Accreditation Agency in Health and Social Sciences

Majmaah University

College of Applied Medical Sciences (CAMS)

Department of Nursing Sciences

NURSING SCIENCES PROGRAM ACCREDITATION

SELF-EVALUATION REPORT (SER)

SELF-EVALUATION REPORT

Applying university	Majmaah University (MU)
Title of study program	Nursing Sciences
Date of initial accreditation, if applicable	No previous accreditation of the program
Contact	Dr. Mahmoud M. Musleh
Address	Head, Department of Nursing Sciences, College of Applied Medical Sciences, Majmaah University, PO Box 66, AlMajmaah-11952, Kingdom of Saudi Arabia
Phone	+966 164042824, +966 535169464
E-mail	m.musleh@mu.edu.sa

1. STUDY PROGRAM CONCEPT

The College of Applied Medical Sciences (CAMS) at Majmaah University (MU) was established in 2009 to meet the need for qualified health care professionals in healthcare sectors in the Kingdom of Saudia Arabia. It aims at preparing qualified, skilled, and competent graduates to match the highly developed and sophisticated healthcare systems in the Kingdom, and to employ recent scientific and technical developments in the delivery of healthcare services. Since its establishment, it has been playing a significant role in providing both the private and the public health sectors with highly competent professional graduates who are equipped with the most recent knowledge and skills in their speciality role. The College of Applied Medical Sciences encompasses five academic departments including the Department of Nursing Sciences (Male and Female Sections) which offers a Bachelor Degree in Nursing Sciences.

In 2013, the Department of Nursing has carried out a revision and assessment to its current study plan and, subsequently, some modifications. The previous study plan was approved on April 2010 as a starting point for the nursing program at the newly established department within CAMS. The reasons behind the modifications to the previous plan were: first, to adjust to other changes within the university such as the establishment of the Preparatory Year to better equips students with basic knowledge and language requirments before joining different colleges and departments, second, to re-distribute the credit hours of the study plan in line with that adopted by universities that have been used as benchmark to the department while developing the new plan.

The modofications have gone through the approval process by the department council, the college council, the University Curriculum & Modules Committee, and by the University General Council thereafter. *Please refere to appendix 1 for summary of modifications to previous study plan.*

1.1 Structural data of the study program

1.1.1 Name of university, name of department/faculty

Majmaah University (MU), College of Applied Medical Sciences (CAMS), Department of Nursing Sciences.

1.1.2 Name of other universities, companies and other institutions that are involved in the study program as well as an explanation of the cooperation (Please attach cooperation agreements, if applicable).

Institutions involved in the study program are Local and Regional Governmental Hospitals. The Memorandum of understanding was established between the Ministry of Higher Education and Ministry of Health that allows Governmental Universities to use all clinical facilities of those hospitals for training purposes of their enrolled students as well as for student interns. Please refer to Appendix 2 for the Memorandum of Understanding between the Ministry of Higher Education & the Ministry of Health

1.1.3 Title of the study program, title of previous study program (if applicable)

Bachelor of Nursing Sciences

1.1.4 Degree level

Bachelor Degree

1.1.5 Type/form of study program, explanation of the organizational structure (with specification of the days of the week and times of compact courses, insofar as possible) and explanation for the form of the study program

The Nursing Sciences Program is offered as a full-time, on-campus, day-time graduation program, requiring successful completion of 134 credit hours delivered in the form of lectures, tutorials, laboratories, and clinical practice. At the end of the fourth year/eightth semester, students commence a one-year, non-credit, mandatory rotatory internship clinical training in one of the approved local and regional hospitals. Both theory and clinical classes are offered from 08:00 am till 05:00 pm on all weekdays (Sunday to Thursday).

1.1.6 Workload and number of credit points (CP) to be awarded in the study program according to the European Credit Transfer System (ECTS) [1]

- **Workload in hours for awarding one CP (with specification of the corresponding paragraphs in the exam regulations),**

The academic year consists of two (2) essential semesters. Each semester consists of fifteen (15) weeks of actual study in addition to three (3) weeks allocated for final examination. According to the credit system used to measure the duration of studies within CAMS at MU, the following is applied:

- Theoretical Modules: One (1) Theory Credit Hour = One (1) Contact Hour
- Laboratory Modules: One (1) Laboratory Credit Hour = Two (2) Contact Hours
- Clinical Modules: One (1) Clinical Credit Hours = Three (3) Contact Hours

- **Workload in hours for the entire study program,**

- The total workload for the entire program was calculated as 7915 hours, including the Internship Training, and self-study hours.
- The internship contact hours were calculated based on Eight (8) Hours per Day (08:00 am to 05:00 pm) (excluding one hour break-time), Five Days per Week, over 52-weeks each year.

After converting the total workload of Nursing Sciences Program according to the ECTS System, approximately **273 ECTS** is assigned to the program. Table 1.1.6 illustrates the conversion of study program workload into ECTS

Conversion of workload to European Credit Transfer System (ECTS)	
Total Contact Hours/Total Duration	= 7915/5 =1583 Hrs/Year
Average Annual Contact Hours/ECTS Credit	= 1583/30
	= 52 ECTS Credit/Year
	= 273 ECTS Program Credit

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[1] *http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide_en.pdf*

Table 1.1.6 illustrates the conversion of study program workload according to ECTS system.

- **Attendance time or number of contact hours in the study program overall as well as the share of self-learning time (and work placement time during the study program) in hours,**

  Total attendance time for the Nursing Sciences Program, where the student undergoing contact learning in the form of class-room lecture, laboratory training sessions, and clinical practical placements constitute of 2955 hrs (1560+270+135+90+135+270+180+315) hours. The self-study time spent by the student for preparing homework, assignment, lab-work, logbook and exam preparation constitute of 3430 hours and the Internship constitute of 2080 hours.

- **Number of Credit Points (CP) to be awarded for the final module (for the thesis project).**

  The Nursing Sciences Program allows the student at Level Eight (8) of the Program to choose either of two modules [Information Technology in Nursing (NRS 485) & Independent Study in Nursing Specialty (NRS 486)] as a Thesis Project. Both modules are given three credit hours each, and the student need to attend classes and individual one-to-one tutorials to prepare for the research project with assigned faculty member and is awarded grades for that module.

1.1.7 Number of semesters required to complete the study program.

Students are required to successfully complete eight (8) semesters at the university (two semesters at the preparatory year, and six semesters at CAMS, and a one-year non-credit compulsory rotatory internship at a chosen approved hospitals to graduate from the Nursing Sciences Program.

Initial enrolment in the study program

The enrolment in the Nursing Sciences Program, like other programs within CAMS, commences in September of each academic year. Students who have successfully completed the preparatory-year courses are given the opportunity to choose the program of study they wish to join, although it is not necessarily granted, as their choice is also governed by their GPA in the preparatory-year, successful completion of all mandatory courses, and the availability of places in each program within the college.

1.1.8 **Number of places available in the program (and number of students already admitted for each respective semester, if applicable),**

The capacity of students' intake is decided by individual departments. The process begins by projecting the number of students each department can accommodate for within the program (depending on several factors such as the number of students applying for the department, the number of current enrolled students, the availability of clinical placements, and the expected numbers of students' attrition and drop-out each semester/year). Through the office of the Vice Dean for Academic Affairs, the number of students projected by each department is then discussed at the College Council, and the final numbers of students for each department is decided upon. The average students' intake in the Nursing Sciences Program each year is approximately 50 students divided on both male and female students section of the Nursing Sciences Department. Please refer to Appendix 5 for an illustration of numbers of student enrollment in the Nursing Sciences Program for the past three consecutive years distributed by semesters

1.1.9 **Tuition fees: specification of services that are covered by tuition fees**

Higher education in the Kingdom of Saudi Arabia is free for all Saudi citizens. Moreover, every student is entitled for a monthly grant by the Saudi Government.

1.2 Modularisation of the study program and exam system

1.2.1 Modularisation

- **Total number of modules in the study program**

A total of fifty (50) modules are required for the completion of nursing sciences program. Nine (9) modules are in the preparatory year taught over two semesters, and forty one (41) modules taught over six semesters. Please refer to Appendix 6 for a summery of the program stydy plan & modules by year and semester

- **Number of (required/elective) modules to be completed by the students the study program,**

The Nursing Sciences Program requires the student to study fifty modules divided into university mandatory modules, CAMS mandatory and elective

modules, and program mandatory and elective modules. Table 1.2.1 illustrates the distribution of required/elective modules by type of module.

University Mandatory Modules		
	No. of Modules	No. of Credit Hours
Islamic Culture Modules	03	06
Arabic Language Modules	01	02
Humanities, social and behavioural Modules	02	04
College (CAMS) Mandatory Modules		
Preparatory year Modules	09	29
Emergency Care Module	1	2
College (CAMS) Elective Modules		
Two Elective Module	2	4
Program Mandatory Modules		
Core Speciality Modules	30	81
Program Elective Modules		
Two Elective Modules	2	6
TOTAl	**50 Modules**	**134**

Table 1.2.1 illustrate the distribution of required/elective modules by type of module

- **Number of CP to be awarded per semester (particularly for part-time study programs)**
  The fifty (50) required modules entail 134 credits with a minimum of twelve (12) and a maximum of eighteen (18) credit hours per semester. The only exception to the maximum number of credit hours is at level eight when a student is considered as candidate for graduation in that semester, he/she can be allowed for up to twenty three (23) credit hours subject to department council approval.

- **Information on periods during the study program for stays at other universities and/or in practice.**
  A mandatory one-year internship clinical training in an approved hospital is required from all graduates to practice independently in the future. No student is allowed to commene the Internship training program before successfuly completing all program modules. Each intern needs to undergo a preset hospital rotation that covers all areas of practice related to nursing under close academic and clinical supervision by faculty and hosptal staff. The intern is awarded the Bachelor of Nursing Sceinces and a Completion of Internship Certificate after

successful completion of all clinical rotations, competencies and objectives, as well as passing a final comprehensive oral exam.

1.2.2 Number of program-specific modules as well as the number of modules that can be provided from other study programs at the university or studied together with students from other study programs (with specification of the respective scope in CP)

- **Information on ensuring the program-specific module objectives in the modules offered together with other study programs of the university.**

  Successful completion of the preparatory year is a prerequisite for admittance into CAMS Programs. All modules offered in the preparatory year are designed to achieve certain objectives that would serve the student during the more advanced level of their studies. Intensive English Language modules are necessary as the English Language is the medium of instruction for all programs offered by CAMS. Basic Science modules such as Biology, Chemistry, Mathematics and Physics are also necessary for students planning to join applied medical sciences programs. Communication skills, IT, and Biostatistics are corner stones for students planning to study Nursing Sciences, Biomedical technology, Physiotherapy, and Laboratory Medicine. Course Specification of Modules that are offered to students in the Nursing Program by other Departments/Programs are designed and reviewed in collaboration with the module tutor and the curriculum committee in the Nursing Sciences Department. This is to ensure that objectives and outcomes are matching program requirements and study needs of students.

- **Information on the organization of the modules used together with other study programs of the university (if applicable),**

  There are four (4) groups of modules being shared by students from different colleges and departments within the university:
  - Preparatory-year modules group
  - Islamic culture modules group
  - Arabic language skills modules group
  - General modules of social, behavioural, humanitiy, and political nature modules group

At the college level, there are three (3) modules for students to study: one mandatory for all CAMS students, and two (2) elective modules to be chosen from a group of three (3) modules. Please refer to Appendix 7 for summery of modules shared in classes with students from other departments and programs

- **In the case of cooperation with other universities, companies and other institutions: which institution is responsible for which parts of the curriculum.**

  MU has signed a Memorandum of Understanding (MOU) with various institutions for cooperation in the field of teaching, clinical training, research, and innovation. These include National and International Universities, Hospitals, and Healthcare Industries. The Department of Nursing Sciences works closely with various local and regional hospitals at many levels of training, research and education. Being the sole purpose of the cooperation, clinical training takes priority at this stage of the college and department development, and it has been given the upmost of the management priority. In all modules offering practical placements and training, the Department of Nursing Sciences is the body responsible for the training and grading of students in each module. The hospital or the health institution contributes to the clinical training on basis of preceptorship and clinical guidance to students. Rarely, some students might require studying certain modules at other approved universities (as visiting student) such as in cases where the student is a candidate for graduation and the module required is not offered by the department in his graduation semester. In such cases, the university offering the module takes full charge of the student's teaching and grading. The outcome of the module is accepted on basis of Pass or Fail, and the grade is not accounted in his/her GPA. The Department of Nursing Sciences does not allow students to study Core Specialty Modules at other institutions especially clinical modules to ensure focused mentoring of students during the module.

1.2.3 Skill-oriented design of the exam system (orientation toward the defined educational objectives being pursued in the specific department and across multiple departments) and organization of the module-related exams

Assessment Measures are designed to evaluate the effectiveness of teaching and learning strategies for delivering the intended module's contents and achieving

its outcomes. A series 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 objectives at the beginning of the semester and to implement them throughout the entire instructional experience. The selection of appropriate assessments also matches module and program objectives and outcomes.

Course Specifications specifies the general objectives of the module and the intended learning outcomes. All modules in the Nursing Sciences Program specify 4-8 specific outcomes, which are evaluated by formative and summative 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 combinations of formal, predetermined exams, and year-through assessment strategies such as quizzes, short exams, projects, presentations, homework, logbooks, diaries, and class-room discussions. Each assessment aims at assessing one or more of the module learning outcomes.

- **Number and type of module exams (per semester and in the study program)**

  According to exam policies at CAMS, the module's tutor is asked to present students' final grades in two parts: a total of 60% of the overall grade as Internal Exams, and a 40% as a Final Exam. For the 60% Internal Exams, the Examination Policy demands that students in each theory module to sit at least one mid-term exam leaving the grade-weight of that exam at the discretion of the module's tutor. The rest of the 60% of grades can be distributed to either another mid-term exam, or to a series of assessment strategies such as short exams, quizzes, class-room and home assignment, class-presentations, case-studies, group discussions, and simple projects.

- **Timing of the exams during the study program**

  At the Department of Nursing Sciences, the faculty members usually tend to allocate 50% of the Total (60%) into two separate internal exams: First and second exams and the remaining (10%) for other assessment strategies such as student's professionalism and punctuality. The timing of these exams is pre-determined by the department at the beginning of the semester, as follow:

- 1st Internal Examination   6th - 7th week of the semester
- 2nd Internal Examination   12th - 13th week of the semester
- Final examination   16th - 18th Week of the semester

- **Repeatability of exams and timing,**

  For both the internal and final exams, student who fails to attend an exam (for legitimate reasons accepted by the department Council (see below) is required to submit application for re-examination to the head of his/her department. The application is then processed and discussed in the Department Council's weekly meeting, and a decision is taken regarding repeating the exam. As for other continuous exam, it is left to the discretion of the module tutor to repeat the assessment method for individual students taking into considerations the legitimate reasons. Legitimate reasons for the repetition of a formal exam are defined by the MU's Examination Policy (See Appendix 8) as:

  1- Hospital admission on the day of the exam with valid medical reason(s)
  2- Car accident with considerable damage to the vehicle
  3- Escorting a first-degree relative to hospital for legitimate reasons
  4- Death of a first-degree relative on the day of the exam or a day or two prior to the death.
  5- Loss of freedom such as in cases of police arrest
  6- Severe weather conditions with road-block

- **Information on the designation of the ECTS grading scale according to the current requirements of the ECTS Users' Guide[2],**

  The academic grade is a statement of a student's academic progress that includes all the courses he/she studies in each semester with their codes, numbers, credit hours, the obtained grades, the values and the codes of those grades. The record also shows the Grade Point Average (GPA) and the Cumulative Grade Point Average (CGPA), and statement of the general grade in addition to the courses the transferred-status student has been exempted from. Please refere to Tables: 1.2.3.a & 1.2.3.b for further explanation.

Academic Grading System			
Code	Score	Point	Reference

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[2] http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide_en.pdf

A+	95 - 100	5	Exceptional
A	90 - 94	4.75	Excellent
B+	85 – 89	4.5	Superior
B	80 - 84	4	Very good
C+	75 - 79	3.5	Above average
C	70 - 74	3	Good
D+	65 – 69	2.5	High pass
D	60 - 64	2	Pass
F	Less than 60	0	Fail
IP			In progress
IC			Incomplete
DN			Denial
NP			No grade pass
NF			No grade fail
W			Withdrawn

Table 1.2.3.a: The Academic Grading System at Al Majmaah University

Grade Point Average (GPA)					
Module	Credit	Grade %	Grade code	Grade weight	No. of Points
NRS 234	3	90	A	4.75	14.25
NRS 361	3	73	C	2	6
NRS 481	5	79	C+	2.5	12.5
NRS 364	3	84	B	3	9
Total	14				41.75
Example Semester grade point average = Total Grades/Total Credit = 41.75/14= 2.98					

Table 1.2.3-b: Example for calculating Grade Point Average and the Cumulative Grade Point Average.

- **Regulations on compensation measures for students with disabilities and chronic illnesses with regard to the scheduling and formal requirements in the study program, for graduating with certificates of achievement concluding or accompanying the course of study as well as within the framework of aptitude assessment procedures and on their publication by the university.**

The MU, CAMS, and the Department of Nursing Sciences have a non-discriminatory policy in regards to disability in the general criteria for offering study places to all students with various disabilities. However, the Department of Nursing Sciences has made it a condition for students joining the program to be physically fit because of the nature of practice in the nursing profession. Chronic illnesses are not among the exemption criteria and students are able to join the program on a condition that their illness or its symptoms would not place them or the patients in their care at any kind of physical or psychological

risk. This is done through a joint committee between CAMS and the University Healthcare Services. Individual cases are forwarded to the concerned department and the department council makes recommendations in their regard to the college council based on the merit of their individual case and the program outcomes.

1.2.4 Didactic concepts and methods of teaching (lectures, seminars, exercises, project work, study groups, work placement phases)

Students are exposed to a variety of teaching methods and strategies. The module tutor is expected to employ a variety of teaching and training strategies in acheiving the module's objectives and meeting its outcomes such as traditional teaching lecture format, role play, group-work, case-studies, portfolios, keeping diaries, learning lab, simulation, powerpoint presentation, and electronic teaching such as e-learning. Hands-on experience used in the laboratory, classrooms, and hospital environment are a cornerstone in clinical training.

1.2.5 Integration of electronic/multimedia forms of teaching and learning (e.g. learning platform); integration of distance learning components/elements (with specification of their scope and contents)

The university has invested in multimedia and e-learning in two capacities: First, creating a large infrastructure of programs, networks and equipment with highly-qualified technical and academic support staff. Second, a well-designed program of lectures, seminars, workshops and conferences in the area of e-learning, multimedia, and information technology to support both staff members and students in developing their knowledge and skills.

The Centralized User Service Center (CUSC), established at the Deanship of E-transactions and Communications, provides the IT technical support for hardware, software, and network support. The following college-wide and university-wide computing resources are available to staff and students:

1- Remote access services for staff and students: In order to obtain this service, a student or staff member has to fill in a technical support request form. He has to provide his IP phone number to get the call-back service. A staff member at the computer center creates an entry in the Radius call back system thus enabling him to use the system.

2- A heterogeneous network of Windows and Linux/Solaris workstations and servers: There are many environments available for the students.

3- D2L (Desire to Learn) Learning Management System (LMS): The E-learning and Distance Learning Deanship provides its LMS (D2L) to MU students and faculty through the link http://mu.edu.sa/en/deanships/deanship-e-learning-and-distance-learning/e-learning-system.

4- Faculty members are expected to use the D2L to support their teaching in all their modules. D2L training courses are offered regularly at CAMS, and at the Deanship of E-learning and Distance Learning. Once the faculty is logged in, he/she should be able to see all the courses allocated to him for the current semester. All the students, who are registered for those courses have access to the courses on the Blackboard System.

5- EduGate (Electronic Academic Services System): The Deanship of Admission and Registration provides its academic services system (EduGate) to MU students and faculty through the link http://edugate.mu.edu.sa/mu/init. Through EduGate, students can register courses online; monitor their academic progress, view and print transcripts/grades. Course instructors can, in turn, monitor their students' academic progress and enter grades and absenteeism records of individual students.

The above mentioned facilities are adequate to support the scholarly and professional activities of the students and faculty in the Nursing Sciences Program. The Department of Nursing Sciences has established a Multimedia and e-learning committee to keep staff up-to-date with all activities, seminars, and workshops related to multimedia and e-learning within CAMS and MU. There is wide-range of usage and integration of electronic learning in the teaching process within the department and the college. Every lecture room is supplied with electronic smart board in the male section, and data show equipments in the female section. Faculty members are committed to posting their lecture notes, articles, and reading materials on their university personal websites. These websites are accessible by students and are usually updated throughout the academic year.

1.2.6 Information on the integration of internships into the study program

The Nursing Sciences Program aims at graduating a highly-competent nursing practitioners who are able to provide quality care and services to all sectors of the public in a safe, ethical, legal and competent way. In acheiving this, the

nursing program provides a suitable clinical training placements for students all through the study years. Most of the theoretical core modules within the program consist of a parallel clinical core module to ensure the maximum gain of clinical skills and competencies. The internship training year is designed to follow a systematic approach in reviewing and re-training of all clinical skills gained during the academic years at university. For that purpose, the department has developed a clinical logbook that integrates all clinical skills mandatory for the professional nursing practitioner in workplace to practice. Students are rotated to different settings within the healthcare facilitiy during his/her one-year placement, and would systematically practice the skills and competences in the logbook. For each student, there is an academic coordinator and a clinical instructor working in collaboration to ensure the acheivement of the objectives of clinical training during the internship clinical placement. To prepare students to this semi-independent role of being an intern working in the real word within real environment, the department has designed the Intensive Training Module (NRS 481) to be at level eight of the academic calender to prepare the student for the Internship role.

- **Information on the support/supervision of the internship by instructors of the university,**

The Internship Program is supervised by an academic faculty member who is allocated an average of 5-10 students in each clinical setting and has the responsibility of coordinating the student clinical training, and a clinical instructor from hospital staff who is qualified to at least the bachelor level with extended clinical experience in professional nursing practice. Both academic and clinical supervisors meet on regular basis to discuss students' progress in training, administrative issues, students' problems, as well as the improvement of the student experience within the healthcare setting. All students and tutors to refer to Internship Training Manual for policies and procedures

- **Information on the correlation of the practical contents with the intended objectives of the study program,**

Students utilize the knowledge gained early in the curriculum (e.g. basic sciences and basic clinical skills) as a foundation for the development of clinical skills and competencies. As the students' theoretical base of knowledge expands, students use problem-solving skills to gather data, identify problems, and choose among

alternatives for successful resolution. Students are challenged throughout the professional curriculum by a wide variety of problem-solving activities to analyze realistic situations and develop strategies for examination, evaluation, diagnosis, prognosis, intervention, and outcome analysis. Clinical experiences interspersed throughout the professional curriculum serve to reinforce knowledge and skills acquired in the classroom and laboratory.

- **Information on quality assurance of the internship (e.g. qualification of the practical instructors, practical instructor meetings; submit work placement regulations, if applicable).**

The quality assurance of the Internship is ensured through a strict criteria set by the department for the placement setting and the clinical instructors qualifications and competencies in their field of practice. All clinical instructors are qualified to at least the Bachelor Degree in nursing sciences, and the majority of them have extended and extensive clinical experience. All students will undergo a period of orientation in the clinical placement before commenecing training that will include lectures and seminars regarding hospital policies and procedures, health and safety regulations, patients rights, legal and ethical aspects of practicing nursing, and service users advocacy. Student's schedule includes monthly meeting on one-to-one basis with clinical instructor for updates and feedback. Academic coordinator also has regular meetings with student and clinical instructor for update and feedback, usually three-monthly. Untill the student is completed the internship program, the department of nursing is the body responsible for his/her follow up and progress, and the department council takes all decisions related to the internship program. Please refer to Appenxid 8 for illustration of the administrative hirarchy of the internship management process

1.2.7 Integration of the research into the course of study

- **Connection of the study program to the scientific research concentrations in the department/faculty or of the applying university (and of the co-operating universities, if applicable).**

Four modules within the Nursing Sciences Program contribute to the integration of research activities of the student within the course of study: (i) Research methods in Nursing, (ii) Evidence-based Nursing Practice & Critical Thinking, (iii) Information technology in nursing and, (iv) Independant Study in Nursing Speciality. The Research Methodology module focuses on introducing the student to the principles of research in general, with reference to nursing

research and health research; the Evidence-Based Nursing Practice & Critical Thinking module focuses on the utilization of nursing and other health desciplines research in the practicing of professional nursing; the Information Technology module is designed to give the student the opportunity to design a research study, small project related to chosen subject and; the Independent Study for Nursing Speciality module focuses on the utilization of evidence-based Nursing Research in designing and conducting research studies. The college also encourages students to take part in research activities such as seminars, workshops, conferences, and research studies. The college excutive plan entails encouraging students to participate in reserach carried out by faculty members and other activities in the clinical settings.

1.2.8 International aspects of the curriculum

The MU is dedicating time and efforts to develop and gain excellence in all aspects of education, research and innovation. Part of the wider vision is to graduate professionals with international standards in all areas of specialties. The Department of Nursing Sciences, as part of CAMS, shares this vision of International Excellency in both education and research, and works toward achieving the highest standards in its mission.

- **Internationality of the contents of the curriculum,**

At the Department level, nursing curriculum is developed according to International Standards of competencies established by international nursing bodies such as the American Association of College of Nursing (AACN), the European Federation of regulatory Bodies and Competent Authorities for Nurses (FEPI), and other standards set by internationally acclaimed universities such as the University of Washington, the University of Manchester, and the University of Jordan. This has enriched the curriculum and made it more orientated towards issues such as transcultural nursing and cultural diversity. At both, CAMS and MU levels, several international collaboration agreements with other prestigious universities around the world have been established such as Manchestor Metropolitan University. Please refer to appendix 9 for details of these agreements.

The main focus of the international agreement is on exchange of faculty to teach a module or more over a semester or an academic year, and also to conduct a

joint research work. The college attracted non-Arabic speakers and native English speakers to take part in the teaching and learning activities.

- **Courses/modules instructed in foreign languages (portion of courses/ modules instructed in foreign languages, if applicable).**

  The medium of instruction for departments' modules and most of CAMS modules are the English Language except for the Arabic Language and Islamic Studies Modules were they are taught in Arabic Language

1.2.9 Internationality of the study program

- **Options for studying abroad,**

  The Study Program in the Department of Nursing meets the international standards in many aspects such as the curriculum, the credit hours, the clinical training and the grading system. Graduates from the Nursing Sciences Program, therefore, are able to pursue postgraduate studies internationally with no concerns to their ability to adapt and succeed in their studies. Also, the International collaboration agreements allows the exchange of students between universities to study certain modules.

- **Options for mobility.**

  Although it is one area that has been discussed within the College and the Department, currently, the Nursing Program does not allow students for International Mobility.

1.3 Objectives of the study program and their rationale

1.3.1 General objectives of the study program (aspects for specific departments and across multiple departments)

To creat a harmonious teaching and learning environment for students to thrive academically and personally, and to graduate highly qualified professionals with excellence and international standards who are capable of serving all health sectors in their communities in a holistic and a professional way.

1.3.2 Qualification objectives of the study program

- **With regard to scientific or artistic qualification,**

  Qualification objectives of the Nursing Sciences Program aim at graduating distinguished qualified and competent nurses, both academically and clinically, who are capable of applying complex cognitive processes of questioning,

analysis, synthesis, reasoning, reflection, and divergent thinking; intellectual standards of clarity, logic, accuracy, depth and inquisitiveness.

- **Qualification to engage in a qualified occupation,**

To qualify competent nurses who are able to contribute to the advancement of knowledge and practice in their capacity of work through continous striving for new trends and innovations in the profession of nursing and in their field of practice to advance their role and improve their abilities in providing holistic care to their clients.

- **Qualification for social responsibility and**

Providing comprehensive and quality care to individuals, families, and communities through education, practice, and scientific research. Apply new international concepts of care such as community outreach, cultural diversity, social integration, patient advocay, case management, and deinstitusionalisation.

- **For personality development.**

Invest in personal strengths and capitalize on self-awareness and self-knowledge to develop morally, ethically, behaviourally, and cognitively. Develop diverse personal attributes such as self-reliance, initiative, integrity, creativity, and perseverance. Aquire leadership qualities, professionalism, and contribute to the development of others.

1.3.3 Output-oriented description of the departmental, methodical, learning and social skills/key skills as well as overarching skills (with specifications of the skill level, if applicable)

Student learning outcomes describe what a student is expected to learn as a result of participating in academic activities. Course Specifications clearly explains the objectives and the learning outcomes of that module. Specifications of all modules are designed to achieve the program specific objectives and learning outcomes. The Intended learning outcomes of each module are continuously evaluated and assessed through various strategies to identify strengths and weaknesses and further improvements of the module. The base for this assessment is the module report prepared at the end of each semester, and, collectively, the program report at the end of the academic year. Following are the Nursing Sciences Program Learning Outcomes:

Knowledge

1. Student will outline signs of physical and mental health, normal growth and development throughout the life cycle, including the etiology and gross manifestations of common diseases and abnormal conditions

2. Student practice of nursing will define the basic concepts of health promotion and disease prevention, restoration of health, and management of chronic conditions

3. Student will recognize appropriate basic and advance health care instruction to clients, client systems, and other service users in a variety of settings

4. Students will recognize major health conditions, their symptomatology, and basic nursing intervention appropriate for each one of them.

Cognitive

1- Student will synthesize knowledge of physiological, psychosocial, sociocultural and developmental functioning of clients and client systems in assessment, planning, delivering and evaluating nursing care

2- Student will develop and implement a variety of teaching-learning strategies in teaching clients and client systems for health promotion and disease prevention, as well as restoration of health and management of chronic conditions

3- Student will exercise critical thinking in using the nursing process to assess, diagnose, plan, implement, and evaluate nursing care for clients and client systems throughout all stages of the life cycle

4- Student will utilize critical thinking skills in using the nursing process to assess, diagnose, plan, implement, and evaluate the care provided to clients and client systems

Interpersonal Skills & Responsibility

1- Student will practice within the legal and ethical framework of nursing

2- Student will develop and maintain therapeutic relationships that are based upon mutuality and respect, and take into consideration the health and healing practices, beliefs and values of the clients, client systems, and the community

Communication, Information Technology, Numerical

1- Student will collaborate with the multidisciplinary team to manage care for individuals, families and groups of individuals in hospital, long-term care and community based settings.

2- Student will utilize quantitative reasoning and technology in the provision of nursing care and information management in a cost effective manner

3- Student will use a variety of communication techniques, including written

documentation, in the process of assessment, counseling, and therapeutic intervention with clients and client systems

Psychomotor

1- Student will demonstrate caring behaviors, cultural sensitivity and will communicate therapeutically to meet the psychosocial needs of clients, client systems, and other service users

2- Student's practice of nursing will demonstrate professionalism, caring and compassion

1.3.4 Presentation of the study program structure (e.g. which departmental or methodical foundations are laid in which modules, and how these are built upon in which modules), explanation for special forms of study (e.g. extra-occupational study)

1.4 Labor market situation and career opportunities

1.4.1 Information on the intended and possible career fields as well as the career opportunities for the graduates of the study program (document experiences, if applicable)

Career opportunities for nursing graduates are many and varied. Although the majority of graduates will pursue a career in clinical, hospital-based career, still others could choose from a wide-range of settings such as:

1- Private and Public hospitals

2- Armed forces and National Guard hospitals

3- Primary healthcare facilities

4- Rehabilitation centers

5- Saudi Red Crescent

6- Community nursing facilities

7- School-health nursing

8- Colleges and Universities

9- Research Centers

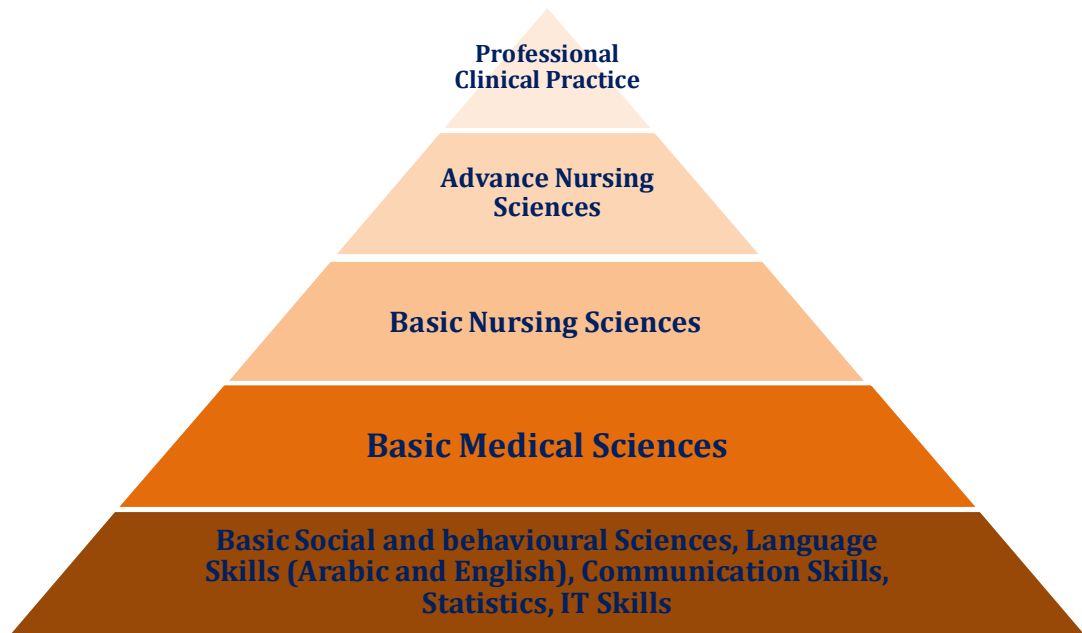10- Home-care agencies

11- Self-employment

Figure 1.3.4: Nursing Sciences Program Structure

1.4.2 Information on the current situation or situation to be expected on the labor market (with specification of sources)

With an estimated population of 26 million citizen with an annual growth rate of 2.2%, the Saudi Arabian healthcare sector caters to a rapidly growing population and concurrently, increasing demand on the healthcare sector. Ministry of Health (MOH), Governmental Organizations and Private Sector facilities slowly being restricted to only Saudi Nationals. In 1433, the total number of Saudi Nurses was approximately 45,875 with over 55.3% employed at hospitals. To address the rapidly increasing demand for health services recognized as a crucial issue; the delivery of healthcare services in the Kingdom and around the world continues to evolve as the needs of healthcare services provider become increasingly complex.

1.5 Admission requirements and rules of recognition

1.5.1 Explanation of the admission requirements for the study program (including selection procedures and criteria, with specification of the regulations)

General Requirements for Admission

MU has central policies and procedures for admitting and following up the progress of all students. This is administered by the Deanship of Admissions and

Registration. This Deanship has developed, over the past three years, a sophisticated online electronic academic system called EduGate (http://mu.sa/C8L3d), which is widely available to all students to register, drop-out, add, and follow up their academic progress. The admission process of all students of MU is performed mainly electronically via the EduGate electronic system. Electronic admission starts by student applying via the internet and ends by MU sending the acceptance letter to those who have been accepted.

The following are Admission requirements

- Student should have obtained a general high school certificate or its equivalent from within the Kingdom of Saudi Arabia or abroad. His high school certificate or its equivalent should not be older than five years. The University Council may make some exceptions if convincing reasons are provided.

- 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 and announced during application.

- He should have not been dismissed from any other university for disciplinary or academic reasons, and if that prove to be the case, his acceptance shall be deemed cancelled from the day of his admission.

- Must have an Aptitude Test Certificate (ATC) administered by the National Center for Assessment in Higher Education.

- Must have minimum qualifying scores in SSSCSS & ATC tests of total equivalent percentage of 75% (based on 30% from the SSSCSS + 30% from the ATC + 40% from cumulative basic Science of SSSCSS).

Allocating students to various departments within the College of Applied Medical Sciences starts after the student successfuly completes the preparatory year modules in semester one and two. The allocation process of students to different programs within CAMS is goverened by two factors: the student's choice, and the intake capacity of the chosen program. When the number of applicants exceed

the availability of seats at CAMS, priority is given to students with higher GPA in the previous two semesters. The final list of accepted students to different programs is then submitted to the Deanship of Admission and Registration within a pre-determined time-frame each semester.

Registration Procedure:

The student is automatically registered at the beginning of each semester for a number of credit hours according to his/her academic status. Students with GPA of 2.0, for example, are eligible to register up to 14 credit hours, while those of 4.5 GPA or above are eligible for up to 20 hours as a maximum. Students register online (through the EduGate system). All restrictions are programmed, however if the student needs to override any of these restriction he needs the approval of his academic advisor and, in certain cases, the approval of the Head of Department.

Withdrawal:

The student has the right to drop-out from an academic semester within the withdrawal period announced in the academic calendar for that semester. Withdrawal from the semester is not allowed during the last five weeks before the final examination.

1.5.2 Explanation of the regulations on compensation measures for students with disabilities and chronic illnesses with regard to the admission requirements (with specification of the regulations)

There are no general rules governing the compensation for students with disabilities and chronic illnesses. Decisions regarding such cases are taken on the merit of individual case, by the relevant department.

1.5.3 Explanation of the rules of recognition for credits transferred from other universities (domestic and abroad) according to the Lisbon Recognition Convention (with specification of the regulations)

Transfer to the college is done on three different levels as follows:

Transfer from programs of other universities

- Student should have a cumulative GPA of at least 3/5 or equavalant from a reputable Applied Medical Sciences or Nursing Program.
- Student should satisfy the condition of having percentage grade of at least 75% in Secondary School basic sciences.

- The procedure for evaluating transfer applications to the college from outside the university is as follows:
    1. Fill in the university application form
    2. The university registrar office after receiving all applications sends them to the Vice Dean of Academic Affairs office. The vice dean prepares the applicants information for the program supervisor, who evaluates application forms and prepare a report directed to the college council for approval.
    3. The maximum allowable percentage of credit hours that could be transferred by students from other universities is 40% of the total credit hours in the curriculum.

Transfers from other health colleges within the university:
- Students can apply for transfer only after studying at least one semester (excluding summer semester) in the college they wish to transfer from.
- Student should have a cumulative GPA of 3/5.
- Student should meet the college admission requirements.
- The grades obtained by student in previous modules will be included into the academic transcript of the student

Transfers from other programs within the College of Applied Medical Sciences:
- The procedure for evaluating transfer applications to the nursing program from other programs within the college is as follows:
    1. Student should have a cumulative GPA of more than 3/5.
    2. Fill in the "Between-Departments Transfer Form".
    3. The departmental academic affairs committee studies the application and suggests recommendation to the department council. Thereafter the decision is forwarded to the college council for final approval.

Transfer Courses in order to equalize:
- Students can equalize courses that have been studied in other universities.
- The maximum accepted percentage of credit hours that could be equalized by students from other universities is 40% of the total credit hours in the curriculum.
- These courses are evaluated by the Department Academic Affair Committee and Faculty members who teach these courses and approved by the Head of

Department.

- Equalized credits studied in different university are not included in the GPA and a pass grade is assigned to those courses.

- Students who wish to study a course(s) at other universities must do the following:

  1. Submit a course equalization form to the Head of Department
  2. The Head of the Department consults with the course coordinator to check Students Learning Outcomes if match the equivalent course offered at department (both courses should match on 80% of their Learning Outcomes.
  3. Approved Form should be endorsed and signed by Head of Department and the Vice Dean for Academic Affairs
  4. Submit signed form to the office of registrar for the issuing of the official letter of approval.
  5. On passing the course, student should supply the registrar office at his/her university with a „ Letter of completion "from the other university together with the transcript.

1.5.4 Explanation for the admission qualification in relation to the educational objective being pursued (especially for master's programs)

Admission qualifications for students to the Bachelor of Nursing Sciences are:

- Successfully completing the preparatory year modules
- Passing the Medical Check
- Desire to join the nursing department
- Have an average GPA of no less than 2

1.6 Quality assurance

1.6.1 Information on the quality assurance concept regarding teaching and research (attach overall concept, evaluation regulation, etc., if applicable); description of the organizational and decision-making structures with regard to quality assurance.

The National Commission for Academic Accreditation & Assessment (NCAAA) has been established in the Kingdom of Saudi Arabia to set up standards and criteria for academic accreditation and assessment, and for accrediting post-secondary institutions and the programs they offer. The Commission is

committed to a strategy of encouraging, supporting, and evaluating the quality assurance processes of post-secondary institutions to ensure that quality of teaching & learning and management of institutions are equivalent to the highest international standards. The primary concept of quality assurance system is Continuing Improvement and this orientation will enable all of the Commission's activities. In CAMS, there is a well-defined *Management Control Process of Quality Assurance*. The body responsible for monitoring of all issues related to quality is the Vice Deanship of Quality. The role of Vice Deanship is to advise and support secondary committees of quality within CAMS departments to ensure the congruence of all processes with the university mission, the short and long term planning and reporting procedures based on evidence of quality of performance.
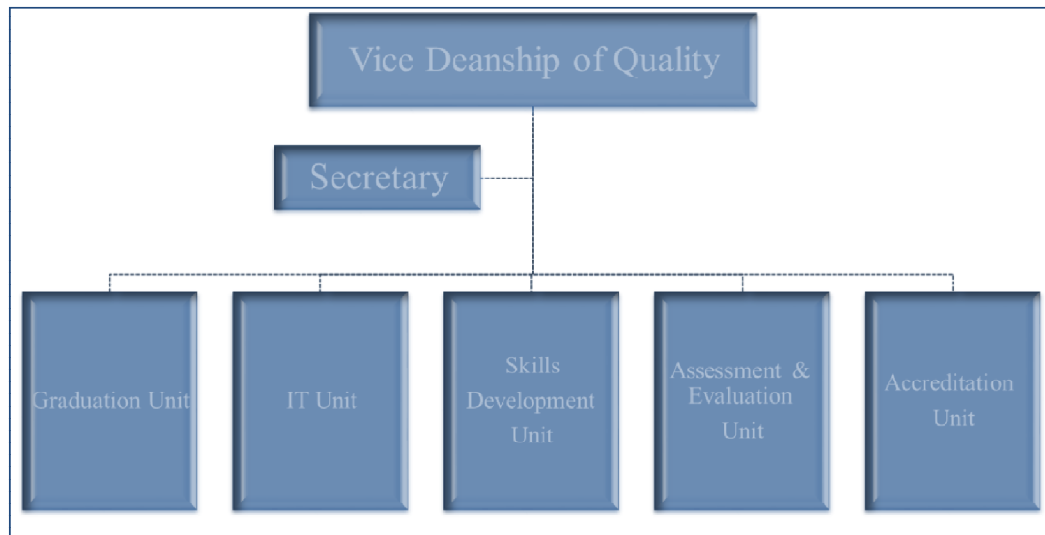
Table 1.6.1, a: Organizational structure of Vice Deanship of Quality

The Quality Assurance Committee guarantees timely guidance and support for all academic and non-academic departments within CAMS. The Quality Unit is responsible for developing, monitoring and implementing quality management procedures. The strong drive towards quality management and improvement is fully supported by vice Deanship of Quality Assurance and the Deanship of CAMS. CAMS Quality Assurance Team represents the steering committee of Quality and Accreditation efforts at the college. At CAMS, Quality Assurance is Everyone' responsibility. All faculty members are involved in quality improvement processes.
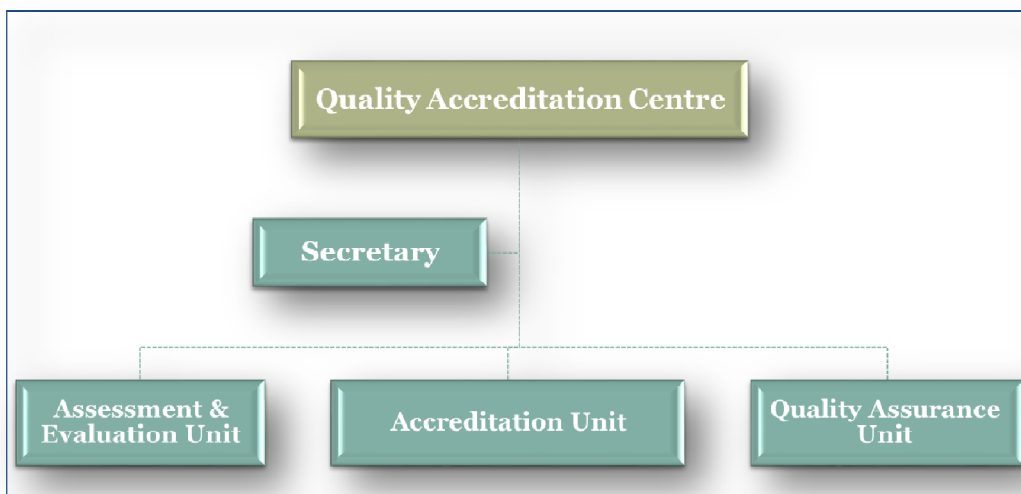
Table 1.6.1-b: Organizational Structure of Quality Centre at CAMS

1.6.2 **Information on the quality assurance measures of the study program to be accredited; information on the extent to which the quality assurance measures of the study program to be accredited are integrated into the overarching quality assurance measures of the entire university**

The Department of Nursing Sciences employs the following measures to assure quality within the department:

1- Establishment of a Secondary Quality Assurance Committee within the department involving members from both male and female students sections

6- The secondary committee coordinates with the Vice Deanship of Quality Assurance–CAMS for all matters concerning quality assurance in clinical, academic, research, and management.

7- Each module (or group of modules) is assigned a coordinator who has the responsibility of ensuring that the major objectives of the module fit into the wider objectives and of both CAMS and MU.

8- Assessment methods are employed to measure achievement of objectives of all modules within the study plan in collaboration with the Vice Deanship of Quality Assurance. Assessment methods include:

   a) Course specification
   b) Course report
   c) Student survey
   d) Alumni survey

e) Employee survey

f) Faculty survey

g) Advisory Committee Feedback

h) External Reviewer feedback

i) Program statistics

j) Feedback from Vice Deanship assists individual departments in formulating action plans and modifying existing ones.

9- The Vice Deanship lays a strong foundation for quality standards with continuous improvements & innovations that are expected to pervade all levels of operations in terms of both changes & culture.

10- The ultimate goal is to match and fulfil the student learning outcomes with each course contributing to the achievement of the overall program objectives.

11- It is always ensured that the Department Quality Assurance Committee will work in part with the defined University Vision and Mission statements and act on achieving the short and long term goals of the University.
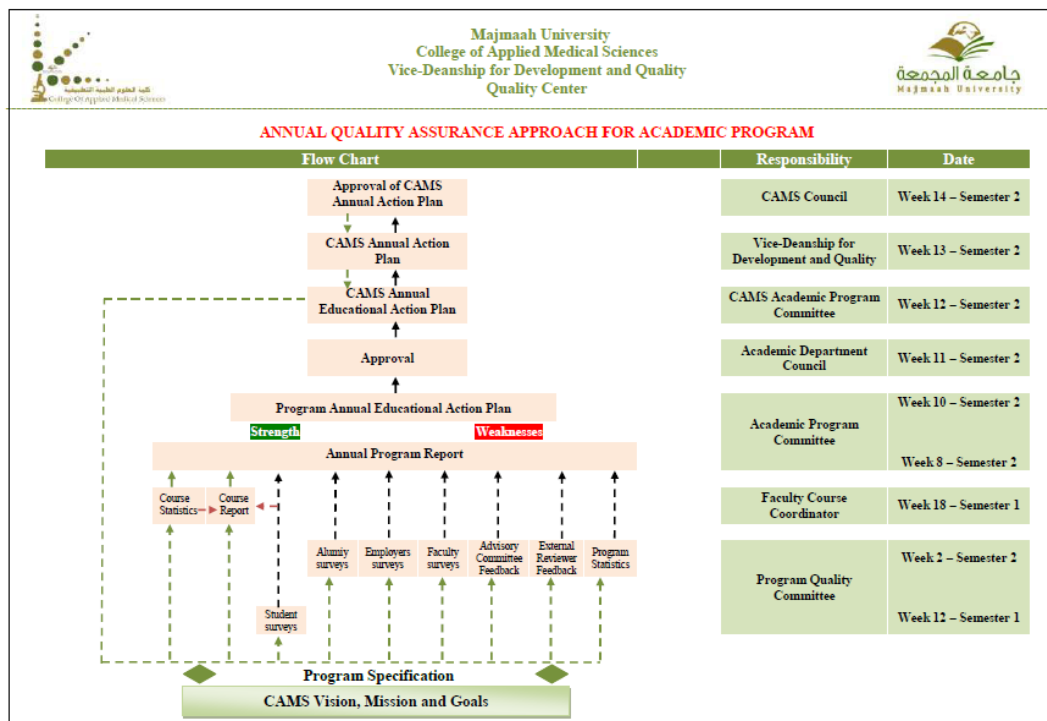

Table 1.6.2: Annual Quality Assurance approaches for the Nursing Studies Program

1.6.3 Information on measures for module evaluation; information on the implementation of the obtained evaluation results with regard to the improvement of the study program concept; integration of students into the internal quality assurance within the study program

Evaluation is done as a continuing process. The module evaluation is carried on by the respective coordinators duly nominated. The duties and responsibilities are clearly formulated and informed. At the beginning of the course, the course specification will be scrutinized by the course coordinator for a common objective, contents and assessment methods. The course coordinators ensure that teaching strategies are undertaken with common Learning objectives in Male and Female section. The time line of Lectures will be reviewed periodically by weekly meetings between the Instructor and course coordinators. All the course coordinators will submit their weekly feedback and suggestions to the coordinators of the modules. The coordinators forward the suggestions and recommendations to the Head of the Department. The assessment methods for each course will be validated in the meetings and common assessment methods are framed for Male and Female section. The respective instructors from Male and Female section prepare a model question paper from which course coordinators finalize the questions with the mutual concern. At the end of the course the course coordinators will unify the Course report submitted by Male and Female instructors for each course. The course report will be analyzed to detect the strength and weakness of the designed course specifications. The observed features will be forwarded to The coordinators who him/ herself will submit the details to the Academic Advisory Committee (AAC). The AAC is responsible to present the recommendations and suggestions in the department council meeting headed by the Head of the Department of Nursing Sciences.

The students are given orientation about the quality assurance by highlighting the importance and need for continous development. The course instructors are responsible for explaining the features of course specification to the students in the begining of the course and get their concent through documentation of their signatures. The students are responsible to provide their valuable suggestions and opinions in the form of survey conducted by the quality assurance. The surveys are conducted online through the edugate services of Majmaah

University. The feedback are also obtained from students during theFinal exams to recieve the opinions about the Question papers after the completion of respective exams.

1.6.4 Information on the evaluation of the practical relevance of the study program (e.g. through graduate surveys, follow-up studies)

The practical relevance of the study program is assessed by periodical evaluations through feedback obtained from graduated students working in various settings and their employers. All obtained data will be analysed and recommendations are made to the Deaprtment Council to prepare action plan regarding these recommendations. Areas such as reliability of graduates' professional conduct as planned in the program, level of self improvements and further training investments by the graduates, and employers' satisfaction with graduates' professionalism, skills, and gerneral attitudes toward their work and the services they provide are of upmost priority to assess for the improvement of the program.

1.6.5 Information on the evaluation of the student workload (or specification of the estimated student workload based on experience in the case of initial accreditation)

The evaluation of the students' workload is carried out by the Department of Nursing Sciences through Course Report at the end of each semester. The cumulative GPA is one of the indicators of the student's abilities and limitations. A pre-set cut-off point of the GPA will determine the student's study load. Students with GPA of 2.0 or less are eligible to register no more than 14 credit hours per semester, while those of 4.5 and above are eligible for up to 20 credit hours per semester.

1.6.6 Statistics on enrolment applications, admission procedures, numbers of students and numbers of graduates with regard to the study program to be accredited and, if applicable with regard to the preceding model (respectively divided according to semester and gender).

Appendix 5 illustrate Students enrollment in the Nursing Studies Program by year and semester.

For admission criteria Student Admissions please refer section 1.5.1

1.6.7 Information on the documentation and transparent publication of information on the study program as well as on the exam requirements including regulations on compensation measures for students with disabilities

All students have access to the EDUGATE system through the Deanship of Admission and Registration. The system provides students with full details of their academic requirements, passed and failed modules, and their credit hours, attendance statistics, and a complete academic plan. The EDUGATE system facilitates students' automatic selection of modules to study, adding and dropping of modules, management of student study plan and schedule, and information about examination and their grades and cumulative GPA. It also provides Information on the support available to students such as academic counselling, department-specific academic counselling, office hours of faculty members, and different types of on-line communications between tutors and students.

1.6.8 The information on the support of the student, general academic counseling; department-specific academic counseling, office hours of the instructor; communication options between instructor and students; support of the students

Students' support includes a full orientation program of the different academic departments within CAMS, their study plans, admission requirements and employment opportunities after graduation. Support and counseling continue throughout the study years and during the internship period as well. General academic counseling is facilitated and ensured through regular office hours (at least two hours for each module per week), and clinical time allocated for students on weekly bases. The Department of Nursing Sciences adopts an open-door policy for students to approach the head of department or any other faculty members outside the office hours if needed. A committee for low-achiever and challenging students is established at the department of nursing with the sole responsibility of tracking weak students, assessing them and their academic status, and advising the department council of the findings so an action plan can be formulated and executed. Within CAMS, there is a system for student advising which includes a college committee for advising, where each program is represented by a faculty member. Each faculty member in the Department of Nursing Sciences is assigned to a group of students (10 – 15) as an academic

advisor. Advisors provide counseling to students regarding study curriculum, study plan, academic progress,   available services for students, and University and College policies and procedures. Regular meetings are usually arranged to get both students and their advisors together for open discussion and opinions exchange. Annual Career Days are arranged by CAMS for all students from different department to have the opportunity to meet prospective employers from all over the country, and build a vision of their future career plans and line of work.

1.6.9 **Information on the concept for the promotion of gender equality as well as the promotion of equal opportunities for students in special living situations (e.g. parents, foreign exchange students, students with an immigrant background, people from educationally deprived backgrounds)**

The University of Majmaah follows an equal opportunity policy for employment and recruitment, and for students' admittance. Regardless of the segregation of male and female students sections (for religious and cultural factors), both students' sections enjoy equal rights, privileges, and opportunities in education opportunities, training and grading.

1.6.10 **Information on the special support of students with disabilities and chronic illnesses as well as on the publication of the information.**

The university follows the regulation laid down by the Ministry of Social Welfare, and provides the information in the prescribed format as required.

2. Human resources, equipment and furnishings

2.1 Teaching staff

2.1.1 **Specification of the number and composition of teaching staff in the study program**

- **Total staff demand required for the study program at full-time enrolment[3] in week hours per semester,**

The Nursing Studies Program at full time enrolment will require

Total Program Credit*Days/Average Credit

(134 X 5)/17= 40

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[3] *with regard to all cohorts as well as to the utilization of the admission places available*

The above-mentioned number of staff includes the faculty members responsible for Preparatory year, the university and college requirements and Basic Sciences modules.

- **number of all full-time lecturers as well as the scope (in week hours per semester) of professorial teaching in the study program,**
    - The University specifies the general workload for the Lectures as sixteen (16), Assistant Professor as Fourteen (14), Associate Professor as Twelve (12), and Professor as Ten (10) credit hours per week.
    - Number of full-time Lecturers in the Nursing Program = 6
- **number of adjunct professors,**
    - Assistant Professors = 08
- **percentage of the study program to be accredited that is taught by professors, lecturers and adjunct professors, practitioners, etc.,**
    - Out of 134 program credit 81 credits are taught by Assistant Professors and Lecturers which amounts for 60%.
- **faculty/student ratio in the study program with full enrolment capacity utilization (ratio of the number of full-time teaching loads of the full-time instructors to the total number of all students in the study program)**
    - full-time teaching load =
      Assistant Professor: 8 X 14 = 112
      Lecturers: 6 X 16 = 96
      Instructors: 3 X 18 = 45
      = 262/ number of students in male and female section

2.1.2 System and criteria for the selection of the teaching staff

The recruitment procedures is well established for review and evaluation of desirable candidate for appointment of faculty as demonstrator, teaching assistant, lecturer and assistant professor. Job announcements and interviews are performed at the level of departments. Decisions and recommendations are then reported to the university-wide Deanship of Faculty and Staff Affairs through the Dean of the College. Positions are publicly advertised thereafter in local newspapers, website of university, as well as in international newspapers and websites. The advertisements include job title, means to apply and selection criteria.

Although employment processes are highly centralized, there is variation in some employment processes of teaching staff at the department level. In other words, applicants go through different processes according to the department. Each department, take into accoutn the GPAs and interview scores in making the decision of hiring or turning down an applicant. For hiring teaching assistants and lecturers, committees at the department level makes their recommendations to the Committee of Teaching Assistants and Lecturers headed by the Vice Rector for Graduate Studies and Research after approval by the department and college councils,. The same procedure is also followed for the recruitment of assistant professors and higher academic ranks, except that the final decision of employment is made at the Scientific Council.

The College is strict about verifying the standing and reputation of the institutions from which degrees were obtained. At the beginning of each academic year, the new teaching staff are given a two-day orientation session to ensure familiarity with the University's policies and regulations, programs, services, priorities for development, and discussion of the faculty rights and duties. Also, such workshops introduce newly appointed staff to the University's vision, mission, and objectives. This event has successfully been organized for the past three years by the Deanship of Skills Development.

Administrative and technical staff are recruited by the University based on the College nomination. Currently, the College has 29 administrative staff, 8 technicians and 88 teaching assistants and lecturers. These are considered adequate to support the College academic programs.

2.1.3 Specification of measures for human resources development and qualification, opportunities for university didactic continuing education for teaching staff.

All College staff members are also encouraged to regularly attend training and professional-development workshops held either within MU, by the Deanship of Quality and Skills Development, or outside MU. The College has recently adopted a policy to reward outstanding academic, technical and administrative performance. Such rewards include recognition of their merit by announcing on the website the name of the employee of the month in recognition of his/her outstanding performance.

All faculty member at MU is eligible to attend national and international conferences, symposia and workshops. Faculty members are given financial support for transportation, conference/workshop wherein the MU covers the member with their registration fees and living allowance for the particular event. The member can simply fill an electronic form (MU website) requesting of attending the conference or training-course, which is then electronically approved by the Department Head, College Dean, Vice Rector for Graduate Studies and Research, and finally by the Ministry of Higher Education. This process takes about 1-2 weeks. MU encourages faculty to actively engage in a variety of professional workshops, meetings, and conferences world-wide, which could benefit them in their teaching and research capabilities.

Moreover, career and personal development of faculty members in different colleges at MU provides opportunities to build productive and satisfying careers that leads in achievement of the University Mission. The Deanship for Quality & Skills Development at MU plays a major role not only in organizing the workshops and seminars, but also look forward in identifying the needs of staff and setting strategies to meet their needs.

MU faculty members are eligible for one semester sabbatical leave every three years or one year every five years. The procedure for applying for sabbatical leave involves written requests that go through the department chair and the Dean's office. Permission is granted after consideration of a previous sabbatical application, sabbatical plans, duration of leave and availability of faculty staff to cover him in his absence. Faculty member on sabbbatical leave is required to produce at least one research publication during their sabbatical leave. Applications for sabbatical leave (research plan and its budget) should be submitted to the department 4-6 months prior to the end of the academic year for approval by department, College Council and then by the Scientific Council at the Vice Rectorate for Graduate Studies and Research.

2.2 Further human resources

2.2.1 Further human resources in the study program: work placement coordination, study program coordination, etc.

There are four main coordinators in the Nursing Sciences Program:

- The study program coordinator (usually the head of department)

- The clinical training and laboratory coordinator (member of the department staff)
- The students registration and schedule coordinator (member of the department staff)
- Quality assurance coordinator (member of department staff)

2.3 Facilities for instruction and research

2.3.1 Premises (lecture halls, seminar rooms, laboratories, student workstations etc.)

The male section of the department of Nursing is housed within the CAMS building on the main university campus, and shares some common facilities with other departments. The female section is housed within the Female Campus (the Old Health Institution Building). The department of nursing provides a functional and comfortable setting for nursing education and provides an environment that supports student-to-student and student-to-faculty interaction. The department of Nursing, loacted on the first floor of the main building, houses classrooms; conference rooms and auditoriums; offices for faculty, administration, and staff; technology and research laboratories, and student and faculty lounge areas.

Classrooms are adequately equipped with educational electronic media and suitable seating. Laboratories are well equipped for practical training of students according to the course requirements. Certified technicians are available for laboratory management and course tutoring. All laboratories follow CAMS safety instructions that ensure the safety of students and equipment. A large room at the college is equipped with the latest personal computers connected to the internet, and is available to all students at CAMS. The students can access internet anywhere on campus. Key features of our facility include:

- Five Technologically-enhanced classrooms (~80m2each) with smart classroom technology (e-podium with internet access, active board, white board, data show, projector, and document camera).
- Comfortable study spaces for both individual (at least 30) and group work to achieve the program educational objectives and student outcomes.
- The classrooms and the associated equipment are suitable and provide an excellent environment to students and faculty in order to achieve the program educational objectives and student outcomes. The department

of nursing has four main nursing labs:

- Clinical Skills and Adult Nursing Lab
- Health Assessment Lab
- Maternal-Newborn Nursing lab
- Mental Health and Community Health Lab

All laboratory materials and laboratory experments and instructions are available in the Clinical Laboratory Manual . Refer to Appendix 9 Clinical Laboratory Manual.

- The offices of the faculty are reasonably spacious, well equipped, and comfortable for their professional needs and responsibilities. These offices are easily accessible by students. Faculty members post their weekly schedule on their MU websites and outside their offices, specifying the office hours for students.

2.3.2 Library/libraries

- Inventory (total, program-related inventory of books and periodicals),
- Means for program-related new acquisitions (books and periodicals),
- Access options for the library (opening hours, access on the weekend),
- Access to databases.

The University main library is located within the main campus building on the second floor. The Library contains a concentrated collection of nursing and healthcare books, journals, indexes, videos and computer software. The library staff is available for consultation on research projects and health-related searches. MU has subscription to many of the periodicals related to the nursing 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

2.3.3 Computer equipment, media equipment etc.

The students of nursing department not only enjoy the use of their own computing resources, but also benefit from facilities provided by the college, and the MU central library. In 2012-2013, the internet bandwidth in University was been upgraded from 400 Mbps to 4 Gbps for greater internet coverage. Wireless internet access is installed at the college reaching all points of the college

including staff and faculty offices and class rooms. Students can access the wireless network using their own ID number and password provided by MU. There is a greater need for public-access workstations to support students educational and E-services access. The centralized user service center, established at the Deanship of E-transactions and Communications, provides the IT technical support for hardware, software, and network support and handles requests by phone and through a web support system http://mu.edu.sa/en/deanships/deanship-information-technology

The following college-wide and university-wide computing resources are available to staff and students:

- Remote access services for staff and students: In order to obtain this service, a student or staff member fills a technical support request form. He has to provide his IP phone number to get the call back service. A staff member at the computer center creates an entry in the Radius call back system thus enabling him to use the system.

- A heterogeneous network of Windows and Linux/Solaris workstations and servers: There are many environments available for the students.

- D2L Learning Management System (LMS): The E-learning and Distance Learning Deanship provides its LMS (D2L) to MU students and faculty through the link: http://el.mu.edu.sa/

- EduGate (Electronic Academic Services System): The Deanship of Admission and Registration provides its academic services system (EduGate) to MU students and faculty through the link http://edugate.mu.edu.sa/mu/init. Through EduGate, students can register courses online; monitor their academic progress, view and print transcripts/grades, and lot more. Course instructors are not only able to insert grade and attendance but also monitor their students' academic progress.

- Faculty members are expected to use the D2L to support their teaching in all their courses. D2L training courses are offered regularly in the College and at the Deanship of E-learning and Distance Learning. Once the faculty has logged in, he is able to see all the courses allocated to him for the current semester.

The above mentioned facilities are adequate to support the scholarly and professional activities of the students and faculty in our program.

2.3.4 Funds for supporting staff, equipment and investment funds, extra funding

3. Institutional environment and structural conditions

3.1 Description of the university

3.1.1 Basic data of the university

- **founding year with brief information about the development of the university,**

  The establishment of MU, which is deemed as a newly established one, came as a result of the decree of the Custodian of the Two Holy Mosques King Abdullah Bin Abdul Aziz Al-Saud and the Prime Minister and Chairman of Higher Education on Ramadan 3rd, 1430 - 24th of August, 2009 to establish Majmaah University.

  Majmaah University is established to serve the Majmaah County, as well as other Counties and Districts including- Zulfi area, Rumaah area, Ghat area, and Hawtat Sudayr area. It helps in achieving the objective of Ministry of Higher Education's in expanding the university education across the country. With regard to scientific research, the University provide programs of high quality compatible with the strategic objectives of University. The royal decree No: 194/A on the 30th of Zul-Al-Hejjah, 2430 (The 17th of October, 2009) to appoint Dr. Khalid Saad Al-Mugren as the Rector of Majmaah University with higher rank accelerated the development process at the University. Dr. Al-Mugren focused on developing existing colleges and building new ones in order to meet the market demands. Dr. Al-Mugren concern is to make Majmaah University a beacon of knowledge and enlightenment that offer education of high quality.

- **Total number of students (current status), number of departments/ faculties and the offered study programs; planned study programs,**

  Majmaah University functions as an umbrella to cover a wide range of courses in the several disciples at following colleges:

  - College of Applied Medical Sciences – Majmaah city.
  - College of Education- Majmaah
  - Computer sciences & Information Technology College- Majmaah
  - Community College- Majmaah
  - College of Business administration- Majmaah

- College of Engineering- Al Majmaah
- College of Medicine- Majmaah
- College of Education-Zulfi
- College of Dentistry- Zulfi
- College of Science- Zulfi
- College of Science- Hawtat Sudair
- College of science & Humanities- Ghat
- College of science & Humanities- Rumaah

- **Information on program-relevant university location, if applicable,**

The Majmaah is a County and a Governorate in Al-Riyadh Province, Saudi Arabia. The name of MU is derived from Majmaah Province, located 180 km north Riyadh city.

Majmaah University was established to serve a number province including Majmaah, Zulfi, Ghat, Rumaah and Hawtat Sudair. The population of these provinces and their neighboring centers is more than 250 thousands. Majmaah University is expected to meet the growing number of high school graduates in the region, which will reduce the pressure of both universities in big cities and students as well. The University main campus is located in the south part of Majmaah City and can be seen from the highway that links Riyadh with Qassim. The University has around 20 buildings for the administration, colleges, deanships, medical services and units. The University destined to provide not only quality education and scientific research development but also intended to the hoist community service.

- **Information on institutes and research facilities of the university,**

The university Deanship for Graduate Studies and Scientific Research represents one of the corner stones that enable the university to become a pioneering educational institution. This will be through its continual quest for quality among the Saudi and international universities, creating knowledge exchange and collaboration with the local and international academic institutions. The University Vice Deanship, hence, works hard to take a giant step at both the regional and international levels, activating its role in transforming the kingdom to a knowledge community, to realize sustainable development and reinforce community partnership through series of ambitious programs, compatible with

the orientation of the kingdom in establishing an effective scientific system and reinforcing the national system for scientific research.

The Major objectives of Research centre of Majmaah University is:

- Providing a distinctive research environment that helps develop the skills of innovation and creativity, and contributes in solving the problems that equally face the university and the community.

- Supporting the distinctive research papers, theoretical or practical, along with encouraging researchers to concentrate on the kind of research that contributes to dealing with the problems of the public and the private sectors in the region. Coordinating the efforts of the researchers inside the university, and encouraging research that is shared among the academic departments.This may set the ground for a creative and innovative environment that helps achieve distinction.

- Contributing to the publishing of the research papers, supported by the university, in the specialized scientific journals locally and internationally, also, encouraging researchers to publish their work in the best international scientific journals through the awards of distinctive research.

- Designing an integral plan for research chairs, determining the mechanisms of activating them and the ways of introducing them to the sponsors, as well as utilizing the expertise of other universities that are pioneers in this aspect.

- Working on obtaining research scholarships from the public and private sectors so as to increase the resources of the deanship that are allocated to research, and attending conferences and seminars.

- The Research at Majmaah Universitiy is controlled by the Deanship of Research which comprises of further 3 Research centres
    - Essential and Health Sciences Research Center.
    - Engineering and Applied Sciences Research Center
    - Human and Administrative Sciences Research Center.

3.2   Stroke Chair:

3.3   Apart from the research contributions from various faculties, there exist a unique chair funded by honorable SHEIKH ABDELMOHSEN AT-TUWEJIRI in cerebrovascular stroke. The overall objective of this chair is to provide the reserach scholar with the skills and knowledge necessary to:

- Provide high quality clinical care and assessment of patients with cerebrovascular stroke including diagnostic evaluation, treatment, management, counseling and prevention.
- Management of critically-ill stroke patients
- Ordering and interpretation of laboratory and imaging tests

- **Current developments or special features of the university.**

3.4   The Majmaah University has rapidly developed since the establishment period and made a lot of achievements that enable it to occupy a prominent position among other Saudi universities. The achievements of the university range were in various fields, most importantly the field of quality assurance and the fulfillment of academic accreditation requirements. One major contribution to this field is the completion of internal-assessment project which helped in identifying the strengths and weakness and further provided an improvement plan to be able to apply of academic accreditation via the National Commission for Assessment and Academic Accreditation. The university efforts were not confined to that plan as it launched a number of initiatives that are likely to contribute to the success of the program.

3.5   One very important initiative is the project of programs that are in compliance with academic accreditation which had a positive impact on encouraging the university academic staff to meet the requirements of academic accreditation. In addition, the Deanship of Quality and Skills Development in collaboration with representatives of colleges and deanships have created a framework of assessment for the performance of colleges and deanship over the last three years in fields related to quality of performance and the availability of infrastructure needed for obtaining quality. In compliance with the university striving to ensure a high quality of outcomes that will contribute in achieving the requirements of academic accreditation, the university has seen the dire need for a developmental project that will help in fulfilling these objectives. The recommendations of the report of the initial internal study which was backed by the recommendations of the National Commission for Assessment and

Academic Accreditation were of paramount significance for the project. The project includes a number of major issues such as the development of institutional aspects and the promoting of quality concept. The project will cover all the academic units of the university and will be beneficial for all employees. This will help in making great achievements in the history of the university that will make it ready for obtaining the academic accreditation.

3.6   3.2 Description of the department/faculty

3.6.1   Basic data of the department/faculty

- Founding year,
- Total number of students at the department/faculty (current status),
- Number of study programs in the department/faculty,
- Current developments and special features in the department/faculty.

- The Nursing Department established in the year 1430. It was established in order to meet the growing need for more qualified nurses locally and country-wide.
- The Nursing Department offers one program (Bachelor of Nursing Sciences)

Appendices: AHPGS templates (http://ahpgs.de/downloads/)

Appendix 1 module template

Appendix 1: Summery of modifications to old study plan in the Nursing Department

Adding the following modules to the study plan	
module Added	**Type of Module**
Microbiology for Nurses (NRS 476)	Program Mandatory Module
Advanced Emergency Health Care Nursing (NRS 365)	Program Elective Module
Adult Intensive Care Nursing (NRS 476)	Program Elective Module
Newborn Intensive Care Nursing (NRS 477)	Program Elective Module
Independent Study in Health Care Nursing (NRS 486)	Program Elective Module
Emergency Care (CAMS 231)	College Mandotory Module
Quality of Health Care (CAMS 234)	College Elective Module

Merging of three modules into one module	
Old Module	**New Module**
Introduction in Nursing History (3 Credit hrs)	Nursing: History, Trends and Issues (3 Credit hours)
Transcultural Nursing (2 Credit hrs)	
Trends and Issues in Contemporary Nursing (2 Credit hrs)	

Adding Credit Hours to the following module			
Module	**Hours before modification**	**Hours after modifications**	**Rational**
Introduction to clinical skills in patient care/ Theory (NRS 233)	3	4	To stress the importance of fundamental clinical skills in preparing students for advanced mdules
Patient care clinical skills laboratory/ Clinical(NRS 234)	2	3	To stress the importance of fundamental clinical skills in preparing students for advanced modules

Omission of Credit Hours from the following modules			
Module	**Hours before modification**	**Hours after modifications**	**Rational**
Principles of Anatomy (NRS 231)	4	2	To unify the hours of this module among all programs in the College
Principles of Physiology (NRS 232)	4	2	To unify the hours of this module among all programs in the College
Community Health Nursing/ Clinical (NRS 472)	3	2	In preparation for future plans to merge both modules into one module named Psychosocial Health Nursing
Mental Health Nursing/ Clinical (NRS 474)	3	2	In preparation for future plans to merge both modules into one module named Psychosocial Health Nursing

Appendix 2: Cooperation agreement between the Ministry of Higher Education & the Ministry of Health

Appendix 3: Nursing Studies Program Organizational Structure

Nursing Studies Program Structure

University Registration

↓

Preparatory year

↓

Successful completion of 9 Modules (29 CHs) with Required GPA

↓

Acceptance in the Nursing Program

↓

University Requirments ← Program Requirments → College Requirments

Completion of 41 Modules (105 CHs) Offered Over Six Semesters

↓

One-Year Compulsory Internship

↓

Successful Completion of Internship

↓

Award of Bachelor of Science in Nursing

Appendix 4: Summery of workload in hours for the entire study program, the number of contact hours, and the share of self-learning time.

Year/Level No	Credit	Contact Hours

		Theory	Practical	Clinical	Total	Theory	Practical	Clinical	Self-Study	Final Exam	Total
Preparatory Year Modules											
1	**1**	4	14	0	0	14	210	0	0	315	8	355
	2	5	15	0	0	15	225	0	0	335	10	570
	Total	**9**	**29**	**0**	**0**	**29**	**435**	**0**	**0**	**650**	**18**	**1103**
Core Program Year Modules											
2	**3**	7	11	3	3	17	165	90	135	255	14	629
	4	7	17	4	2	23	255	120	90	285	14	764
3	**5**	7	15	0	3	18	225	0	135	330	14	704
	6	7	11	1	6	18	165	30	270	345	14	854
4	**7**	7	15	1	4	20	225	30	180	420	14	869
	8	6	13	0	7	20	90	0	315	495	12	912
5	**Internship**	0	0	0	0	0	0	0	2080	0	0	2080
	Total	41	82	09	25	116	1125	270	3205	2780	82	6812
Overall Program Total		**50**	**111**	**09**	**25**	**145**	**1560**	**270**	**3205**	**3430**	**100**	**7915**

Appendix 5: Students enrollment in the Nursing Studies Program by year and semester

Year	Level/semester	Number of Students		Total
		Male Section	Female Section	
2014 - 2015	**Level 3**	34	36	70
	Level 4	11	6	17
	Level 5	22	16	38
	Level 6	4	3	7

	Level 7	24	22	46
	Level 8	10	7	17
Total		105	90	195
2013 - 2014	Level 3	20	18	38
	Level 4	14	6	20
	Level 5	22	10	32
	Level 6	13	9	22
	Level 7	12	15	27
	Level 8	33	35	68
Total		114	93	207
2012 - 2013	Level 3	47	25	72
	Level 4	17	11	28
	Level 5	12	9	21
	Level 6	15	14	29
	Level 7	12	13	25
	Level 8	7	20	27
Total		110	92	202

Appendix 6: Summery of the Nursing Studies Program Plan & Modules by year and Semester

Code	Module	Credit	Code	Module	Credit
Year 1 – Level 1			**Year 1 – Level 2**		
PENG 111	English 1	8	PENG 121	English 2	6
PMTH 112	Introduction to Mathematics	2	PENG 122	English for Health Sciences	2
PCOM 113	Computer Skills	2	PCHM 123	Introduction to Chemistry	2
PSSC 114	Learning and Communication Skills	2	PPHS 124	Physics for Health Sciences	2
			PBIO 125	Biology	3

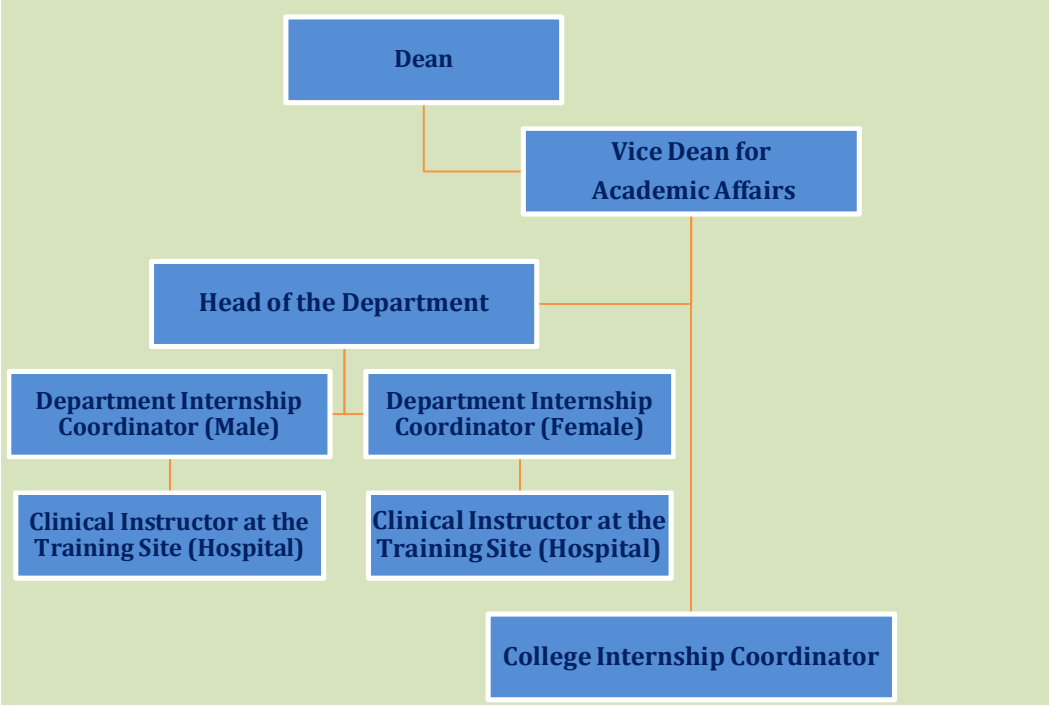|		Total	14			Total	15
	Year 2 – level 3				**Year 2 – Level 4**		
NRS 231	Principles of Anatomy	2	NRS 241	Health Assessment	2
NRS 232	Principles of Physiology	2	NRS 242	Health Assessment Skills Development \ Lab	2
NRS 233	Introduction to Clinical Skills in Patient Care	4	NRS 243	Adult and Geriatric Health Nursing-1\ Theory	3
NRS 234	Patient Care Clinical Skills Laboratory	3	NRS 244	Adult and Geriatric Health Nursing-1\Practical	3
CAMS 231	Emergency Care	2	NRS 245	Pharmacologic Aspects of Patient Care	3
	College Selective Course	2	NRS 246	Microbiology for Nursing	2
	University Selective Course	2		University Selective Course	2
	Total	**17**		**Total**	**17**
	Year 3 – Level 5				**Year 3 – Level 6**		
NRS 351	Adult and Geriatric Health Nursing-2\ Theory	3	NRS 361	Maternal-Newborn Heath Nursing / Theory	3
NRS 352	Adult and Geriatric Health Nursing-2\Practical	3	NRS 362	Maternal-Newborn Heath Nursing / Clinical	3
NRS 353	Nursing: History, Trends and Issues	3	NRS 363	Pediatric Health Nursing / Theory	3
NRS 354	Principles of Nutrition	2	NRS 364	Pediatric Health Nursing/Clinical	3
NRS 355	Pathophysiology	2	NRS 365	Advanced Emergency Health Care	2
NRS 356	Human Growth and Development	3		College Selective Course	2
	University Selective Course	2		University Selective Course	2
	Total	**18**		**Total**	**18**
	Year 4 – Level 7				**Year 4 – Level 8**		
NRS 471	Community Health Nursing/Theory	3	NRS 481	Immersion Experience	5
NRS 472	Community Health Nursing/Clinical	2	NRS 482	Nursing Management and Leadership/ Theory	3
NRS 473	Mental Health Nursing/Theory	3	NRS 483	Nursing Management and Leadership/ Clinical	2
NRS 474	Mental Health Nursing/Clinical	2	NRS 484	Evidence-Based Practice and Critical Thinking	2
NRS 475	Methods of Nursing Research	3	NRS 485	Information Technology in Nursing	3
NRS 476	Intensive Care for Adults	3	NRS 486	Independent Study in Specialty Nursing	3
NRS 477	Intensive Care for Newborns	3		University Selective Course	2
	University Selective Course	2			
	Total	**18**		**Total**	**17**
Internship Clinical Training for 12 Months – No credit hours allocated							

Appendix 7: Summery of modules shared in classes with students from other departments and programs

University & College Modules Shared by studnets from diffrent Programs			
Group	**Module**	**Credit Hours**	**No. Of Modules required from group**

Prepararatory Year Modules (29 CH) All Modules are Mandatory to all CAMS students & shred with other colleges			
Preparatory Year	English 1 (PENG 111)	8	
	Introduction to Mathematics (PMTH 112)	2	
	Computer Skills (PCOM 113)	2	
	Learning and Communication Skills (PSSC 114)	2	9
	English 2 (PENG 121)	6	
	English for Health Sciences (PENG 122)	2	
	Introduction to Chemistry (PCHM 123)	2	
	Physics for Health Sciences (PPHS 124)	2	
	Biology (PBIO 125)	3	
University Elective Modules (12 CH Required by student)			
Islamic Culture Modules	Introduction to Islamic Culture (SALAM 101)	2	
	Islam and Community Building (SALAM 102)	2	
	The Economic System in Islam (SALAM 103)	2	3
	The Foundation of the Political System in Islam (SALAM 104)	2	
Arabic Language Skills Modules	Language Skills (ARAB 101)	2	1
	Arabic Writing (ARAB 102)	2	
General Modules (Social, behavioural, humantities, and political)	Contemporary Social Issues (SOC 101)	2	
	English (ENG 101)	2	
	Enterpreneurship (ENT 101)	2	
	Family and Childood (FCH 101)	2	2
	Health and Fitness (HAF 101)	2	
	Law and Human Rights LHR 101)	2	
	Voluntary Work (VOW 101)	2	
College Mandatory (2 CH Required by student)			
General Health Modules	Emergency Care (CAMS 231)	2	1
College Elective (4 CH Required by student)			
Special Health Modules	Medical Terminology (CAMS 232)	2	
	Introduction to Biostatistics (CAMS 233)	2	2
	The Quality of Health Care (CAMS 234)	2	

Appendix 8: An Illustration of the administrative hirarchy of the internship management process

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                          ┌──────────────────────┐
                          │        Dean          │
                          └──────────────────────┘
                                     │
                          ┌──────────────────────┐
                          │   Vice Dean for      │
                          │  Academic Affairs    │
                          └──────────────────────┘
                                     │
          ┌──────────────────────┐   │
          │ Head of the Department│──┤
          └──────────────────────┘   │
                    │                 │
   ┌──────────────────────┐ ┌──────────────────────┐
   │ Department Internship │ │ Department Internship │
   │  Coordinator (Male)   │ │  Coordinator (Female) │
   └──────────────────────┘ └──────────────────────┘
             │                        │
   ┌──────────────────────┐ ┌──────────────────────┐
   │ Clinical Instructor at│ │ Clinical Instructor at│
   │ the Training Site      │ │ the Training Site      │
   │     (Hospital)         │ │      (Hospital)        │
   └──────────────────────┘ └──────────────────────┘
                                     │
                          ┌──────────────────────┐
                          │ College Internship   │
                          │     Coordinator      │
                          └──────────────────────┘
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Appendix 9: Agreements of the University of Majmaah with International Universities