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Program Specifications
(Postgraduate Degree)

Program Name: Master of Science in Nursing (MSN)	
Qualification Level : 9	
Department: Department of Nursing (NRS)	
College: College of Applied Medical Sciences (CAMS)	
Institution: Majmaah University (MU)	

Content

A. Program Identification and General Information

1. Program Main Location:

University Main Campus, Academic City, Majmaah City

2. Branches Offering the Program:

University Main Campus (Male and Female Branches)

3. Reasons for Establishing the Program:
(Economic, social, cultural, and technological reasons, and national needs and development, etc.)

Empowering health care system is one of the priorities of Saudi Arabia's vision 2030. Aside from corporization to ensure efficiency and quality in the delivery of health services and setting focus for public sector on promoting preventive care, human resource in health care should also be taken into consideration. In Saudi Arabia, there appears to have been little attention given to issues of the internal supply and training of Saudi nurses. Despite the objective of Saudization, the majority of the nursing workforce are expatriates who are working either as staff nurses or qualified enough to occupy managerial positions. There is still a low percentage of takers in the undergraduate program while most of the graduate nurses will study abroad to obtain a master's degree. There should be a sustainable nursing workforce and it means that more Saudi nurses should be trained and equipped with appropriate leadership and managerial skills.

With the aim of developing more Saudi nurse-leaders who will serve as prime movers in improving the quality of nursing profession, the following reasons are deemed to be significant in starting the program.

- To offer quality education available, accessible and affordable to professional nurses in the Saudi Arabia
- To equip Saudi nurses with an effective leadership and managerial skills
- To prepare Saudi nurses working or planning to be promoted in an administrative-managerial position

The MSN program's mission upkeeps the advocacy of the institution in providing an educational environment supportive of scientific research and community service in coping to the evolution of health care systems in Saudi Arabia and the region.

Through program's thrusts and initiatives, graduate students will be provided with required competencies in management and leadership in nursing. They will apply their understanding on nursing leadership theories, research principles, methodologies to current problems and issues affecting the nursing profession and the health care delivery system. Moreover, graduate students equipped with leadership and managerial skills will help in developing innovative measures in the delivery of health care services to the community.

4. System of Study
     ☒ Coursework & Thesis   ☐ Coursework

5. Mode of Study
     ☒ On Campus   ☐ Distance Education   ☐ Others

6. Educational and Research Partnerships(if any)

| - Partnership Arrangement: |
| - Type of Partnership: |
| - Duration of Partnership: |

Not Applicable

7. Total Credit Hours for Completing the Program: (39 hours)

8. Professional Occupations/Jobs:

Hospitals: Nursing Administration, ER (Intensive Care Unit), Medical-Surgical, Orthopedics, Oncology, Telemetry, Psychiatric Unit, Operating Room, Labor and Delivery, Cardiac Catheterization Laboratory, Radiology, Wound Care Department
Primary Health Center and Facilities

9. Major Tracks/Pathways (if any)**:**

Major Track/Pathway	Credit Hours (For each track)	Professional Occupations/Jobs (For each track)
1. Management and Leadership	39	Nurse Specialists Senior Nurse Specialists
2.		
3.		
4.		

10. Intermediate Exit Points/Awarded Degree (if any)**:**

Intermediate Exit Points/Awarded Degree	Credit Hours
1.	
2.	
3.	

B. Mission, Goals, and Learning Outcomes

1. Program Mission:

To prepare competencies in Management and Leadership in Nursing field through an educational environment supportive of scientific research and community service to cope with the evolution of health care systems and technique.

2. Program Goals:

1. Use of the analytical tools to conduct basic and applied research in nursing management.
2. Acquisitions of learning skills and ability to apply them in nursing management and leadership to improve health care systems.
3. Use and develop nursing theories in problem solving nursing management.
4. Able to positively impact on the society to develop ethical, economic and environmental skills.

3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.

The program mission clearly outlines the three functions through which we serve the community which are a quality educational environment supporting the scientific research and community responsibility that will eventually improve future healthcare professionals which reflect direct and indirect in the healthcare services.

The vision, mission, and values are all directly related to our community needs and the role that we serve in the community in terms of medical education, research, and community participation. The postgraduate program's mission clearly identifies the changing nature of the healthcare needs of the Saudi community. These comply with Majmaah university Mission and goals. With a rapidly growing population and diversity of nationalities and ethnic backgrounds, medical practice is challenging. With increasing awareness and modernization, issues of health prevention and education are becoming increasingly important.

Through quality education, world-class research, and community participation we can achieve the vision of MU by contributing to building the knowledge-based economy that our country greatly needs. In response to the program's mission to prepare the students for the future challenges and needs of the Saudi community lot of stress is given to learning skills, professionalism, and health informatics.

4. Graduate Attributes:
- **Professional Disposition**
  Embody a professional disposition committed to excellence, equity and sustainability
- **Person Centered Care**
  Engage in person centered care that is appropriately sensitive to the needs of individuals, families and communities
- **Communication and Collaboration**
  Communicate and collaborate effectively and respectfully with diverse groups
- **Knowledge Use and Translation**
  Inquire critically to assess a body of evidence to inform practice
- **Professional Competence**

	Competently apply knowledge and skills to ensure safe and effective nursing practice
o	**Indigenous Cultural Respect**
	Demonstrate professional cultural competency which contributes to the health and wellbeing of Indigenous, inclusive of physical, social, emotional and spiritual wellness

5.Program Learning Outcomes*

Knowledge and Understanding

K1	Identify strategies of scientific and mathematical research principles for practical healthcare application.
K2	Describe the role of organizational behavior in healthcare delivery.
K3	Recognize the knowledge of the interprofessional healthcare leadership roles for quality healthcare outcomes.
K4	
K...	

Skills

S1	Identify strategies of scientific and mathematical research principles for practical healthcare application.
S2	Describe the role of organizational behavior in healthcare delivery.
S3	Recognize the knowledge of the interprofessional healthcare leadership roles for quality healthcare outcomes.
S4	Identify strategies of scientific and mathematical research principles for practical healthcare application.
S...	

Values

V1	Demonstrate the ability to effectively communicate using audience-specific oral, written, and information technology for professional delivery of specialist nursing care.
V2	Ability to actively engage in leadership activities through intro-and inter-professional collaboration.
V3	Evaluate how organizational structure, care processes, financing, marketing, and policy decisions impact the quality of healthcare.
V4	Condense knowledge of ethical principles and standards of healthcare policy to synthesize into nursing scholarship and practice.
V5	Demonstrate communication skills, including health information management to enhance the quality of care provided at individual and aggregate levels.

* Add a table for each track or Exit Points/Awarded Degree (if any)

C. Curriculum

1. Study Plan Structure

Program Structure		No. of Courses	Credit Hours	Percentage
Course	Required	12	33	84.6
	Elective			
Graduation Project (if any)				
Thesis (if any)		1	6	15.4
Field Experience(if any)				
Others (.....)				
Total		13	39	100

* Add a table for each track (if any)

2. Program Courses:

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours
Level 1	NRS 611	Research Methodology in Nursing	Required		3
	NRS 612	Nursing Theories	Required		3
	NRS 613	Biostatistics	Required		3
	NRS 614	Quality and Safety	Required		2
Level 2	NRS 621	Evidence-based practices	Required		3
	NRS 622	Nursing Informatics	Required		2
	NRS 623	Management and Leadership in Nursing	Required		3
	NRS 624	Advanced Pathopharmacology	Required		3
Level 3	NRS 631	Healthcare System, Finance and Economics	Required		3
	NRS 632	Legal and Professional Issues in Nursing	Required		2
	NRS 633	Advanced Management and Leadership in Nursing	Required	NRS 623	4
	NRS 634	Thesis Seminar	Required	NRS 623	2
Level 4	NRS 641	Thesis	Required	NRS 634	6

* Include additional levels if needed
** Add a table for each track (if any)

3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template

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4. Program learning Outcomes Mapping Matrix

Align the program learning outcomes with program courses, according to the following desired levels of performance
(I = Introduced   P = Practiced M = Mastered)

Course Code	Knowledge and Understanding			Skills				Values				
	K1	K2	K3	S1	S2	S3	S4	V1	V2	V3	V4	V5
NRS 611	I	P		M		M					P	
NRS 612		I	P			P	M	I				
NRS 613	I	I		M		P						I
NRS 614			I	P			M		P			P
NRS 621		I	P	P			M	P				
NRS 622			I			P	M	P				P
NRS 623	P	M					M		P		M	
NRS 624				M			M		P	M		M
NRS 631		P	M				M			M		P
NRS 632			M		P		M		M		M	
NRS 633							M	M		M		M
NRS 634	M				M		M	M	M			

* Add a table for each track (if any)

5. Teaching and Learning Strategies to Achieve Program Learning Outcomes

Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies
K	**Knowledge and Understanding**	
K1	The student will identify strategies of scientific and mathematical research principles for practical healthcare application	• Interactive lecture-discussion
K2	The student will describe the role of organizational behavior in healthcare delivery	• Interactive lecture discussion

K3	The student will recognize the knowledge of the interprofessional healthcare leadership roles for quality healthcare outcomes	• Interactive lecture discussion
S	**Skills**	
S1	The student will apply research evidence in nursing leadership and practice to enhance care and improve outcomes of nursing.	• Interactive lecture discussion • Collaborative (teamwork; small group discussion) learning
S2	The student will illustrate critical thinking to develop organized and systematic components of the nursing process.	• Interactive lecture discussion • Collaborative (teamwork; small group discussion) learning
S3	The student will analyze information and systems related to continuous quality initiatives that promotes evidence-based practice and improved healthcare outcomes.	• Interactive lecture discussion • Collaborative (teamwork; small group discussion) learning
S4	The student will integrate knowledge of sciences and humanities as a basis for leadership and nursing practice.	• Interactive lecture discussion • Collaborative (teamwork; small group discussion) learning
V	**Values**	
V1	The student will demonstrate the ability to effectively communicate using audience-specific oral, written, and information technology for professional delivery of specialist nursing care.	• Collaborative (teamwork; small group discussion) learning • Seminar-workshop conferences application exercise)
V2	The student will be able to actively engage in leadership activities through intro-and inter-professional collaboration.	• Collaborative (teamwork; small group discussion) learning • Seminar-workshop conferences (application exercise)
V3	The student will evaluate how organizational structure, care processes, financing, marketing, and policy decisions impact the quality of healthcare.	• Collaborative learning (teamwork) • Interactive lecture discussion

V4	The student will condense knowledge of ethical principles and standards of healthcare policy to synthesize into nursing scholarship and practice.	• Collaborative (teamwork; small group discussion) learning • Interactive lecture-discussion
V5	The student will demonstrate communication skills, including health information management to enhance the quality of care provided at individual and aggregate levels.	• Seminar-workshop conferences (application exercise) • Collaborative learning (teamwork) • Technology-aided teaching

6. Assessment Methods for Program Learning Outcomes.

Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.

	NQF Learning Domains and Learning Outcomes	Assessment Methods
K	**Knowledge and Understanding**	
K1	The student will identify strategies of scientific and mathematical research principles for practical healthcare application	• Written examinations • Assignment rubric • Concept/learning (essay writing) paper rubric
K2	The student will describe the role of organizational behavior in healthcare delivery	• Written examinations • Assignment rubric • Concept/learning (essay writing) paper rubric
K3	The student will recognize the knowledge of the interprofessional healthcare leadership roles for quality healthcare outcomes	• Written examinations • Assignment rubric • Concept/learning (essay writing) paper rubric
S	**Skills**	
S1	The student will apply research evidence in nursing leadership and practice to enhance care and improve outcomes of nursing.	• Written examinations • Assignment rubric • Written output (project)
S2	The student will illustrate critical thinking to develop organized and systematic components of the nursing process.	• Scenario analysis rubric • Assignment • Essay writing / concept or learning paper rubric

S3	The student will analyze information and systems related to continuous quality initiatives that promotes evidence-based practice and improved healthcare outcomes.	• Group evidence-based research project rubric • Scenario analysis rubric • Assignment • Essay writing / concept or learning paper rubric
S4	The student will integrate knowledge of sciences and humanities as a basis for leadership and nursing practice.	• Group evidence-based research project rubric • Scenario analysis rubric • Assignment • Essay writing / concept or learning paper rubric
V	**Values**	
V1	The student will demonstrate the ability to effectively communicate using audience-specific oral, written, and information technology for professional delivery of specialist nursing care.	• Essay writing / concept or learning paper rubric • Oral presentation rubric
V2	The student will be able to actively engage in leadership activities through intro-and inter-professional collaboration.	• Group project rubric • Oral presentation rubric
V3	The student will evaluate how organizational structure, care processes, financing, marketing, and policy decisions impact the quality of healthcare.	• Concept (learning) paper rubric • Project presentation
V4	The student will condense knowledge of ethical principles and standards of healthcare policy to synthesize into nursing scholarship and practice.	• Oral presentation rubrics • Written examination • Group project rubric
V5	The student will demonstrate communication skills, including health information management to enhance the quality of care provided at individual and aggregate levels.	• Project presentation rubric • Oral presentation rubric • Computer laboratory exam

D. Thesis and Its Requirements (if any)

1. Registration of the thesis:
(Requirements/conditions and procedures for registration of the thesis as well as controls, responsibilities and procedures of scientific guidance)

2. Scientific Supervision:
(The regulations of the selection of the scientific supervisor and his/her responsibilities, as well as the procedures/ mechanisms of the scientific supervision and follow-up)

3.Thesis Defense/Examination:
(The regulations for selection of the defense/examination committee and the requirements to proceed for thesis defense, the procedures for defense and approval of the thesis, and criteria for evaluation of the thesis)

E. Student Admission and Support:

1. Student Admission and Transfer Requirements, and Courses Equivalency

The initial enrolment for the program is done once a year at the beginning of each academic year. The enrolment in the program is completely online, the students apply through the deanship of student's admission and registration website.

Requirements of Admission
- He should had obtained a Bachelor Degree in Nursing or its equivalent.
- He should be of a good conduct.
- He should successfully pass any test or interview assigned by the University Council.
- He should be medically fit.
- He should provide a permission for study from his reference, if he works in government or private sector
- He should satisfy any other conditions the University Council determines, announced during application.
- He should not be dismissed from any other university for disciplinary or academic reasons. If that became clear after his, his acceptance shall be deemed cancelled from the day of his admission.

A student registered for another university degree or below, shall not be admitted, either in the self-same university or another.

2. Student Counseling Services
(academic, career, psychological and social)

Academic Advising is an essential and central element in the educational system, it is an objective response to the economic, humanitarian and social variables built into the system and philosophy of education, as well as being responsive to the needs of the student to Communicate with university education, which represents a necessary national development to achieve humanity innovation and excellence requirements.

Tasks of the Academic Advising Unit Coordinator There is an academic advising unit in each faculty headed by a member of the faculty staff. Such coordinator has the following tasks:

1. General supervision of the work of academic advisors and follow up the cases referred to him/her.
2. Welcome new students on the first day of study and introduce them to the university regulations.
3. Allocate students in a fair manner between faculty staff taking into consideration all psychological, social and linguistic factors.
4. Receive reports about students' issues in addition to the reports sent by the academic advisors, solve their problems or refer them to Vice Dean for Academic Affairs or to Dean if needed.
5. Organize counseling meetings, seminars and workshops to advance the academic advising efforts.
6. Facilitate the tasks of the academic advisors and prepare students' files and forms.
7. Discuss with the faculty council (the Dean or heads of departments) all new developments related to students and suggest solutions and ways for development.

The student's academic advisor's tasks are assigned as follows:

First: Technical Tasks:

1. Filling in specific forms for each student whom he was assigned to advise academically. These forms include the following:

   - Student's information form.
   - A semester updated study plan for students. (One can get it from the e-academic services system (Edugate).
   - Registration Form.
   - An up-to-date copy of the academic portfolio (a transcript). (One can get it from the e-academic services system (Edugate).
   - Other administrative documents (such as deleting, adding, and withdrawing forms).
   - Emergency reports form for the academic advisor's meetings with students, and it should be given to the academic advising coordinator in the college.
   - The end of semester report form for the academic advisor's meetings with students which should be given to the academic advising coordinator in the college at the end of each semester.
   - The academic advisor can contact the academic advising coordinator to get these forms.

2. Courses Registering Process: The academic advisor checks the students file and his major and helps him to fill his own registration form before the date of registration.

3. Choosing the Course: The academic advisor should take a look on the student's action plan through the e-academic services system (Edugate) in order to help the students, choose their courses; and he should make sure of the following: a. A student has passed all the required courses and the previous requirements with a grade not less than (D) because he won't be allowed to register in any course till he passes its previous requirement. b. Knowing the minimum and maximum accredited hours which a student is allowed to register according to his current status (student's academic load).

4. Sorting out the graduation requirements: A student need to pass the courses or the accredited hours to get the bachelor degree in his major as follows: Carrying out the

mandatory university requirements successfully.   Carrying out the mandatory college requirements successfully.   Carrying out the mandatory department requirements successfully.   Passing all the required courses with a cumulative grade that shouldn't be less than (2.0).

5. Helping the student to prepare a timetable and a study plan to complete all the graduation requirements within the maximum permitted period of years.

6. Explaining the grades average (both for each semester and cumulative): The student's semester and cumulative performance is measured through calculating the semester and cumulative grades average.

7. Help students to choose their majors according to their inclinations and capabilities in the multi-specializations faculties and departments.

8. Solving problems: The academic supervisor helps students to cope with problems related to their majors through shedding light on the causes of the problem and then suggesting solutions.

9. Refer the student to those who can answer his social, academic or even psychological queries if not acquainted by the academic advisor (Referral to the appropriated and concerned authorities at the university).

Secondly: Administrative tasks:

The academic advisor helps student to take his decisions about the following procedures:

1. (Change a major. Add and delete courses. Withdraw from a course. Withdraw from a term. Withdraw from the University. Notice: It's very important to refer to the registration rules which organize such procedures and its academic consequences, which can be found at the Admission and Registration Deanship website.

   Student's absence: The absence is formally considered from the first day of study. According to the policy of the university, the student receives the first warning letter in case of being absent about 5% of the total approved teaching hours of the course. He receives the second warning letter in case of being absent 10% of the total approved teaching hours of the course and he might receive a denial in case of being absent for more than 25% of the total approved teaching hours of the course. Notice: the student who has received a denial is considered as failed in the course (With the need to review the list of coercive excuses for university students).

3. Special Support
(low achievers, disabled, gifted and talented)

The College of Applied Medical Sciences offers psychiatric and medical support for students who became disabled during their studies and who can continue their education at the program.

Regarding compensation measures for students with disabilities and chronic illnesses, decisions on these matters are taken by the department independently on an individual basis.

For low achiever students, extra classes are arranged with the respective faculty member by the academic advisor to empower student's knowledge. Moreover, Open lab. Hours are scheduled with the lab. Manager, respective faculty, and the academic advisor to empower student's psychomotor skills.

Talented students are planned to join multiple events "research conferences, community activities events, students' activities events, etc.

F. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	Nursing	Nursing Management and Leadership, Nursing Theories, Research Methodology, Evidence-Based Practice, Thesis Writing	Excellence in Research and Language	0	0	0
Associate Professors	Nursing	Nursing Management and Leadership, Nursing Theories, Research Methodology, Evidence-Based Practice, Thesis Writing	Excellence in Research and Language	5	0	5
Assistant Professors	Nursing	Nursing Management and Leadership, Nursing Theories, Research Methodology, Evidence-Based Practice, Thesis Writing	Excellence in Research and Language	7	1	8
Technicians and Laboratory Assistants						
Administrative and Supportive Staff	Administration	Administration		1	0	1
Others (specify)						

2. Professional Development

2.1 Orientation for New Teaching Staff
Describe briefly the process used for orientation of new, visiting and part-time teaching staff

- ✓ Orientation to faculty members
- ✓ Orientation to administration and management staff
- ✓ Orientation to college and department laboratories, classrooms, library and other facilities
- ✓ Orientation to the department program
- ✓ Orientation to other departments that have related work with the department
- ✓ Orientation to policies and procedures within the department, faculty, and the university
- ✓ Orientation to followed routine in all areas of work

The orientation period extends to a period of two months

2.2 Professional Development for Teaching Staff
Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

- Faculty are encouraged to take part in workshops and conferences nationally and internationally
- Faculty are required to take some mandatory courses for self-development and performance
- Workshops, conferences and scientific days of research and development. All staff and faculty are encouraged to take part in these activities.

G. Learning Resources, Facilities, and Equipment

1. Learning Resources.
Policies and Procedure for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

- Majmaah University has subscription to many of the periodicals related to the medical laboratory's profession. In addition, of subscribing several Electronic Library full-text databases, the students and faculty members also have the access to Saudi digital library (SDL) http://sdl.edu.sa/SDLPortal/EN/Publishers.aspx.

- Each course coordinator provides a list of related reference books for his courses at the first pages of the module guide. The whole list for all courses and submits it to the vice dean of academic affairs for approval and then sent to the University central library for purchase.

2. Facilities and Equipment
Policies and Procedure for providing and quality assurance of Facilities and Equipment (Library, laboratories, medical facilities, classrooms, etc.).

Faculty staff responsible for the library resources, laboratories, and classroom makes lists with all requirements in consultation with department staff and submit lists to college management.
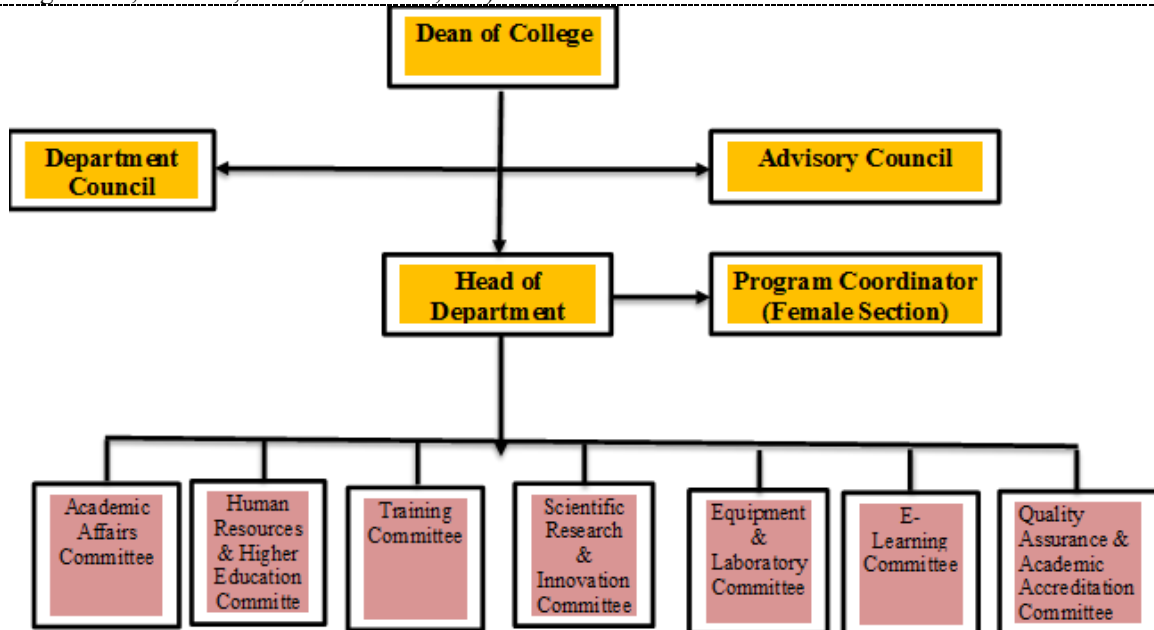
3. Arrangements to Maintain a Healthy and Safe Environment (According to the nature of the program)

H. Program Management and Regulations

1. Program Management
1.1 Program Structure
(including boards, councils, units, committees, etc.)

1.2 Stakeholders' Involvement
Describe the representation and involvement of stakeholders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, etc.)

Stakeholders are encouraged to participate in completing the Stakeholders / Alumni Survey in order to improve the planning and the program.

2. Program Regulations
Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

Attendance.

1. The regular student must attend the lectures. He shall be debarred from the final examination if the percentage of his attendance is less than the percentage fixed by the University Council, provided it is not less than (75%) of the lectures for each course during the semester. The

student who is debarred, because of absence, is considered as a failure in the course, and will be awarded the denial grade (DN).

2. The student shall be debarred from the final examination if the percentage of his absence exceeds (25%) out of the total lectures of the course without an acceptable excuse.

3. The student who is debarred from the examination because of absence is considered as a failure in the course. He will be awarded the score of the course work and given the denial grade (DN).

4. The lists of the debarred students shall be approved by the concerned College Board.

5. The lists of the debarred students shall be announced before the beginning of the final examinations.

6. The College Board or whoever it delegates may, exceptionally, forward the debarred students list and allow the students for entering the examination, provided he will give an acceptable excuse to the board. The University Council will determine the percentage of absence, provided it shall not be less than (50%) of the lectures for the course.

Progression from year to year.

The student must commit to attending the classes from the first day for the beginning of the semester in accordance with the university academic calendar.

1. Registration:
    i. The student is availed the courses he wishes to study or drop according to the following:
    ii. The student may add the courses he wishes to study a week before the beginning of the academic year and ends by the end of the first week.
    iii. The student may drop the courses he does not wish to study until the end of the second week from the beginning of the academic year.
    iv. Registration must not exceed the maximum credit hours and not be less than the minimum as shall be mentioned in the fourth paragraph of this regulation.
    v. The process of the registration of the courses for the student is done in consultation with his academic supervisor. The student bears the responsibility of any deficiency or errors caused by ignorance of the instructions.
    vi. The student must complete the procedures of registration by himself, he is not entitled to assigned this responsibility to his representative at all.

    vii.   The registration process can be performed automatically for students of a certain college or level if necessary.

   viii.   If the student does not register for any course during the regular registration period, he shall be considered as leaving study.

2. Academic Load:

    i.   Academic load refers to the total credit hours for the courses the student registers for in the semester. It is determined in accordance to the following regulations:

    ii.   The minimum academic load is 12 credit hours for a semester.

   iii.   The maximum academic load is 20 credit hours per semester and 10 credit hours for the summer semester.

   iv.   The student who has an academic probation shall not be allowed to increase his academic load to more than 14 credit hours.

    v.   The student who has a Pass Grade shall not be allowed to increase his academic load to more than 16 credit hours.

   vi.   The student on the threshold of graduation is allowed to exceed the maximum, the increase being not more than three credit hours.

3. Academic Probation

    ii.   The student shall be given an academic probation if his CGPA becomes less than 2.00 out of 5.00.

Program completion

1. The student graduates after completing the requirements of graduation successfully, according to the syllabus, provided that his Cumulative Average is not less than the rate determined by the concerned university council for each specialization. In all cases it should not be less than the Pass grade.

2. According to the recommendation of the concerned Department Board, the College Board may require the student to repeat, based on his Cumulative Average, in case of his success in the courses and failure in Cumulative Average, according to the following rules:

    a.   A condition for eliminating any grade for a course the student had studied is that he repeats and passes it.

    b.   The total credit hours for the courses eliminated from the Cumulative Average should not be more than 15% of the total credit hours of the syllabus.

> c. In re-calculating the Cumulative Average, only the following grades may be eliminated: Fail (F), (Debarred (D), Withdrawal because of failure (WF).
>
> The student shall not be considered a graduate until the issuance of approval of the University Council, awarding him the degree.

I. Program Quality Assurance

1. Program Quality Assurance System
Provide online link to quality assurance manual

 A. From current students and graduates of the program.
The students are considered the most important aspect of the whole teaching and learning at the department therefore they play a very active role in the program development, therefore their feedbacks are taken at various level of program during their tenure. Most important among them are;
- Course Evaluation Survey (CES)
- Program Evaluation Survey (PES)
- Student Evaluation Survey (SES)

B. From independent advisors and/or evaluator.
The advisors and other stakeholders are consulted for any major changes in the program. There feedbacks are taken for curriculum development and also for the strategic plan for the program.

C. From employers and other stakeholders.
Annually employer satisfaction survey is conducted, and its results are considered for the next year's annual improvement plan.

Quality Assurance Flow Chart, Department of Nursing
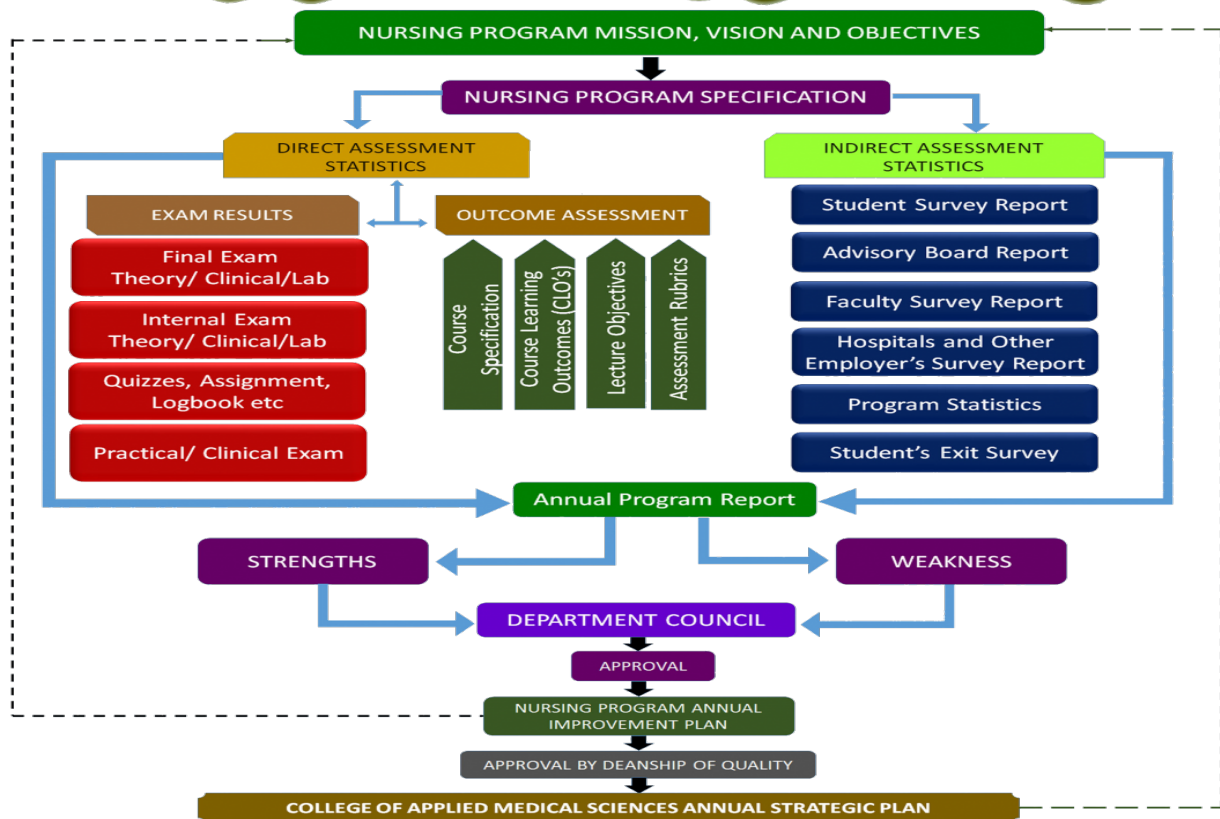
2. Program Quality Monitoring Procedures

Based on the mission and objectives of the program the program learning outcomes were developed. All the course was then aligned to these program learning outcomes, for each outcome appropriate performance indicators were decided which became the basis for all teaching and assessment activities.

The assessment measures are designed to evaluate the effectiveness of teaching methods for delivering the intended program outcomes. A range of assessments strategies that matches all aspects of the instructional plans are being used for different modules. The assessment strategies are planned to match the instructional goals and objectives at the beginning of the semester and implemented throughout the semester. The selection of appropriate assessments also matches courses and program objectives.

All the modules of the Nursing program have specific learning objectives that are aligned with the program outcomes. Each module has 3-5 specific module outcomes, which are evaluated by appropriate assessment methods. Both direct and indirect assessment techniques are utilized to ensure

that the desired program outcomes are achieved. The process of assessment is carried out by using a combination of course work such as quizzes, exams, projects, presentations, homework, etc., Where the grades on these exercises are directly tied to the course outcomes.

At the end of each academic year these performance indicators are measured, and their overall consistence is evaluated. Based on the result of this process recommendation for improvement is prepared which are made part of next year's improvement plan.

3. Arrangements to Monitor Quality of Courses Taught by other Departments.

At the beginning of each semester,

- The module coordinators are decided and provided with the approved module specification to be taught.
- This module specification along with assessment rubrics and any other relevant information are provided to all the students taking that module.
- One of the main responsibilities of the module coordinator is to ensure the timely and uniform delivery/assessment of the module at all the sections it is being taught in that particular semester.
- The module coordinator after consultation with all the teachers send recommendations in the course report regarding revision of the module learning outcome, revision of the assessment mode, modification of course content, requirements for special tools/equipment for implementing the module objectives or any other difficulty faced during that semester.
- This course report is then deliberated upon by the Academic Advisory Committee, Quality Assurance Committee and the Department council.
- If required, an internal/external expert committee is constituted for module evaluation.
- Annually as part of indirect assessment of learning outcomes, various surveys are conducted to take the opinion of all the stakeholders; including, the student, faculty, employers, administrators and the community.
- Based on these recommendations if required the department council sends a request for modification in the aforesaid module to the College/University Council.
- The students are providing details of the module objectives and specification at the beginning of the semester.
- The students provide their feedback, suggestions and opinions in various surveys conducted by the quality assurance unit.

- The feedback is also obtained from students during the Final exams to receive the opinions about the Question papers after the completion of respective exams.

b. The process of the Advisory Committee
- The advisory Committee consist of the members from all the stakeholder and representatives from nursing department. The committee meets at least once every year where they are provided with all the program data including the Annual Program report and the proposed Improvement plan for the following year. Their feedback and recommendation are included for the betterment of the program.

4. Arrangements Used to Ensure the Consistency between Main Campus and Branches (including male and female sections)

5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).

6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes

QA procedures for developing and accessing learning outcomes.

Based on the mission and objectives of the program the program learning outcomes were developed. All the course was then aligned to these program learning outcomes, for each outcome appropriate performance indicators were decided which became the basis for all teaching and assessment activities.

The assessment measures are designed to evaluate the effectiveness of teaching methods for delivering the intended program outcomes. A range of assessments strategies that matches all aspects of the instructional plans are being used for different modules. The assessment strategies are planned to match the instructional goals and objectives at the beginning of the semester and implemented throughout the semester. The selection of appropriate assessments also matches courses and program objectives.

All the modules of the Nursing program have specific learning objectives that are aligned with the program outcomes. Each module has 3-5 specific module outcomes, which are evaluated by

appropriate assessment methods. Both direct and indirect assessment techniques are utilized to ensure that the desired program outcomes are achieved. The process of assessment is carried out by using a combination of course work such as quizzes, exams, projects, presentations, homework, etc., Where the grades on these exercises are directly tied to the course outcomes.

At the end of each academic year these performance indicators are measured, and their overall consistence is evaluated. Based on the result of this process recommendation for improvement is prepared which are made part of next year's improvement plan.

7. Evaluation of Program Quality Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Consistency of program vision, mission and goal.	Faculty, Program leader	Interview, visits	End of academic year
Program Administration	Faculty, Program leader	Interview, visits	End of academic year
Improved management of quality assurance for the program	Faculty, Program leader	Interview, visits	End of academic year
Teaching and learning experience	Faculty, Program Leader	Interview, visits	End of academic year
Student administration and support services	Faculty, Students	Survey, interview, visits	End of academic year
Learning resources	Students	Survey, interview, visits	End of academic year
Facilities and laboratories	Faculty, Program leader	Interview, visits	End of academic year
Management and financial planning	Program leader	Interview, visits	End of academic year
Employment and hiring	Program leader	Interview	End of academic year
Scientific research	Faculty, Program leaders	Interview	End of academic year
Community participation	Students, Faculty	Survey, interview, visits	End of academic year

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)
Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify)
Evaluation Methods (e.g., Surveys, interviews, visits, etc.)
Evaluation Time (e.g., beginning of semesters, end of academic year, etc.)

8. Program KPIs*

The period to achieve the target (1442 – 1443) year.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	K1	The student will identify strategies of scientific	70	Written examinations	End of academic year

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
		and mathematical research principles for practical healthcare application		Assignment rubric Concept/learning (essay writing) paper rubric	
2	K2	The student will describe the role of organizational behaviour in healthcare delivery	70	Written examinations Assignment rubric Concept/learning (essay writing) paper rubric	End of academic year
3	K3	The student will recognize the knowledge of the interprofessional healthcare leadership roles for quality healthcare outcomes	70	Written examinations Assignment rubric Concept/learning (essay writing) paper rubric	End of academic year
4	S1	The student will apply research evidence in nursing leadership and practice to enhance care and improve outcomes of nursing.	70	Written examinations Assignment rubric Written output (project)	End of academic year
5	S2	The student will illustrate critical thinking to develop organized and systematic components of the nursing process.	70	Scenario analysis rubric Assignment Essay writing / concept or learning paper rubric	End of academic year
6	S3	The student will analyze information and systems related to continuous quality initiatives that promotes evidence-based practice and improved healthcare outcomes.	70	Group evidence-based research project rubric Scenario analysis rubric Assignment Essay writing / concept or learning paper rubric	End of academic year
7	S4	The student will integrate knowledge of sciences and humanities as a basis for leadership and nursing practice.	70	Group evidence-based research project rubric Scenario analysis rubric Assignment Essay writing / concept or learning paper rubric	End of academic year

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
				1.	
8	V1	The student will demonstrate the ability to effectively communicate using audience-specific oral, written, and information technology for professional delivery of specialist nursing care.	70	Essay writing / concept or learning paper rubric 2. Oral presentation rubric	End of academic year
9	V2	The student will be able to actively engage in leadership activities through intro-and inter-professional collaboration.	70	Group project rubric 3. Oral presentation rubric	End of academic year
10	V3	The student will evaluate how organizational structure, care processes, financing, marketing, and policy decisions impact the quality of healthcare.	70	Concept (learning) paper rubric 4. Project presentation	End of academic year
11	V4	The student will condense knowledge of ethical principles and standards of healthcare policy to synthesize into nursing scholarship and practice.	70	Oral presentation rubrics Written examination 5. Group project rubric	End of academic year
12	V5	The student will demonstrate communication skills, including health information management to enhance the quality of care provided at individual and aggregate levels.	70	Project presentation rubric Oral presentation rubric 6. Computer laboratory exam	End of academic year

* including KPIs required by NCAAA

J. Specification Approval Authority

Council / Committee	ACADEMIC COUNCIL MEETING
Reference No.	MEETING NO. 4 (1442-1443)

Date	30/01/1443