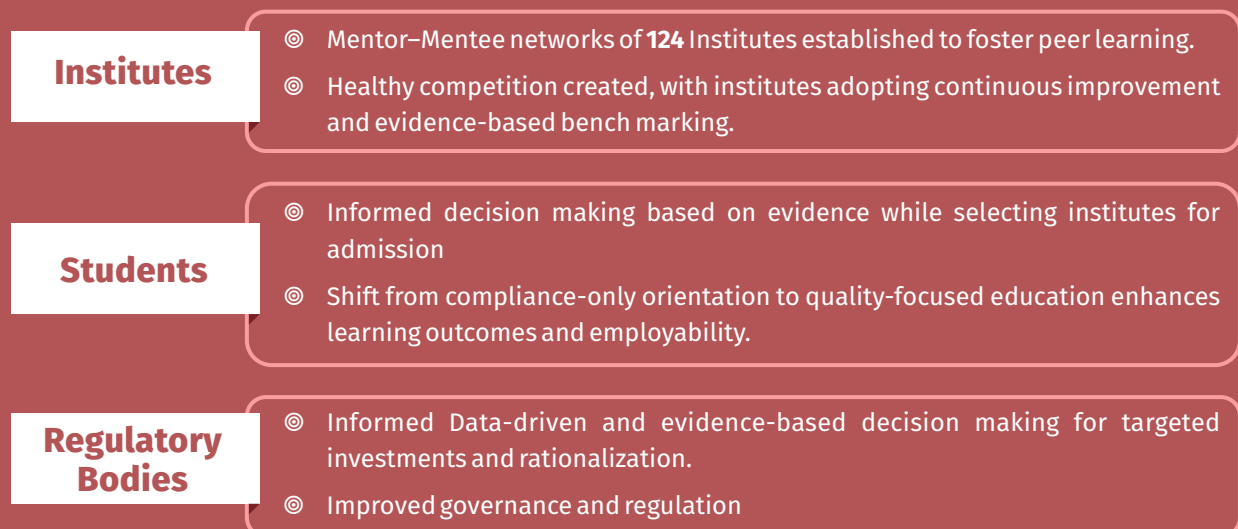


Figure 3 : Impact of Quality Rating

CONCLUSION

The rating reform has established a transparent, data-driven framework that not only benchmarks the quality of nursing and paramedical education but also drives institutions toward continuous improvement. By identifying performance gaps,

promoting accountability, and enabling informed choices, it lays the foundation for a stronger, more competitive education ecosystem aligned with the evolving needs of the healthcare sector.

²As per UPSMF https://niramaya.upsmfac.org/mentoring_ecosystem.html