



Accreditation Standards for Bachelor Nursing Education Programs in Jordan

2025

Introduction

It is evident that accreditation of education nursing programs demonstrates accountability and responsibility for ensuring quality, safety, and continuous improvement in healthcare and academic settings (1). Accreditation ensures that a quality improvement process is in place to provide services based on best practices. Quality improvement processes need to be data-driven, resulting in quality, safety, and satisfaction through the attainment of expected levels of achievement. Accreditation helps assure the public that a healthcare or academic organization meets or exceeds rigorous standards.

This document includes a set of standards and criteria to ensure that nursing educational programs achieve the national goals of improving quality and maintaining safety measure by nursing program under the guidance of the AQAC. The standards are based on a thorough review and analysis of the national and international standards and frameworks such as AQAC, CCNE, ACEN to align with national needs and global trends.

The need for updating the current standards stemmed from the recognition of the AQAC to update standards to meet the global and national changes and needs. Therefore, a national committee was formulated by AQAC to draft the recognizing national accreditation requirements. Six standards and their criteria were developed initially and validated in a national workshop attended by deans of nursing and the Jordanian Nursing Council. A valid and important feedback was suggested by participants and a final consensus was achieved.

Feedback was integrated and a final document was produced. The final document includes 6 standards as presented in table 1.

Table 1 Summary of Standards and Criteria

Standard	Criteria
Standard 1: Governance	Criterion 1.1: The program's mission, goals, and expected program outcomes Criterion 1.2 The governance structure has a defined role for faculty, students, and community stakeholders in decision-making. Criterion 1.3: The faculty, the students are representative in the institution and nursing program committees
Standard 2: Institutional Support and Resources	Criterion 2.1: Physical Facilities and Clinical Resources Facilities are adequate to support teaching, simulation and practical training Criterion 2.2: Financial Resources Criterion 2.3: Library and Learning Resources Criterion 2.4: Technology and E-Learning Infrastructure Criterion 2.5: Evaluation of Resources
Standard 3: Faculty Qualifications and Scholarship	Criterion 3.1: Faculty Educational and experiential qualifications. Criterion 3.2: The program provides opportunities for the faculty members in teaching, clinical practice, and scholarly engagement. Criterion 3.3: Faculty Development Criterion 3.4: Clinical Educator Criterion 3.5: Student– Faculty Ratio in clinical Training

[Type here]

Standard 4: Curriculum Design, Assessment and Evaluation	Criteria 4.1. The Curriculum align with Regulations of Higher Education, the National Accreditation Frameworks and guidelines Criteria 4.2. Course Learning Outcomes and Progression Criteria 4.3 Teaching, and Learning strategies Criteria 4.4. Curriculum Development and Continuous Review Criteria 4.5. Program Structure, Credit Hours, and Contact Time Criteria 4.6. Simulation-Based Learning Environments Criteria 4.7. Clinical and Practicum Experiences Criteria 4.8. Student Evaluation Methods
Standard 5: Student Support and Progression	Criteria 5.1: Student Support Services Criteria 5.2: Student admissions and progression
Standard 6: Program Effectiveness and Continuous Improvement	Criteria 6.1: Program Learning Outcomes Assessment Criteria 6.2: Program Completion Rate Criteria 6.3: Licensure/Certification Exam Pass Rate Criteria 6.4: Job Placement Rate

In addition to standards and criteria, a list of supportive documents under each criterion are presented as evidence for achieving the required criteria and standards.

[Type here]

Standard 1. Governance

The program's mission, goals, and expected outcomes align with institution and reflect the values of the nursing profession and community needs.

Criterion 1.1: The program's mission, goals, and expected program outcomes are written and accessible to students, faculty, and other institutions

- The mission, goals, and values of the program align with those of the organization and relevant professional standards, and are reviewed regularly to ensure continued relevance and consistency.
- Expected program outcomes may be expressed as competencies, objectives, benchmarks, or other terminology congruent with institutional and program norms.
- Community of interest is defined by the nursing program and community needs and expectations are considered in the periodic review of the mission, goals, and expected program outcomes.

Supporting Documentations

- Mission, goals, and expected out comes for the institution and the nursing program.
- Copies of all professional nursing standards and guidelines used by the program.
- Periodic review of the mission, goals, and expected program outcomes.
- Documents to show publicity of mission, goals and expected outcomes in student's/faculty handbooks, Catalogs or other sources including the website or advertisement materials.
- Evidence that the needs of the program's identified the community needs.
- Current faculty strategic and action plans.

Criterion 1.2 The governance structure has a defined role for faculty, students, and community stakeholders in decision-making.

- The organizational structure of the nursing program clearly delineates lines of authority and accountability within the institution and the faculty, ensuring effective governance and administrative oversight.
- Stakeholders and community representatives are represented in the governing structure and have opportunities to participate in decision-making regarding program improvement.
- The program dean/administrator) has the qualifications, the authority, and the abilities to lead the nursing program.
 - ✓ Holds a nursing degree that is required by the academic and regulatory institutions,
 - ✓ Licensed and has the academic and administrative experience to fulfil the assigned roles and responsibilities.

[Type here]

Supporting Documentations

- Organizational structure of the institution and the program
- Detailed CV of the nurse administrator/dean with clear qualifications.
- Experiences and leadership abilities and appointment decision
- Job descriptions of the faculty administrative positions

Criterion 1.3: The faculty, the students and community stakeholders are represented in the institution and nursing program committees and share decisions toward improvement.

- Students have opportunities to participate in governance activities for the governing organization and the nursing program.
- Faculty members are involved in the governing structure at the institution and within the nursing program.

Supporting Documentations

- Evidence of formal representation of the nurse administrator, faculty, students and stakeholders in institutional and nursing program committees.
- Evidences of shared governance and decision making (minutes, reports, policies, curriculum revision, strategic plan, present and future market needs).

Standard 2: Institutional Support and Resources

The nursing program is supported by sufficient, appropriate, and sustainable institutional resources including human, physical, technological, financial, resources to ensure successful program outcomes

- Sustainable financial, human, physical, and technological resources provided by the institution.
- Faculty-to-student ratios comply with regulatory and accreditation standards and support effective teaching and learning.
- Administrative staff to support program outcomes
- Sufficient and diverse clinical sites and simulation resources aligned with educational outcomes.

Criterion 2.1: Physical Facilities and Clinical Resources

Facilities are adequate to support teaching, simulation and practical training

- Clinical training sites are appropriate, varied, and aligned with CLO and achieve PLO.
- Classrooms, labs, and simulation labs/centers are appropriately equipped.
- Agreement/s with clinical sites are available and current.
- Clinical placements are well-supervised and evaluated.
- Teaching and simulation facilities are appropriate, safe, and accessible.
- Clinical placements are varied, sufficient, well-supervised and evaluated

Supporting Documentations

- Facility floor plans, including labs/photos
- Equipment inventory (simulation and lab)
- Clinical affiliation agreements
- Site evaluation reports

Criterion 2.2: Financial Resources

There is a stable and transparent budget that ensures the sustainability of the program, for teaching, research, clinical training, and administrative support.

- The budget supports essential needs: staffing, equipment, teaching materials, and faculty development.
- Program input is considered in budgeting decisions.
- External grants or funding sources are sought where relevant.
- Budget allows for program development and innovation and improvements.

Supporting Documentations

- Annual program budget
- Financial reports
- Budget planning and allocation policy

- Records of external funding (if applicable)

Criterion 2.3: Library and Learning Resources

Students and faculty have access to current and relevant nursing and health sciences resources, both physical and digital, to support evidence-based learning and teaching.

- Access to nursing journals, textbooks, and databases
- Library support services are available
- E-resources are accessible remotely.
- Students and faculty have access to updated and relevant academic resources.

Supporting Documentations

- Library resource lists
- Subscriptions/licenses to academic databases
- Library usage statistics
- User satisfaction surveys

Criterion 2.4: Technology and E-Learning Infrastructure

Technology infrastructure supports modern teaching, learning methods and student engagement including e-learning platforms, online assessments, and clinical documentation systems.

- Access to computers, internet, and digital tools are provided.
- Simulation and virtual learning tools are available for learning and assessment (including high and low fidelity simulation used to achieve specific defined clinical competencies).

Supporting Documentations

- List of available technology tools
- IT support policies
- Inventory of digital simulation tools

Criterion 2.5: Evaluation of Resources

Resources are routinely evaluated for effectiveness, sufficiency, and alignment with educational goals, with input from faculty, students and stakeholders.

- Regular surveys from students, faculty, and clinical partners.
- Documented improvements based on feedback.

Supporting Documentations

- Resource evaluation tools/surveys
- Program review reports
- Action plans for resource enhancement

Standard 3: Faculty Qualifications and Scholarship

The nursing program is supported by faculty members who possess the required educational and experiential qualifications and provide opportunities for faculty development in teaching, clinical practice, and scholarly achievements.

Criterion 3.1: Faculty Educational and experiential qualifications

The program is supported by faculty members who have educational and experiential qualifications to meet their roles and responsibilities to achieve the program outcomes.

The faculty:

- Hold the educational qualifications as required by the institution and the regulatory organizations.
- Hold current nursing licensure and certification as applicable, consistent with their assigned roles and responsibilities.
- The faculty are with diverse specialization in nursing and basic sciences to meet program domains outcomes with various academic ranks based on academic institutional requirements.
- Experientially qualified for their assigned roles and responsibilities
- Faculty-to-student ratio is consistent with institutional requirements and regulatory organizations.

Supporting documentations:

- Authenticated copies of faculty academic degrees and transcripts (e.g., BSN, MSN, PhD).
- Institutional hiring policies that define the minimum academic qualifications for various teaching roles as required by the governing organization and regulatory agencies
- List of faculty members and their ranks allocated per program requirement
- Valid and current nursing licenses for each faculty member from the national regulatory bodies (MOH)
- Job descriptions matching required credentials to the roles assigned
- Performance evaluations or peer review reports that support effective fulfillment of assigned roles.
- Faculty workload and teaching assignment sheets

Criterion 3.2: The program provides opportunities for the faculty members in teaching, clinical practice, and scholarly engagement.

The program provides opportunities for the faculty members for teaching, research, clinical practice, and scholarly engagement.

- Evidence-based teaching/instructional strategies that are relevant for all methods of delivery;
- Standards of clinical practice;
- Assessment and evaluation methods
- Research publications and scholarly engagement/collaboration in the field of nursing reflecting diversity of specialized areas, serving national research priorities and linked to SDGs.

Supporting Documentations

[Type here]

- Course syllabi showing evidence-based methods (e.g., flipped classroom, simulation, case-based learning).
- Faculty development/training progressing records and plan on academic/teaching methods.
- Evaluation reports of teaching effectiveness (student feedback, peer review).
- Policies or guidelines promoting evidence-based pedagogy.
- Curriculum committee meeting minutes discussing teaching strategies.
- Records of scholarly involvement showing research contribution and collaborations (e.g., publication, rate of publication per faculty member, etc....)

Criterion 3.3: Faculty Development

Faculty members have the opportunity to actively participate in curriculum development, assessment and evaluation, facilitate their roles in teaching, clinical practice, and scholarly engagement.

Teaching

- The availability of continuous professional development opportunities
- The integration of evidence-based instructional strategies into the curriculum reflects the program's commitment to teaching excellence.
- Maintaining a balanced faculty workload to ensure that instructors have adequate time for lesson preparation, student engagement, and curriculum planning.

Supporting documentations

- Plan and records of faculty training: showing a focus on pedagogy, technology in education, assessment methods, and curriculum development.
- CPD policy documents or faculty development plans that describe institutional expectations and support mechanisms for ongoing learning.
- Annual report showing feedback, course syllabi and teaching portfolios
- Teaching observation or peer review reports that highlight the use of active learning and evidence-based methods in the classroom.
- Faculty development records indicating training in evidence-based or student-centered pedagogy, faculty satisfaction, working load records.

Scholarship

- The presence of institutional support mechanisms for scholarly work and innovation.
- Faculty involvement in nursing-related or interdisciplinary/collaborative research projects

Supporting documentations

- Official policies or guidelines outlining research funding opportunities, seed grants, or protected research time.
- Records of internal and external funding calls and awarded grants (including names of faculty recipients).
- Strategic plans or annual reports that prioritize or allocate resources for research development.
- Documentation showing active research participation, such as copies of published journal articles, Institutional repository links, book chapters, or conference proceedings.
- Documentation of public lectures, webinars, or community dissemination activities related to research.

[Type here]

Clinical Practice

- The program encourages faculty to maintain their clinical competence.
- Collaborative agreements with clinical institutions that facilitate faculty involvement in practice settings.

Supporting documentations

- Evidences showing that faculty are supported in maintaining their clinical skills that includes records of clinical hours, rotations, or part-time practice engagement by faculty
- licensure/registration renewal certificates based on CPD national guidelines.
- Training or continuing professional development certificates related to clinical skills.
- Faculty schedules or contracts that allocate time for clinical practice.
- Institutional policies requiring clinical engagement of the teaching staff.
- Signed Memoranda of Understanding (MOUs) or affiliation agreements between program or representing entity and providers of clinical training facility.
- Joint appointment letters or documents outlining faculty roles within partner institutions.
- Clinical teaching agreements or schedules listing faculty assignments in hospital or community settings.

Criterion 3.4 – Clinical Educators

The program ensures that all clinical educators (faculty, clinical instructors or preceptors) meet the required academic, professional, and experiential standards, and are prepared for their educational roles.

A. Clinical Instructors

Clinical instructors refer to those who are appointed to conduct/supervise clinical teaching of students and teach when needed. They should have:

- A minimum of a master's degree with a major in nursing and certified as advanced specialist by JNC, or a Bachelor degree with a higher or professional diploma in nursing and certified by JNC as "specialist" according to specialization by-law
- A minimum of 2- years clinical experience before appointment
- Currently licensed and have current registration
- Successfully complete a continuing education on teaching and learning and clinical evaluation).

Supportive Documentations

- Curriculum Vitae (CV) for each clinical instructor.
- Copies of academic degree certificates
- Copy of JNC certification
- Employment/appointment letter stating start date and role.
- Evidence of at least two years' clinical experience prior to appointment (employment history, reference letters, or service record).
- Current valid nursing license
- continuing education records for at least 10 hours of educational preparation in teaching, learning, and clinical evaluation ().
- Role and responsibility descriptions (job description)
- Institutional policy for recruitment and appointment of clinical instructors.

[Type here]

B. Preceptors

The program uses preceptors who are part-time clinical instructors when needed in clinical teaching and supervision of students

- Hold the nursing educational qualifications as stated by the nursing program and JNC.
- Hold a current valid licensure and are experientially qualified for their assigned roles and responsibilities
- Have documented roles and responsibilities, which may include input into student evaluation

Supporting documentations

- List of preceptors' CVs for per semester including those part-timers
- List of educational experiential, qualifications, and current licensure
- Documents for their identified roles and responsibilities
- Policies for selection, training and evaluation
- Copies of contracts of needed

Criterion 3.5: Student– Faculty Ratio in Clinical Training

- The Faculty/clinical instructor -student ratio shall not be more than 1:8 for any clinical experiences.
- When clinical preceptors are utilized in a clinical setting, the ratio shall be 1:3 for the hospital settings (if they are supervising students during their work shifts) and 1:8 if they are totally free and not working that day,
- The ratio for PHC and community settings is 1:12

Supporting documentations

- Policy documents specifying faculty-student ratios for classroom and clinical settings.
- Clinical placement agreements or contracts
- Clinical schedules showing the number of students assigned per clinical educator per semester.
- Minutes from program or clinical site for approving ratio standards.
- Feedback or evaluation reports from students or clinical educators relating to supervision adequacy and ratio effectiveness.

Standard 4: Curriculum Design, Assessment and Evaluation

The curriculum is designed to support the achievement of the end-of-program learning outcomes, the required competencies; and is consistent with safe practice and responsive to the healthcare needs.

Criteria 4.1. The Curriculum align with regulations of higher education, the national accreditation Frameworks, standards and guidelines

- Consistent with the National nursing regulations bodies (JNC, ACACH, National Qualifications Framework (NQF)
- The Nursing program is structured around a clearly defined set of End-of- Program Learning Outcomes (PLOs).
- The curriculum PLOs are based on national and international competency framework; each competency domain is contextualized within six nursing practice areas: adult nursing, maternal health, child health, psychiatric and mental health nursing, community health, and nursing leadership and management.
- The program competencies emphasize advancement of health technology in health, innovation and AI to keep up with current challenges in health care systems.

Supporting documentations

- Table showing how each PLO aligns with JNC and AQAC, NFQ.
- Policy documents showing the curriculum's compliance with national educational legislation and nursing practice regulations.
- Curriculum blueprint showing distribution of competencies across the six major nursing practice areas
- Course syllabi listing competencies covered in each nursing practice area.

Criterion 4.2. Course Learning Outcomes and Progression

The nursing courses are designed with specific Course Learning Outcomes (CLOs) that are directly mapped to PLOs.

- The CLOs are constructed to ensure a progressive acquisition of competencies, supporting students' development from foundational knowledge to advanced, practice-ready capabilities.
- Each course includes a competency-aligned blueprint that outlines the intended learning outcomes, instructional strategies, and assessment methods, ensuring internal consistency and alignment with national benchmarks.
- The curricula integrate contemporary concepts such as evidenced based practice, information technology, social determinants of health, inter-professional collaboration, AI, global health and any emerging issues.

Supportive documentations

[Type here]

- Course syllabi include clearly stated CLOs.
- A CLO–PLO mapping matrix shows how each course supports specific PLOs, highlighting progression levels and competency domains
- Syllabi for selected courses show the blueprint that include: Learning outcomes, Competency domains, Teaching and learning strategies, Assessment tools and methods
- Course descriptions or syllabi sections that explicitly address integration of contemporary concepts.
- A matrix showing how these contemporary concepts are embedded across different courses.

Criterion 4.3 Teaching, and Learning Strategies

The program employs a varied appropriate evidence-based, student-centered teaching and learning approaches. These strategies are purposefully selected to support diverse learning styles incorporating learning and technology resources to facilitate the achievement of course learning outcomes competencies. They including but not limited to:

- Simulation-based learning
- Case-based and problem-solving strategies
- Technology-enhanced learning platforms
- Inter-professional education
- Blended and flexible learning modalities

Supportive documentations

- A CLO–PLO mapping matrix shows how each course supports specific PLOs, highlighting, competency domains, teaching strategies, and assessment methods.
- List of simulation scenarios, competency objectives, teaching and assessment methods aligned with course learning outcomes.
- Sample case studies and problem-solving exercises used in clinical and theoretical courses.
- Description of platforms used and examples of online learning modules or digital content used teaching and assessment methods
- Reports from inter professional experiences
- Institutional policies on hybrid learning models, Course schedules showing blended learning formats (face-to-face + online). Examples of asynchronous content (e.g., recorded lectures).

Criterion 4.4. Curriculum Development and Continuous Review

Curriculum design and revision are the responsibility of the nursing faculty in consultation with academic and clinical stakeholders. The curriculum is regularly reviewed and updated to reflect:

- National health priorities and community needs
- Changes in healthcare delivery systems
- Technological advancements and global best practices in nursing education
- Student performance data and graduate feedback

[Type here]

- Revisions are guided by quality assurance processes and feedback from clinical partners to ensure continued relevance and excellence.

Supportive documentations

- Meeting minutes and reports from curriculum committees showing periodic review of curriculum
- Documentation of involvement of stakeholders in the curriculum development and review process.
- Institutional policy on curriculum development and revision

Criterion 4.5. Program structure, credit hours, and contact time are consistent with governing and professional organizations' standards and guidelines

- The program requires a minimum of 132 credit hours,
- 40–45% of the program specialty courses credit hours, are allocated to clinical courses in the program.
- Completion of a minimum of 1800 direct clinical contact hours throughout the program. These clinical hours are structured to ensure competency-based, supervised learning across primary, secondary, and tertiary care settings in various sectors and in all domains of nursing domains.
- Each credit hour of the clinical courses is translated into 4 contact hours in the clinical courses.
- The nursing program includes supportive courses in the following areas (inclusive and not exclusive).
 - General sciences (chemistry, biochemistry)
 - Social sciences (psychology and sociology courses)
 - Biological sciences (Biology, anatomy, physiology, microbiology)
- Courses are distributed according to percentages given in table (2) which emphasize competency based learning.

Table 2: Competency-based Framework: learning outcomes, percentage required in each area, domains, and integrated processes

Domain specific competencies	General competencies	Integrated processes	Domains	% of competencies in each area	Program outcome competencies (learning outcomes)	NO
Competencies related to practice in the domains of nursing	Professionalism Competencies	Nursing process Communication and documentation Caring. Teaching /learning Culture /spirituality	Adult, maternity, child, community, mental health and leadership and management	35-25	Safe & Effective Care environment	1
				10-15	Health Promotion/prevention and Maintenance	2
				25-35	Physiological Integrity	3
				5-10	Psychosocial Integrity	4
				5-10	Global health, health technology and economics	5

- The program can select courses within the required percentages with adherence to the minimum and maximum requirements reaching a total of 100%

Supportive documentations

- Program plan showing a total of 132 credit hours.
- Credit hour distribution table showing: Percentage of theoretical vs. clinical courses showing that 40–45% of credit hours are clinical
- Summary table showing completion of minimum 1800 clinical contact hours across the program.
- Sample student clinical rotation schedules across healthcare sectors clinical logs or manual describing Competency-based objectives, supervision methods and evaluation criteria

Criterion 4.6. Simulation-Based Learning Environments

Simulation is integrated as a core component of the clinical training strategy, offering safe, experiential learning opportunities that replicate real-world clinical scenarios to facilitate the achievement of the course student learning outcomes and end-of-program student learning outcomes.

- The simulation labs/environment available and support evidence-based nursing practice

[Type here]

- Simulation shall not account for less than 15 and more than 25% of the total required clinical hours.

Supportive documentations

- Table showing percentage of total clinical hours allocated to simulation between 15-25% of total clinical hours
- Curriculum map identifying where simulation is embedded across courses
- Simulation and Skills Lab Guidelines

Criterion 4.7. Clinical and Practicum Experiences

Clinical placements are designed to provide comprehensive exposure to various patient populations and health conditions.

- Clinical learning environments promote evidence-based practice and are aligned with the competencies expected at each level of the curriculum.
- Meet the JNC requirements for clinical/practicum learning environments standards, as applicable;
- Reflect the educational level at which students are being prepared to facilitate the achievement of the course student learning outcomes and end-of-program student learning outcomes.
- Have current written agreements that specify expectations for all parties for the protection of the student;

Supportive documentations

- Clinical rotation schedule for each academic year showing student exposure to a variety of patient population (e.g., pediatric, adult, maternal), and variety of health conditions and care settings (primary, secondary, tertiary)
- Clinical documents outlining the expected competencies per course level.
- Clinical evaluation tools used to assess student achievement of competencies expected at each level of the curriculum
- Availability of clinical guidelines and clinical conduct in clinical settings highlighting ethical conduct
- Agreements with clinical training sites clearly stated roles and responsibilities of the educational institution and clinical partner, Student supervision and safety protocols

Criterion 4.8. Student Evaluation Methods

The program implements a robust, formative and summative, competency-based assessment methods throughout the curriculum in all learning environments to evaluate student learning and clinical performance.

- Defined clinical evaluation criteria mapped to PLOS

[Type here]

- Competency checklists based on established attributes and performance indicators
- Course blueprints linking assessments to CLOs and PLOs
- Formative and summative assessment tools used across the program duration
- Effectiveness indices calculated to evaluate teaching and learning outcomes each semester
- Minimum of two progression points (typically at the end of Years 2 and 3) to ensure readiness for progressive practice levels

Suggested Documentation

- Clinical evaluation tools mapped to Program Learning Outcomes (PLOs) and competency domains.
- Sample of competency checklists with performance indicators used during clinical training
- Examples of formative and summative assessments
- Sample of achievement levels for each PLO).
- Documentation of formal progression points results and improvements methods

Standard 5 Student Support and Progression

Student services, policies and guidelines facilitate the achievement of the end-of-program learning outcomes.

Criterion 5.1: Student Support Services

Students receive academic, psychological, and career guidance throughout their academic journey.

- Academic advising is timely and effective.
- Mental health and counseling services are available.
- Career support and alumni tracking are in place.

Supportive documentation

- Advising policy and tracking system
- List of student support services
- Counseling service reports
- Alumni feedback and employment data

Criterion 5.2: Student admissions and progression

a. Student admission

- Approved and publicized policies, procedures, conditions and bases for admission and transfer to the qualification.
- A grievance policy and procedures for applicants who are not enrolled in the qualification.

Supportive documentation

- Admission instructions and approved samples of admission forms.
- Grievance policy or instructions.
- Qualification brochures.

b. Student progression

- An approved and publicized policy and forms to track the progress of students in the qualification.
- An approved and publicized mechanism to follow up with students in the achievement of learning outcomes and the level of student progress in knowledge, skills and competencies.
- Instructions and policies for awarding the degree to graduate from the qualification
- Clear and publicized criteria indicating the conditions and requirements for graduation from the qualification

- Mechanisms and procedures to ensure that students fulfill the requirements and conditions for graduation

Supportive documentation

- Student Progression Policy.
- Evidence that the standards of graduation requirements are consistent with national and international standards and requirements.
- Approved and publicized instructions for awarding and graduating from the qualification.
- Brochures to inform learners of the graduation requirements of the qualification.
- Forms to ensure that students meet the graduation requirements.

Standard 6: Program Effectiveness and Continuous Improvement

The nursing program implements a written evaluation plan to determine the extent of the achievement of each end-of program student learning outcome and program outcome.

Evaluation demonstrates the extent of student learning at or near the end of the program as well as program outcome achievement using a clear plan for evaluation.

Criterion 6.1: Program Learning Outcomes Assessment

The program has a clear, written evaluation plan to regularly evaluate how well students achieve end-of-program learning outcomes. The plan highlights the,

- Use various direct assessment tools (e.g., standardized exams, capstone projects, OSCEs) to measure each end-of-program learning outcome.
- Determine measurable targets (defined)
- Collect outcome data regularly (e.g., every semester or annually)
- Program systematically assesses the extent to which each (PLO) is achieved by students upon completion of the program, using defined performance indicators
- Analyze the results and take action to maintain or improve student achievement.
- Share findings with stakeholders (e.g., advisory board, faculty, and partners)

Supporting Documentation

- Program evaluation plan with clear measurement indicators

Criterion 6.2: Program Completion Rate

The plan includes annual monitoring of student completion rates.

- Record the percentage of students who complete the program on time
- Collect and analyze completion rate annually (e.g., by gender, type (completion and regular)
- Use strategies to improve retention and completion rate based on findings.
- Share findings with stakeholders (e.g., advisory board, faculty, and partners)

Criterion 6.3: Licensure/Certification Exam Pass Rate

The program evaluates licensure/certification pass rates annually.

- Ensure pass rate for first-time test-takers at 75% and above, or at above the national average.
- Report data by program option, Gender, program type etc.
- Analyze pass rates annually, and implement actions to maintain or improve performance.
- Share findings with stakeholders (e.g., advisory board, faculty, and partners).

Criterion 6.4: Job Placement Rate

The program tracks job placement for graduates annually.

- Use tools (e.g., graduate's surveys, employer feedback) to collect job placement data
- Set measurable job placement targets (e.g., 90% of graduates employed in nursing within 6 months) with rationale.
- Collect data each year by relevant factors (e.g., gender, track), with justification

[Type here]

- Analyze job placement data annually to identify trends
- Share findings with stakeholders (e.g., advisory board, faculty, and partners).

Supporting Documentations

- Evidence of a systematic, written, comprehensive process to determine program effectiveness (e.g., evaluation or assessment plan).
 - Rubrics for evaluation forms , Table of expected level of achievement for each PLO , Policy document or meeting minutes where ELAs were approved
 - Examples of periodic review of the systematic process (e.g., meeting minutes, supplemental documents).
 - Summary of aggregate student outcomes with comparison of actual levels of student achievement to expected levels of student achievement.
 - Aggregate student outcome including:
 - completion rates
 - nursing licensure pass rates for each program option (direct entry, bridging) , gender ,...
 - employment rates for each program option (direct entry, bridging)
 - Benchmark comparisons with national/international data |
 - Documents (e.g., minutes, reports) that demonstrate data analysis, explanations of variances between actual and expected outcomes, and the analysis for ongoing program improvement
 - Employer satisfaction surveys
 - Dissemination through reports, presentations, annual reviews
-