

**UNIT PENILAIAN KURIKULUM  
LEMBAGA JURURAWAT MALAYSIA  
KEMENTERIAN KESIHATAN MALAYSIA  
FORMAT LAPORAN PENILAIAN UNTUK PERAKUAN AKREDITASI PENUH/SEMENTARA**

**PROGRAM :**  
**NAMA PPT :**

BIL	PERKARA	CATATAN
1.	Nama Institusi Pengajian	
2.	No. Rujukan MQA	
3.	Alamat Institusi Pengajian	
4.	No. Telefon	
5.	No. Fax	
6.	Alamat Email	
7.	Nama Ketua Eksekutif	
8.	Nama Koordinator Program	
9.	Nama Pensyarah yang menjaga kursus	
10.	Nama Program	
11.	<i>Home Grown / Collaboration</i>	
12.	Tempoh Program	
13.	Kaedah Program	
14.	Penganugerahan	
15.	Badan yang memberi anugerah	
16.	Bahasa Penghantar	
17.	Kaedah Pengajaran & Pembelajaran	
18.	Jumlah Kredit	<b>Subjek Kejururawatan</b> :
		<b>Subjek MPU</b> :
		<b>Subjek Universiti</b> :
		<b>JUMLAH</b> :
19.	Nama penilai dokumen	
20.	Nama penilai fasiliti	
21.	Tarikh Lawatan	

**PENGENALAN INSTITUSI PENGAJIAN**

Tarikh Peperiksaan/ Tahun Peperiksaan	Keputusan peperiksaan LJM					Ulangan 1				Ulangan 2				Ulangan 3						
	Jum. Pelajar yang mendaf tar	Jum. Pelajar Lulus	%	Jum. Pelajar Gagah	%	Jum. Pelajar yang mendaf tar	Jum. Pelajar Lulus	%	Jum. Pelajar Gagah	%	Jum. Pelajar yang mendaf tar	Jum. Pelajar Lulus	%	Jum. Pelajar Gagah	%					

(Keputusan peperiksaan-jika berkaitan sahaja)

## **AREA 1: PROGRAM DEVELOPMENT AND DELIVERY**

### **1.1. Statement of Educational Objectives of Academic Programme and Learning Outcomes:**

- 1.1.1 How does the programme relate to and is consistent with, the larger institutional goals of the HEP?  
-
- 1.1.2 What are the evidenced that show the demand for this programme?  
How was the need assessment for the programme conducted?  
-
- 1.1.3 Comment on the relevancy, clarity and specificity of the programme educational objectives, programme learning outcomes, teaching and learning strategies, and assessment, and the constructive alignment between them.  
-
- 1.1.4 Comment on the alignment of the programme learning outcomes to an MQF level descriptors and the eight MQF learning outcomes domains.  
-
- 1.1.5 Evaluate the link between the student's competencies expected at the end of the programme and those required by the market as well as for purposes of higher studies?  
-

### **1.2 Programme Development: Process, Content, Structure and Teaching-Learning Methods:**

- 1.2.1 Evaluate the level of autonomy given to the department in the design of the curriculum and in the utilisation of the allocated resources available to the department. How does the above vary with collaborative programmes like franchise and joint programmes?  
-
- 1.2.2 Comment on the appropriateness of the processes, procedures, and mechanisms by which the curriculum is developed and approved.  
-
- a) Evaluate the involvement of stakeholders in curriculum development.  
-
- (b) Evaluate the effectiveness of the educational experts' involvement in the development of curriculum.  
-
- 1.2.3 (a) Does the curriculum fulfil the disciplinary requirements in line with good practices in the field?  
-
- b) Comment on the alignment of the course learning outcomes to the programme learning outcomes, as well as to the teaching and assessment methods, as presented in Table 4: Item 8. At the macro level, are the

programme content, approach and teaching-learning methods appropriate, consistent and does it support the achievement of the programme learning outcomes?

-

(c) Evaluate the diverse teaching- learning methods that help to achieve the learning outcomes and ensure that students take responsibility for their own learning.

-

1.2.4 Evaluate the appropriateness of teaching and learning methods applied to achieve the objectives and learning outcomes of the programme.

-

1.2.5 Comment on the co-curricular activities available for the students to enrich their experience, and to foster personal development and responsibility.

-

### **1.3 Programme Delivery:**

1.3.1 Evaluate the methods and approaches used by the department to ensure the effectiveness of delivery in supporting the achievement of course and programme learning outcomes.

-

1.3.2 Evaluate on their currency and appropriateness. Comment on how students are informed about the key elements of the programme.

-

1.3.3 (a) Comment on how the programme is managed. Who is responsible for the planning, implementation and improvement of the programme?  
Is he/she appropriate for the responsibility? How effective is the academic team in managing the programme?

-

b) Evaluate the adequacy of the resources provided to the programme team to implement teaching-learning activities, and to conduct programme evaluation for quality improvement.

-

1.3.4 Does the department provide students with favorable conditions for teaching and learning? How so?

-

1.3.5 Comment on the innovative efforts made by the department to improve teaching, learning and assessment.

-

1.3.6 Comment on how the department obtain feedback and uses it to improve the delivery of the programme outcomes.

-

**Pujian (Commendation):**

**Penegasan (Affirmation):**

**Syor (Recommendation):**

**Syarat:**

**AREA 2: ASSESSMENT OF STUDENT LEARNING**

**2.1 Relationship between Assessment and Learning Outcomes:**

2.1.1 Comment on the alignment between assessment, learning outcomes and MQF level.

-

2.1.2 Comment on the policy (if any) and effectiveness of regular reviews in aligning assessment and learning outcomes.

-

**2.2 Assessment Methods:**

2.2.1 Evaluate the effectiveness of the various methods and tools in assessing learning outcomes and competencies.

Bil	Topic	Continuous assessment %	Final assessment %
1.			

2.2.2 (a) Evaluate how the department ensures the validity, reliability, integrity, currency and fairness of the assessment methods.

-

(b) Comment on the guidelines and mechanisms to address academic plagiarism among students.

-

(c) How and how often is the method of assessment reviewed?

-

2.2.3 (a) How frequent and at what point are the assessment methods and appeal policies documented and communicated to students?

-

(b) Are the grading and assessment practices publicized? If so, comment on the evidence provided on the publications. How widely is this carried out?

-

(c) How does the department ensure due process as well as opportunities for fair and impartial hearing?

-

(d) Are the grading, assessment and appeal policies published consistent with the actual practices?

The scheme of marks and grades are as follows:

Marks	Grade	Grade Point	Meaning

2.2.4 How are changes to the student assessment methods made? How are they communicated to the students?

-

### 2.3 Management of Student Assessment:

2.3.1 Comment on the roles, rights and power of the department and the academic staff in the management of student assessment.

-

2.3.2 Comment on the mechanisms to ensure the security of assessment documents and records.

-

2.3.3 How promptly do the students receive feedback on the assessment of their performance? Are the final results released before the commencement of a new semester?

-

2.3.4 Evaluate the guidelines and mechanisms on students' appeal against course results.

-

2.3.5 Evaluate the periodical review on the management of student assessment undertaken by the department and actions taken to address the issues highlighted by the review.

-

**Pujian (Commendation):**

**Penegasan (Affirmation):**

**Syor (Recommendation):**

**Syarat:**

## AREA 3: STUDENT SELECTION AND SUPPORT SERVICES

### 3.1 Student Selection:

- 3.1.1 (a) Comment on the clarity and appropriateness of the HEP's policies on student selection and student transfer, including those in relation to students with special needs?  
-
- (b) How does the HEP ensure that the selected students have capabilities and fulfil the admission policies that are consistent with applicable requirements?  
-
- 3.1.2 (a) Comment on Comment on the public dissemination of the selection criteria and mechanisms for student selection.  
-
- (b) Where other additional selection criteria are utilised, examine the structure, objectivity and fairness.  
-
- (c) How does the department ensure that the student selection process is free from unfair discrimination and bias?  
-
- 3.1.3 (a) Comment on the information of the past, present and forecasted student intake in relation to the department's capacity to effectively deliver the programme. Comment also on the proportion of applicants to intake.  
-
- (b) How does the HEP ensure the availability of adequate resources to admit "non- conventional", i.e., visiting, auditing, exchange, and transfer students?  
-
- 3.1.4 Comment on the policies and practices (if applicable) for appeal on student selection.  
-
- 3.1.5 Evaluate the developmental and remedial support available to the students who need them.  
-

### **3.2 Articulation and Transfer:**

- 3.2.1 Comment on how the department facilitates national and transnational student mobility.  
-
- 3.2.2 Comment on the procedures to determine the comparability of achievement of incoming transfer students.  
-

### **3.3 Student Support Services:**

- 3.3.1 (a) Evaluate the adequacy and quality of student support services listed. How do they contribute to the quality of student life?  
-

(b) If there are programmes conducted in campuses that are geographically separated, how is student support provided at the branch campuses? How well do these mechanisms work?

-

3.3.2 (a) Comment on the unit responsible for planning and implementing student support services? How does it fit into the overall structure of the organisation in terms of hierarchy and authority? How qualified are the staff of this unit? Who does the head of this unit report to?

-

(b) How prominent are the student support services compared to other major administrative areas within the HEP?

-

3.3.3 Appraise the orientation of incoming students.

-

3.3.4 (a) Comment on adequacy and qualifications of the academic, non-academic and career counsellors.

-

(b) Evaluate the effectiveness of student counselling and support programmes, including plans for improvements in counselling staff and services.

-

3.3.5 Evaluate the mechanisms that exist to identify and assist students who are in need of academic, spiritual, psychological and social support.

-

3.3.6 Comment on the processes and procedures in handling disciplinary cases involving the students.

-

3.3.7 Appraise the mechanisms for complaints and appeals on academic and non-academic matters.

-

3.3.8 Comment on the effectiveness of the evaluation of student support services.

-

### **3.4 Student Representation and Participation:**

3.4.1 Evaluate the policy and processes that are in place for active student engagement especially in areas that affect their interest and welfare.

-

3.4.2 Evaluate the adequacy of student representation and organisation at the institutional and departmental levels.

-

3.4.3 (a) Comment on students' linkages with external stakeholders.

-

(b) Evaluate the department's role in facilitating students to gain managerial, entrepreneurial and leadership skills in preparation for the workplace.

-

3.4.4 Evaluate how the department facilitates student activities and organisations that encourage character building, inculcate a sense of belonging and responsibility, and promote active citizenship.

-

### **3.5 Alumni:**

3.5.1 (a) Evaluate the linkages established by the department with the alumni

-

(b) Evaluate the involvement of the alumni in programme development, review and continuous improvement.

-

**Pujian (Commendation):**

**Penegasan (Affirmation):**

**Syor (Recommendation):**

**Syarat:**

## **AREA 4: ACADEMIC AND SUPPORT STAFF**

### **4. Recruitment and Management:**

**1**

4.1. Evaluate the consistency of the department's academic staff plan with HEP's policies and programme requirements.

1

-

4.1. (a) Appraise the academic staff selection policy, criteria, procedures, terms and conditions of service in terms of getting adequately qualified and/or experienced staff.

2

-

(b) Comment on the due diligence exercised by the department in ensuring that the qualifications of academic staff are from bona fide institutions.

-

4.1. Assess the appropriateness of staff–student ratio to the programme and the teaching methods used.

3

-

4.1. (a) Assess whether the department has adequate and qualified academic staff, including part-time academic staff necessary to implement the programme.

4

Qualification for academic staff (Nursing)

Bil	Nama	Kelulusan Akademik Profession	Pos Basik	Permit Mengajar	APC	Surat lantikan & Penerimaan	Sepenuh masa/Separuh masa	Pengalaman di Klinikal (tahun)	Pengalaman sebagai pensyarah (tahun)
1									
2									
3									
4									
5									
6									
7									
8									
9									

Qualification for academic staff (Non-Nursing)

Bil	Nama	Kelulusan Akademik	Permit Mengajar	Surat lantikan & Penerimaan	Sepenuh masa/Separuh masa	Pengalaman sebagai pensyarah (tahun)
1						
2						
3						
4						
5						
6						
7						

Qualification for CI:

Bil	Nama	Kelulusan Akademik Profession	Pos-Basik	Permit mengajar	APC	Surat lantikan & Penerimaan	Sepenuh masa/Separuh masa	Pengalaman di klinikal (tahun)
1								
2								
3								
4								
5								
6								
7								
8								

Qualification for LP:

Bil	Nama	Kelulusan Akademik Profession	Pos-Basik	APC	Surat lantikan & Penerimaan	Sepenuh masa/Separuh masa	Pengalaman di klinikal (tahun)
1							
2							
3							
4							
5							
6							
7							
8							

There must be sufficient number of qualified academic staff to implement the curriculum effectively and ensure adequate clinical supervision.

	Jumlah	Jumlah Pelajar	Nisbah
Pensyarah Kejururawatan			
Instruktur Klinikal			

Ratio of full time and part time nursing academic staff in conventional programme:

Bil	Nama Pensyarah Kejururawatan (sepenuh masa)	Subjek yang diajar	Nama Pensyarah Kejururawatan (separuh masa)	Subjek yang diajar

1.				
2.				

Non-nursing academic constitute 30% of full time nursing academic staff.

Bil	Nama pensyarah Bukan Kejururawatan	Subjek yang diajar
1.		
2.		

Foreign nursing academic staff **MUST Not Exceed 40%** of the full time nursing academic staff.

Bil	Nama Pensyarah Kejururawatan	Subjek yang diajar	Nama Pensyarah <i>Foreign nursing</i>	Subjek yang diajar
1.				
2.				

(b) Comment on the turnover of the academic staff for the programme (for Full Accreditation only).

-

4.1. Assess the policies and procedures on work distribution. Is the workload equitably distributed?  
5

-

4.1. How does the department ensure diversity among the academic staff in terms of experience, approaches, and backgrounds?  
6

-

4.1. (a) How does appraisal of academic staff take into account their involvement in professional, academic and other relevant activities, at national and international levels?  
7

-

(b) Are the policies, procedures and criteria for recognition through promotion, salary increment or other remuneration of the academic staff clear, transparent and merit- based?  
-

4.1. Evaluate the nature and extent of the national and international linkages and how these enhance teaching and learning in the programme.  
8

-

**4. Service and Development:**  
2

4.2. Comment on the department's policy on service, development and appraisal of the academic staff.  
1

-

- 4.2. Comment on the opportunities given to the academic staff in order to focus on their areas of expertise such as curriculum development, curriculum delivery, supervision of students, research and writing, scholarly and consultancy activities, community engagement and academically- related administrative duties.  
2 -
- 4.2. (a) Comment on the HEP's policies on conflict of interest and professional conduct.  
3 -
- (b) Comment on the HEP's procedures for handling disciplinary cases.  
-
- 4.2. Evaluate the mechanisms and processes for periodic student evaluation of the academic staff. Assess how this feedback is used for quality improvement.  
4 -
- 4.2. (a) Evaluate the extent and effectiveness of the academic staff development scheme.  
5 -
- (b) Assess the formative guidance and mentoring provided for new academic staff.  
-
- (c) Comment on the organized support available to assist academic staff to enhance teaching expertise in line with current trends in pedagogy, curriculum design, instructional materials and assessment.  
-
- 4.2. (a) Evaluate the support provided by the HEP and/or department for academic staff to participate in national and international activities.  
6 -
- (b) How useful is this participation for the enrichment of the teaching- learning experience?  
-
- 4.2. Comment on how the department encourages and facilitates academic staff in community and industry engagement activities.  
7 -

**Pujian (Commendation):**

**Penegasan (Affirmation):**

**Syor (Recommendation):**

**Syarat:**

## **AREA 5: EDUCATIONAL RESOURCES**

### **5.1 Physical Facilities:**

- 5.1.1 (a) Evaluate the sufficiency and appropriateness of physical facilities for the effective delivery of the curriculum.

(b) Evaluate the adequacy and appropriateness of equipment and facilities provided for practical-based programmes and for students with special needs.

**Bilik kuliah:**

-Jumlah	:	
-Kapasiti bilik Kuliah	:	
-Alat pengajaran dan pembelajaran	:	
-Bilangan kerusi dan meja	:	

**Dewan peperiksaan:**

-Kapasiti muatan	:	
-Bilangan kerusi dan meja	:	

**Kemudahan kaunseling:**

-Pegawai yang menyelia	:	
-Kelayakan Akademik	:	

**Surau perempuan dan lelaki:**

-

**Penginapan:**

-Pegawai yang menyelia	:	
-Jenis penginapan dan kapasiti	:	
-Kemudahan yang disediakan	:	

**Pengendalian latihan klinikal di Hospital:**

-Tarikh tamat MOA	:	
-Hospital yang digunakan	:	

**Pengendalian latihan klinikal di komuniti:**

-Tarikh tamat MOA	:	
-Klinik yang digunakan	:	

**Skill lab / Makmal kemahiran:**

-Pegawai yang menyelia & Jawatan	:	
-Waktu operasi	:	
-Jadual kehadiran pelatih	:	

**Mock Ward/Simulasi wad:**

-Pegawai yang menyelia & Jawatan	:	
-Waktu operasi	:	
-Jumlah katil dan prosedur	:	

**Examination room to prepare question paper:**

-Pegawai yang menjaga & Kelulusan Akademik	:	
-Surat lantikan dan penerimaan	:	
-Surat sumpah	:	
-Carta aliran & SOP	:	
-Komputer	:	

-Printer/Photo copy machine	:	
-Shredder	:	
-Fire extinguisher	:	

**Indoor or outdoor recreational facilities should be available:**

Bil	Jenis rekreasi
1.	
2.	

**Pengangkutan:**

-Pegawai yang menyelia	:	
-Jenis pengangkutan	:	
-Jumlah kenderaan	:	
-Kapasiti setiap kenderaan	:	

**Makmal komputer:**

-Pegawai yang menyelia	:	
-kemudahan internet/WIFI	:	
-Jumlah komputer	:	

Clinical practice placement for Diploma & Bachelor of the Nursing programme **MUST** be:

• **Minimum 52 weeks of clinical placement**

Clinical Practice Placement	Institution	LJM
Medical and surgical		60-70% total clinical placement
Management		4 weeks
Community Health		4 weeks
Mental Health/Psychiatric		2 weeks

5.1.2 Examine evidence of compliance of physical facilities to relevant laws and regulations including issues of licensing.

-

5.1.3 (a) Evaluate the adequacy of the library services.

-

(b) Evaluate the adequacy and suitability of learning spaces in and around the library.

-

(c) Comment on the quality of the library's databases and bibliographic search, computer and audio-visual capabilities in relation to the programme.

-Pegawai yang menjaga & Kelulusan Akademik	:	
-Kapasiti bilik	:	
-Jumlah buku kejururawatan	:	
-Jumlah jurnal kejururawatan	:	
-Jurnal on-line	:	
-Jenis e-library	:	
-Waktu operasi	:	
-Bilangan buku dan tempoh yang boleh dipinjam oleh pelajar	:	
-Bilangan buku dan tempoh yang boleh dipinjam oleh pensyarah	:	

5.1.4 (a) Evaluate how the HEP maintains, reviews and improves the adequacy, currency and quality of educational resources and assess the role of the department in these processes.

-

(b) Assess the condition and the provision for the maintenance of the physical learning facilities.

-

**5.2 Research and Development:  
(Please note that the standards on Research and Development are largely directed to universities and university colleges)**

5.2.1 (a) Appraise the research policy. How does the department policy foster the relationship between research and scholarly activity and education?

-

(b) Comment on the research priorities, allocation of budget and facilities provided.

-

(c) Comment on the extent of research activities in the department by looking into the number of academic staff members who are principal investigators, the value of research grants, and the priority areas for research.

-

5.2.2 Evaluate the interaction between research and learning reflected in the curriculum. How does it influence current teaching, and prepare students for engagement in research, scholarship and development?

-

5.2.3 Comment on the effectiveness of the department's review of its research resources and facilities. Comment on the steps taken to enhance its research capabilities and environment.

-

**5.3 Financial Resources:**

5.3.1 Comment on the financial viability and sustainability of the HEP to support the programme.

-

5.3.2 (a) Evaluate the department's procedures to ensure that its financial resources are sufficient and managed efficiently.

-

(b) Are there indications that the quality of the programme is being compromised by budgetary constraints? If there is a current or potential financial imbalance in this regard, does the HEP have a credible plan to address it?

-

5.3.3 Comment on the responsibilities and lines of authority of the HEP with respect to budgeting and resource allocation for the department.

-  
**Pujian (Commendation):**

**Penegasan (Affirmation):**

**Syor (Recommendation):**

**Syarat:**

## **AREA 6: PROGRAMME MANAGEMENT**

### **6.1 Programme Management:**

6.1.1 (a) Comment on the management structures and functions of the department and how their relationship within the department is defined. How are these being communicated to all stakeholders involved based on principles of transparency, accountability and authority?  
-

(b) Comment on the structure and composition of the committees in the department  
-

(c) What effect do these relationships have on the programme?  
-

6.1.2 Comment on the policies and procedures to ensure accurate, relevant, timely, and easily and publicly accessible information about the programme, especially to prospective students.  
-

6.1.3 (a) Comment on the policies, procedures and mechanisms for regular review and updating of the department's structures, functions, strategies and core activities.  
-

(b) Comment on the continuous quality improvement resulting from these policies, procedures and mechanisms.  
-

6.1.4 Comment on the academic board of the department as an effective decision-making body and its degree of autonomy.  
-

6.1.5 Comment on the arrangement between the main campus and the branch campuses or partner institutions. Evaluate the mechanisms that exist to assure functional integration and comparability of educational quality.  
-

6.1.6 Comment on the evidence of internal and external consultations, and market needs and graduate employability analyses.  
-

## **6.2 Programme Leadership:**

- 6.2.1 Comment on the criteria for the appointment and the responsibilities of the programme leader.  
-
- 6.2.2 (a) Comment on the appropriateness and suitability of the programme leader.  
-
- (b) Evaluate the effectiveness of programme leader's relationship with the academic staff and students.  
-
- 6.2.3 Comment on the mechanisms and processes of communication between the programme leader, department and HEP on matters such as staff recruitment and training, student admission, allocation of resources and decision-making processes.  
-

## **6.3 Administrative Staff:**

- 6.3.1 Comment on the appropriateness and sufficiency of the administrative staff who support the implementation of the programme.  
-
- 6.3.2 Evaluate how the department reviews the performance of the administrative staff of the programme.  
-
- 6.3.3 Evaluate the effectiveness of the training scheme for the advancement of the administrative staff and how it fulfils the current and future needs of the programme.  
-

## **6.4 Academic Records:**

- 6.4.1 (a) Comment on the policies and practice of the nature, content and security of student, academic staff and other academic records.  
-
- (b) Evaluate the policies and practices on retention, preservation and disposal of these records.  
-
- 6.4.2 Evaluate the maintenance of student records by the department relating to their admission, performance, completion and graduation.  
-
- 6.4.3 Evaluate the implementation of the policy on privacy and the confidentiality of records.  
-
- 6.4.4 Comment on the effectiveness of the department's review of its policies on security of records and safety systems.  
-

**Pujian (Commendation):**

**Penegasan (Affirmation):**

**Syor (Recommendation):**

**Syarat:**

## **AREA 7: PROGRAM MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT**

### **7.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement:**

7.1.1 Comment on the policies and mechanisms for regular monitoring and review of the programme.  
-

7.1.2 Assess the roles and the responsibilities of the Quality Assurance unit responsible for the internal quality assurance of the department.  
-

7.1.3 (a) Comment on the structure and workings of the programme monitoring and review committee.  
-

(b) Evaluate the frequency and effectiveness of the mechanisms for monitoring and reviewing the programme in identifying strengths and weaknesses to ensure the achievement of programme learning outcomes.  
-

(c) How are the findings from the review utilized to improve the programme?  
-

(d) How current are the contents and how are these updated to keep abreast with the advances in the discipline and to meet the current needs of the society?  
-

7.1.4 (a) How does the department ensure the involvement of stakeholders in a programme review?  
-

(b) Comment on the nature of their involvement and how their views are taken into consideration.  
-

7.1.5 Evaluate how the programme review report is made accessible to stakeholders and how their views are used for future development of the programme.  
-

- 7.1.6 (a) Evaluate how the various aspects of student performance, progression, attrition, graduation and employment are analysed for the purpose of continual quality improvement.  
-
- (b) Comment on the rate of attrition and the reasons for it.  
-
- 7.1.7 In collaborative arrangements, evaluate the relationship between the parties involved in programme monitoring and review.  
-
- 7.1.8 Evaluate how the findings of the review are disseminated to the HEP. Comment on the action taken thereon.  
-
- 7.1.9 Evaluate the integral link between the departmental quality assurance processes and the achievement of the institutional purpose.  
-

**Pujian (Commendation):**

**Penegasan (Affirmation):**

**Syor (Recommendation):**

**Syarat:**

### **SESI LAWATAN PERAKUAN AKREDITASI PROGRAM KEJURURAWATAN**

- 1 Sesi temu bual dengan Pengarah / Pengetua / Ketua / Koordinator Program Kejururawatan:

<b>Bil</b>	<b>Nama Pengarah/Pengetua /Koordinator</b>	<b>Dapatan temu bual</b>
1.		

- 2 Sesi temu bual dengan pensyarah:

<b>Bil</b>	<b>Nama pensyarah</b>	<b>Dapatan temu bual</b>
1.		

- 3 Sesi temu bual dengan *Clinical Instructor/Local Preceptor*:

<b>Bil</b>	<b>Nama Clinical Instructor/Local Preceptor</b>	<b>Dapatan temu bual</b>
1.		

4 Sesi temu bual dengan Majlis Perwakilan Pelajar:

Bil	Nama Perwakilan Pelajar	Dapatan temu bual
1.		

5 Sesi temu bual dengan pelajar setiap semester:

Bil	Nama Pelajar	Dapatan temu bual
1.		

**Pujian (Commendation):**

**Penegasan (Affirmation):**

**Syor (Recommendation):**

**Syarat:**

**Syarat-syarat lain:**

1. Kursus ini mesti dikendalikan sepenuh masa (bagi program konvensional).
2. Sepanjang kursus ini pelajar tidak boleh bekerja (bagi program konvensional).
3. Semakan kurikulum mesti dilakukan dan **kurikulum baru digunakan untuk pelajar kohort baru.**
4. Semakan penilaian (assessment) mesti dilakukan dan **kurikulum baru digunakan untuk pelajar kohort baru.**
5. Lawatan penilaian boleh dilakukan oleh pihak LJM pada bila-bila masa sepanjang tempoh pengajian.
6. Segala syarat dan kriteria yang telah ditetapkan oleh Lembaga Jururawat Malaysia (LJM) seperti dalam *Standard Criteria for Approval/Accreditation of Nursing Programmes* (2018) hendaklah dipatuhi. Jika mana-mana syarat atau pun kriteria yang ditetapkan tidak dipatuhi maka Perakuan Akreditasi boleh ditarik balik.
7. Maklumat terkini perihal tenaga pengajar, insktruktor klinikal, jumlah pelajar dan program dalam borang KKM-BKL-BOR-(k) 5, pindaan 01/12. Borang yang telah diisi lengkap hendaklah dihantar kepada LJM 1 kali setahun iaitu **pada/sebelum: 31 Julai**
8. Jika terdapat perubahan pada tenaga sumber Pensyarah dan Instruktur Klinikal yang diluluskan mesti dimaklumkan kepada LJM terlebih dahulu.
9. Program yang mendapat Perakuan Akreditasi Penuh sahaja akan diiktiraf oleh LJM.
10. Perakuan Akreditasi **hendaklah diperbaharui tidak lewat dari tiga (3) bulan** sebelum pelajar menamatkan pengajian.

11. PPT mesti memaklumkan sebarang perubahan jumlah kredit bergraduasi/jumlah semester kepada KPM, MQA dan LJM.