

# College of Nursing and Midwifery

CATALOG | ACADEMIC YEAR 2022-2023



جامعة محمد بن راشد  
للطب و العلوم الصحية  
MOHAMMED BIN RASHID UNIVERSITY  
OF MEDICINE AND HEALTH SCIENCES

**College of Nursing  
and Midwifery**



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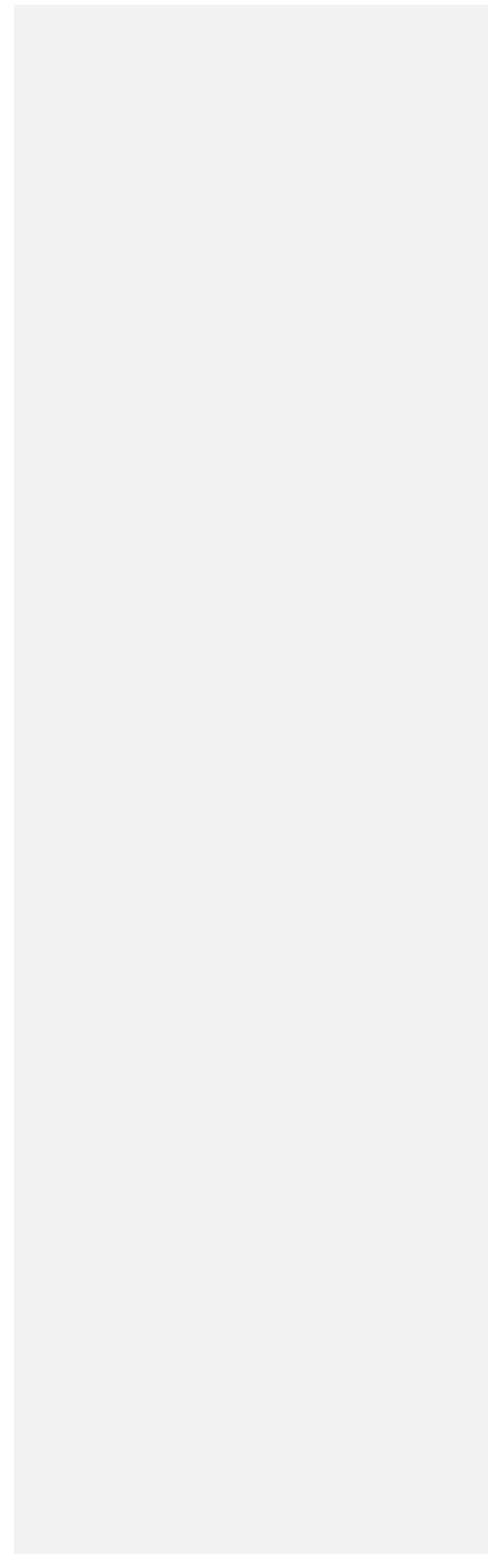


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**ACADEMIC CALENDAR**



## 1. ACADEMIC CALENDAR (2022 - 2023)

The key dates relating to the Calendar for 2022 - 2023 are set out in the table below. MBRU adheres to the academic calendar requirements of the UAE Ministry of Education.

Semester 1	Dates
New Student Orientation	August 30 – September 9, 2022
Classes Start New and Returning Students	September 12, 2022
Semester 1	August 30 – December 16, 2022
Semester 1 – Assignment Submission	December 5 - 9, 2022
Board of Examiners Meeting	January 17, 2023
SAPC Meeting	January 19, 2023
Semester 1 – Resubmission	April 10 - 13, 2023
<b>WINTER BREAK – 3 weeks</b>	<b>December 19, 2022 - January 6, 2023</b>
Semester 2	Dates
Semester 2	January 9 – August 31, 2023
OSCE	February 16, 2023
<b>SPRING BREAK – 2 weeks</b>	<b>March 27 – April 7, 2023</b>
Semester 2 – Assignment Submissions	April 17-20, 2023
Board of Examiners Meeting	May 09, 2023
SAPC Meeting	May 11, 2023
<b>Clinical Placement UAE/Belfast</b>	<b>May 01 – August 31, 2023</b>
Clinical Placement Portfolio Submission	August 28, 2023
Semester 2 – Resubmission	August 21 -24, 2023
Dissertation Submission	August 31, 2023
Board of Examiners	October 10, 2023
SAPC Meeting	October 12, 2023
SAPC Graduation Recommendation	October 19, 2023

**UAE PUBLIC HOLIDAYS 2021-2022 (SUBJECT TO OFFICIAL CONFIRMATION)**

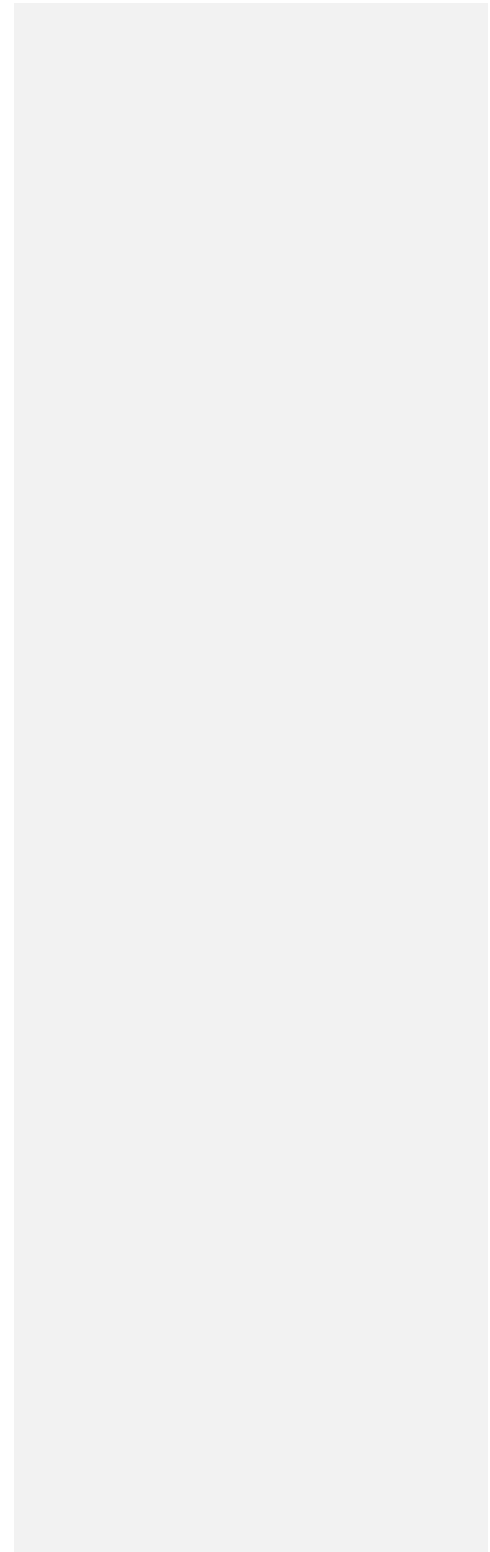
Occasion	Dates
Islamic New Year	July 30, 2022
Prophet's Birthday	October 08, 2022
Martyr's Day	December 01, 2022
UAE National Day	December 02 – 03, 2022
New Year's Day 2022	January 01, 2023
Ramadan Begins	March 22, 2023
Eid Al Fitr	April 21-24, 2023
Arafat & Eid Al Adha	June 28- July 01, 2023
Islamic New Year	July 18, 2023

Public holidays are subject to confirmation from relevant authorities and will be announced by the MBRU administration.

Any revisions to teaching and clinical skills scheduling, examination timetables, public holidays, and closure periods, will be communicated via email or MBRU Student Portal.

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## INSTITUTIONAL HISTORY







## 2. INSTITUTIONAL HISTORY

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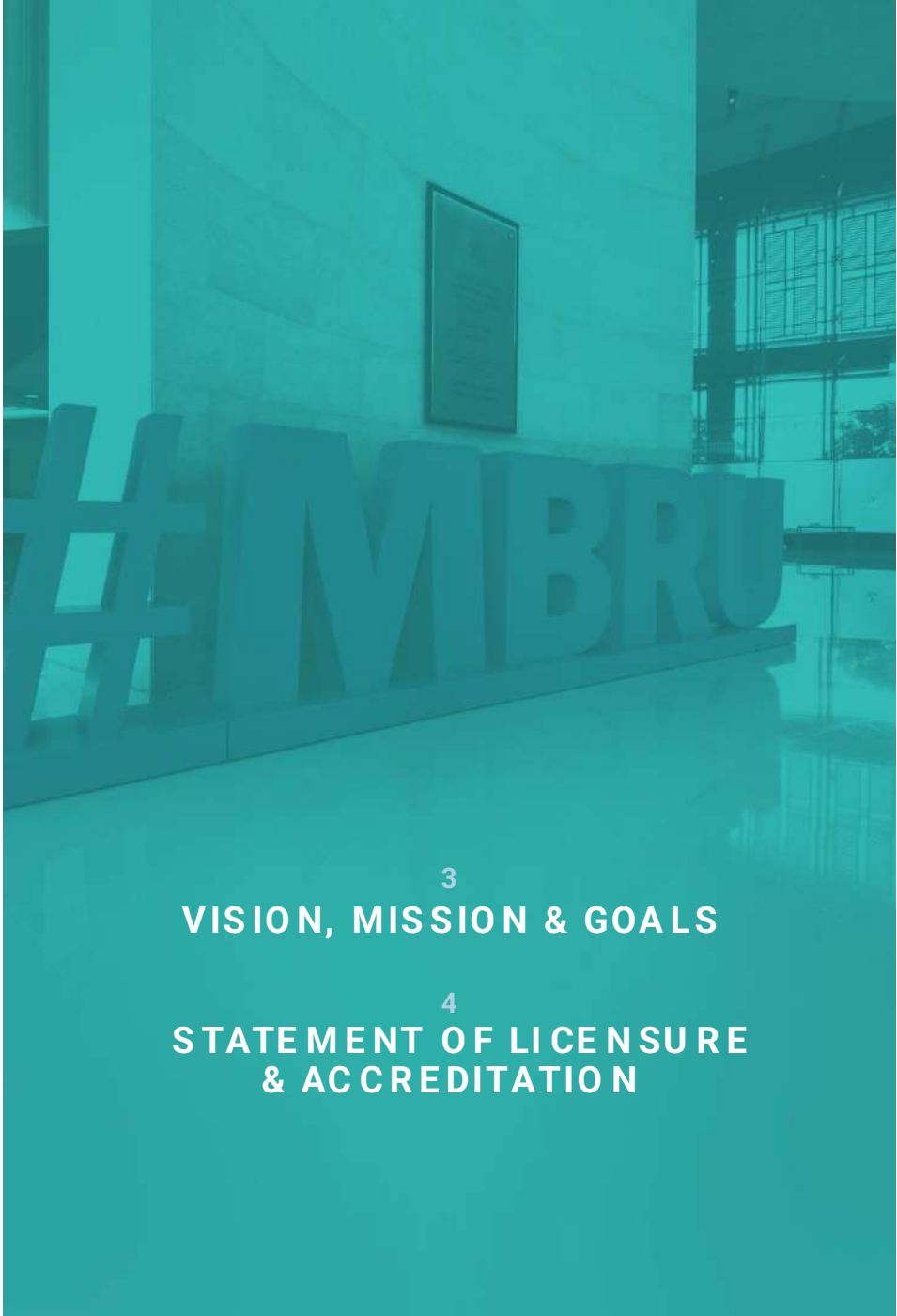
His Highness Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the United Arab Emirates and Ruler of Dubai announced the establishment of Mohammed Bin Rashid University of Medicine and Health Sciences (MBRU) in 2014. In June 2016, His Highness signed Decree number 7 for the formal establishment of the University.

The College of Medicine offers undergraduate and postgraduate programs, the Bachelor of Medicine Bachelor of Surgery (MBBS) and a Master of Science in Biomedical Sciences. The Hamdan Bin Mohammed College of Dental Medicine (HBMCDM) offers a range of specialty postgraduate dentistry programs, in Endodontics, Orthodontics, Pediatric Dentistry, Prosthodontics and Periodontics. The College of Nursing and Midwifery offers a postgraduate program, a Master of Science in cardiovascular nursing or pediatric nursing.

The University is licensed by the Commission for Academic Accreditation in the Ministry of Education of the United Arab Emirates to award degrees and qualifications in higher education. All programs offered by MBRU are benchmarked against international standards to ensure a high-quality education which allows its graduates to be competitive globally, both in the job market and in securing advanced specialist training positions. MBRU's academic partner is Queen's University Belfast in the United Kingdom. This partnership aims at enhancing the quality of all aspects of the medical and nursing programs and supporting the University on strategic and operational issues.

MBRU is part of a bigger family, the Dubai Academic Health Corporation (DAHC) which was established as per Law (13) of 2021 issued by His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai.

DAHC is the first-of-its-kind in the region, integrating healthcare delivery with research, development of new breakthrough interventions and shaping future generations of healthcare practitioners. The Corporation's vision is "Together We Advance Health for Humanity", and its mission is "We serve to impact lives and shape the future of health through the integration of care, learning, and discovery," encompassing the pillars that are the foundation of the Corporation's work. The Corporation's values are Respect, Excellence, Teamwork, Integrity, and Empathy. Its primary value is "Patient First".

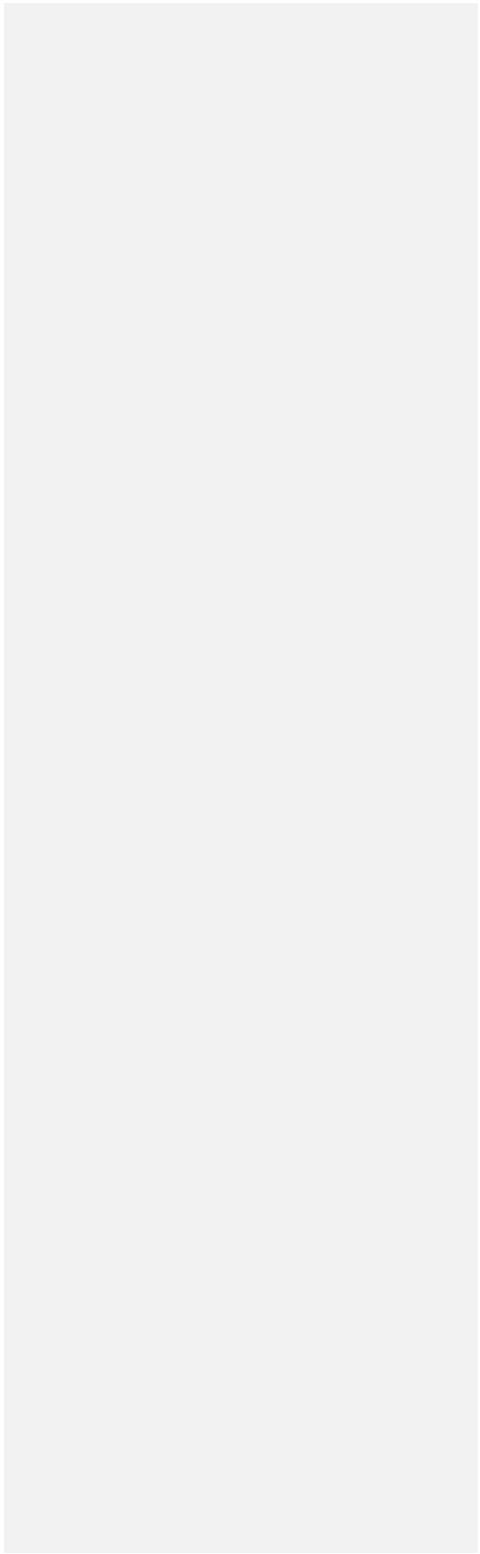


3

**VISION, MISSION & GOALS**

4

**STATEMENT OF LICENSURE  
& ACCREDITATION**





### 3. VISION, MISSION AND GOALS

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#### **Vision**

Together we advance health for humanity.

#### **Mission**

We serve to impact lives and shape the future of health through the integration of care, learning, and discovery.

#### **Values**

Patient First

Respect | Excellence | Teamwork | Integrity | Empathy

#### **Goals**

Our strategic plan, titled "RISE," establishes and explains our core goals in Education, Research, and Care. The core goals are supported by Enablers that focus on our people, infrastructure, advancement, and operational excellence.



#### **4. STATEMENT OF LICENSURE AND ACCREDITATION**

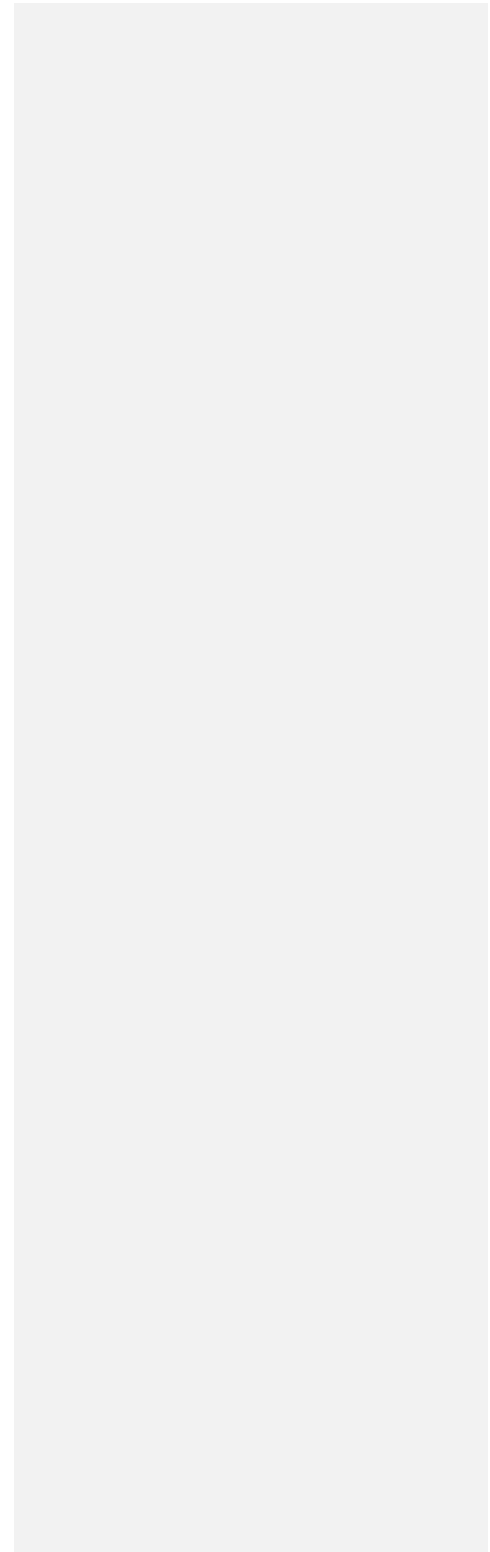
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Mohammed Bin Rashid University of Medicine and Health Sciences located in Dubai Healthcare City- Dubai, UAE is licensed by the Ministry of Education of the United Arab Emirates, since 2014 to award degrees and qualifications in higher education. Through its Commission for Academic Accreditation (CAA), the Ministry has accredited all MBRU graduate and undergraduate degree programs.

The College of Nursing and Midwifery has been Accredited by CAA since September 2019. The program is developed in alignment with international quality standards and based on principles of continuous quality enhancement and the first cohort was introduced September 2020.

5

## COLLEGE OF NURSING AND MIDWIFERY GOALS AND OUTCOMES





## 5. COLLEGE OF NURSING AND MIDWIFERY GOALS AND OUTCOMES

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### Goal 1 and Outcomes

The College of Nursing and Midwifery will graduate highly skilled and competent nursing professionals who practice compassionately, ethically and maintain a high level of professionalism.

**Outcome 1A:** Graduates secure and complete competitive postgraduate training.

**Outcome 1B:** Graduates pursue successful careers in nursing and midwifery.

### Goal 2 and Outcomes

The College of Nursing and Midwifery will create an environment conducive to impactful and innovative nursing and midwifery research.

**Outcome 2A:** Faculty, students and graduates secure internal and external funding for scholarly activities.

**Outcome 2B:** Faculty and students disseminate research findings through peer reviewed publications and presentations in professional meetings.

### Goal 3 and Outcomes

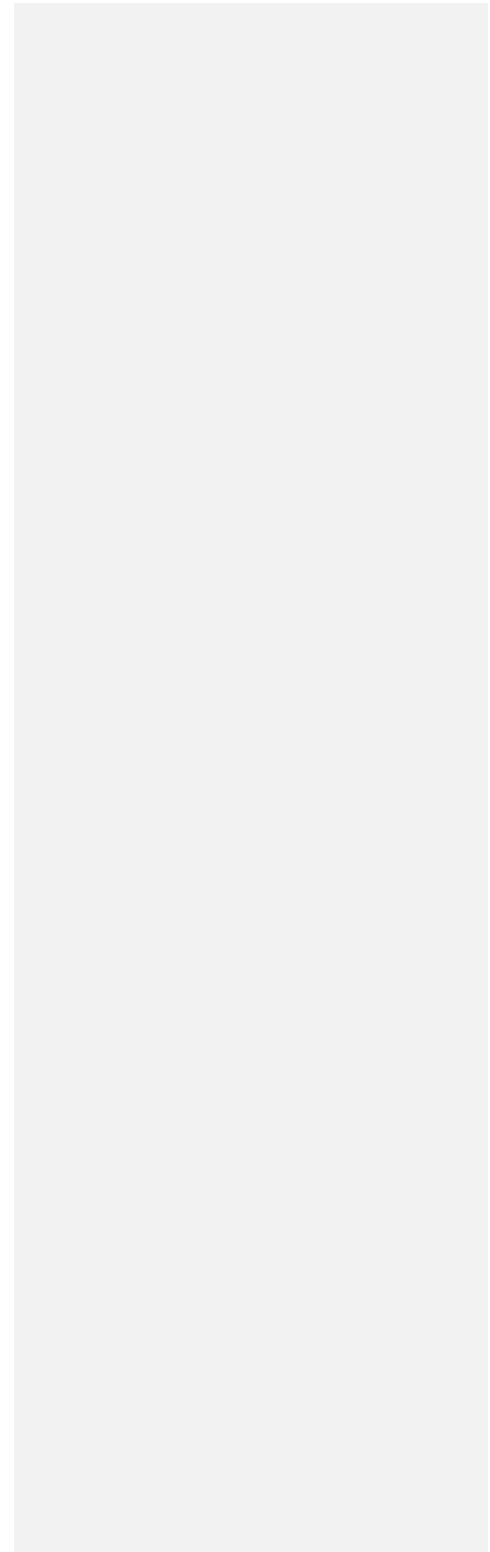
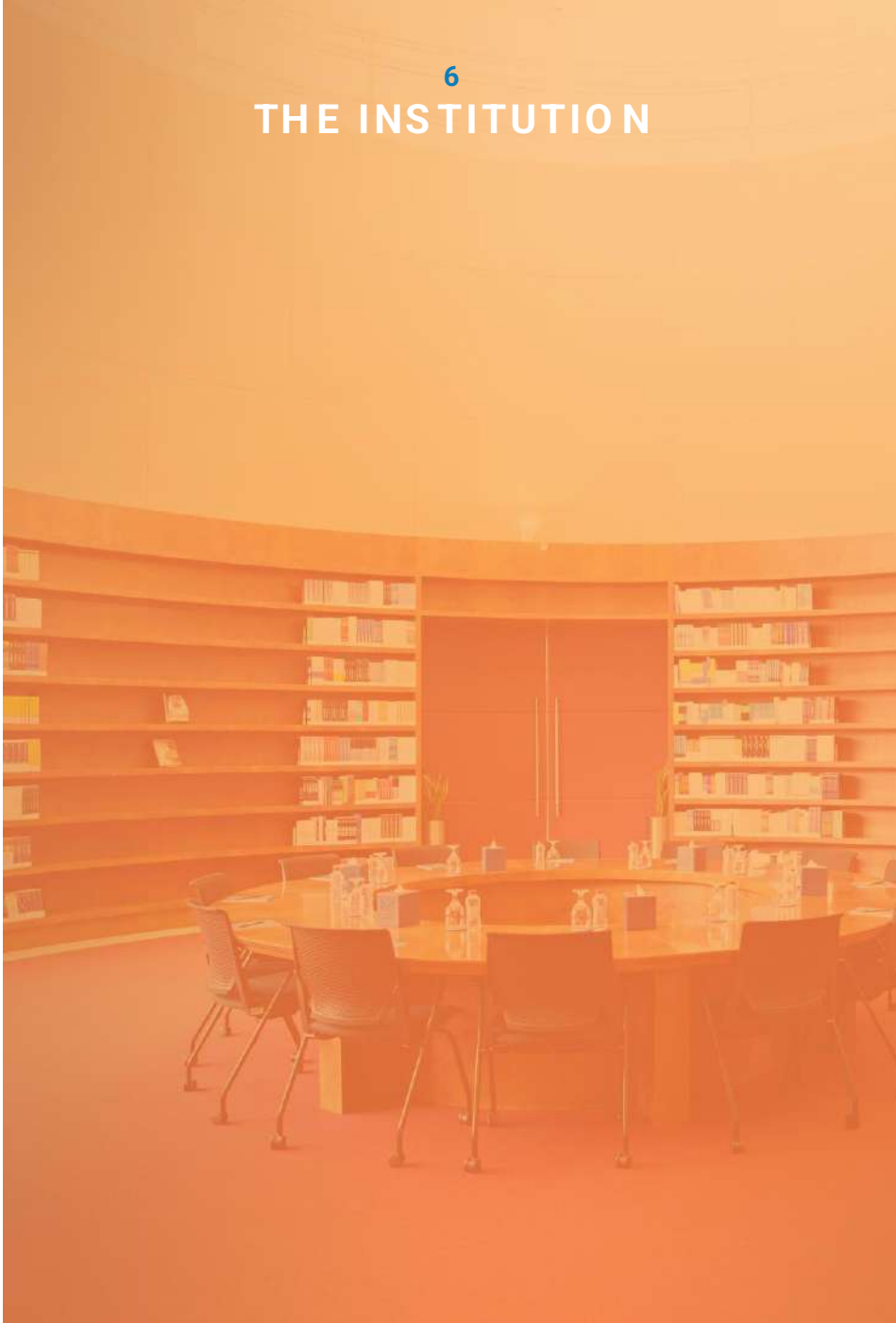
MBRU College of Nursing and Midwifery will actively engage with the community to preserve and promote health.

**Outcome 3A:** Faculty, staff and students organize and participate in health-related community activities.

**Outcome 3B:** Engagement in community activities result in positive change in the health of the community.

6

## THE INSTITUTION

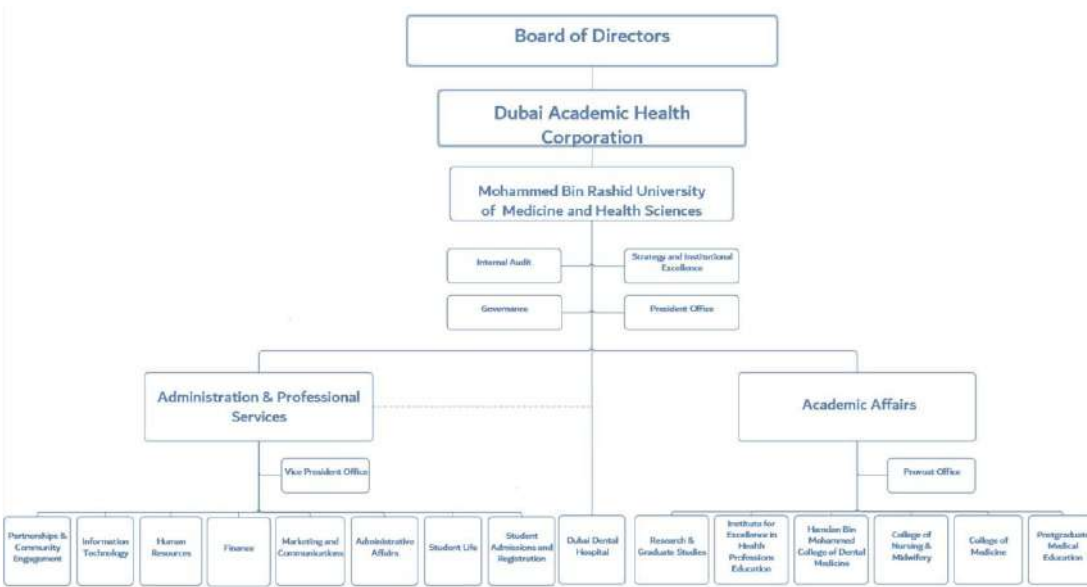




## 6. THE INSTITUTION

### 6.1 MBRU's Structure

The structure of the University is shown in the chart below. The Board of Trustees is the highest governing body of MBRU and equates to "The Board" in the Commission for Academic Accreditation Standards.

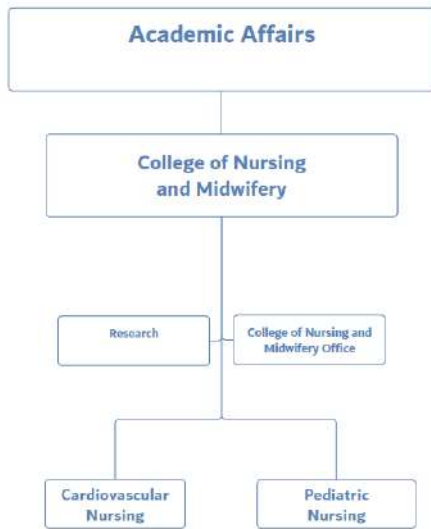




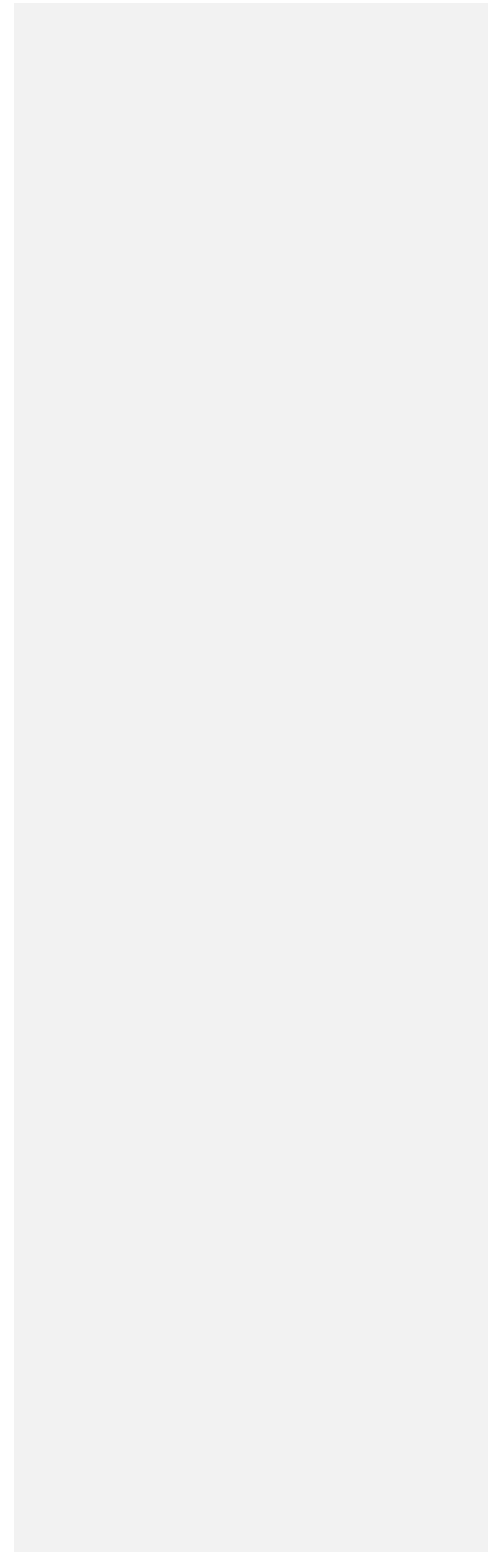
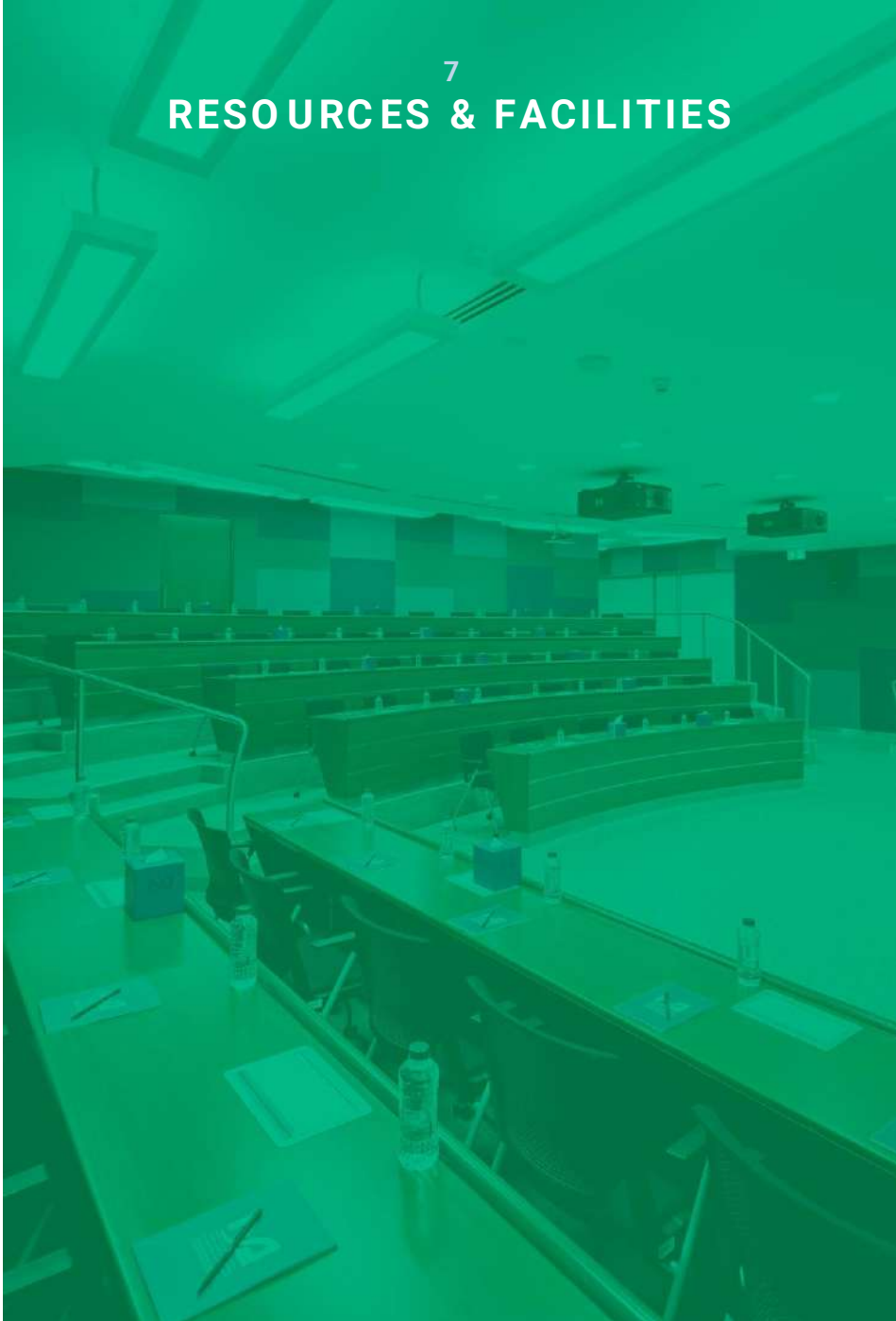


### 6.2 College of Nursing and Midwifery Structure

The College of Nursing and Midwifery is one of the component Colleges of MBRU. The organization chart below provides an overview of its structure.



7  
**RESOURCES & FACILITIES**





## 7. RESOURCES AND FACILITIES

### 7.1 Physical Teaching Resources and Facilities



#### 7.1.1 Classrooms

The Mohammed Bin Rashid Academic Medical Center is the home base for MBRU. Currently, it houses a wide range of meeting rooms, lecture halls, and flexible spaces that are able to accommodate up to 100 students depending on the setup of the room. There is also the Ahmed Siddiqui Conference Center which is a state-of-the-art auditorium with fixed theatre-style seating designed to accommodate 337 students. In addition, there are 9 tutorial rooms, each able to accommodate 8-10 students and are ideal for conducting small group learning.

#### 7.1.2 Case Method Halls

MBRU houses two state-of-the-art case method halls, ideal for large classes that can accommodate up



to 80 students.

#### 7.1.3 Teaching Laboratories



MBRU has four teaching laboratories that accommodate in excess of 50 students\* at a time:



#### Multidisciplinary Laboratory

This 'wet' teaching laboratory is for practical sessions in subjects that involve wet preparations such as Microbiology and Hematology

#### Physiology Teaching Laboratory

This innovative facility has twelve state-of-the-art workstations with professionally designed lessons and labs dedicated to exploring physiological processes including Electrocardiography, Blood Pressure, Spirometry, and Electromyography.

#### Computer Laboratory and Examination Hall

There are 70 stations in the computer laboratory, ideal for conducting computer- based classes and examinations.

#### Anatomy Laboratory

MBRU has an Anatomy Lab ideal for teaching Anatomy and related subjects. It has 12 dissecting tables and 1 master table, a morgue, a storage facility, student lockers, and technician offices.

#### **7.1.4 MBRU Design Lab supported by Wasl**



The MBRU Design Lab supported by Wasl is an evolving space at the frontiers of technology and medicine where students are empowered to move around and create their own content for learning rather than just memorizing facts delivered from faculty. The Design Lab hosts lectures and events to pursue and encourage innovation, including health design bootcamps, healthcare innovation seminars and workshops, and undertakes both faculty and student research projects while building communities of practice. The Design Lab' interests notably include: improving the patient experience, increasing medical outcomes, changing lifestyle behaviors, educating innovators, rethinking processes and ultimately connecting patients with physicians.





## 7.2 Research Laboratories

### 7.2.1 The MBRU Biomedical Research Center (MBRU-BRC) supported by Al the Jalila Foundation

The MBRU-BRC on the 7th floor of the Al Jalila Foundation building has a collaborative area, 3 meeting rooms, 5 faculty offices, and an extensive write-up area with desks and computer terminals to accommodate 60 graduate students\*, post-doctoral fellows, and laboratory assistants.

Entry to the laboratory section of the 7th floor is regulated by an access control system. The layout includes a large (320 m<sup>2</sup>) open laboratory fully equipped with state-of-the-art instrumentation and fitted with 10 large island benches which can each accommodate 6 persons\*. The facility also has 3 tissue culture laboratories, an equipment room, a chemical store, a service room, a cold room, a tissue bank, a microscopy room, and dedicated laboratories for histopathology, molecular biology and genetics. A basement facility incorporates a space for animal facilities and a general store.

### 7.2.2 MBRU Research Laboratories

The 4th floor (left wing) of the MBRU building houses a suite of 2 microbiology research laboratories. It also includes a tissue culture suite with 2 rooms, as well as a cold room, chemical and consumable stores.

### 7.2.3 Center for Outcome and Research in Education (CORE)

CORE provides the environment for educational innovations, knowledge building and translation. CORE provides opportunities for students to engage in educational and health outcomes research.

## 7.3 Clinical Teaching Facilities

### 7.3.1 Simulation and Clinical Skills Training Center

The Khalaf Ahmad Al Habtoor Medical Simulation Center (KHMSC), is a training facility located in Building 14 in DHCC where healthcare professionals receive training to improve quality of care and teamwork in a simulated environment with no risk to patients. KHMSC is accredited by the Society of Simulation in Healthcare (SSH) and hosts an American Heart Association (AHA) International Training Center.

The Simulation Center, a 19,500 sq. ft. facility, has all the elements of a virtual hospital. It has two fully functioning operation rooms; four ICU bays - including a pediatric bay; and a wardroom, three debriefing rooms, a small meeting room and a large training room on the second floor. There is a large skills training and competency testing room (e.g. intravenous cannulation, endotracheal intubation, lumbar puncture). In the basement is a complete Emergency Room with facilities for imaging.

### 7.3.2 Center for Advanced Surgical Education (CASE)

CASE is accredited by the American College of Surgeons - Accredited Education Institute (ACS-AEI) and provides high standards of education and training for surgical teams. Faculty at CASE deliver surgical education to undergraduate medical students. The Center also offers a Fellowship in Advanced Surgical Education.

### 7.3.3 Affiliated Healthcare Providers and Clinical Facilities



MBRU has a number of agreements and partnerships with key public and private healthcare providers in Dubai and the UAE to collaborate in areas of medical education, research and service provision. Through such collaborations, MBRU aims to advance health in the region through an innovative and integrated academic health system. Specialized training programs and partnerships enable to strengthen the journey of medical students and healthcare professionals by providing them with opportunities starting from undergraduate education to specialization and continuing education.

#### 7.4 Library Resources

The Al Maktoum Medical Library (AMML) supports MBRU's students, medical and academic as well as the wider medical community, by providing access to quality and authoritative information resources in the field of medicine and research. Located on the first and second floor of MBRU, the state-of-the-art library offers a collection of point of care resources and medical education databases and provides spaces for quiet study as well as group and collaborative study for members. In addition, its facilities include a reading room, study lounges and pods, meeting rooms and an Information Commons.

Library Operating hours

Library Operating hours	
Monday - Thursday	8:00 am – 9:30 pm
Friday	8:00 am – 4:00 pm
Saturday	8:00 am – 4:00 pm
Sunday and Public Holidays	Closed



The Library is a modern 30,000 square feet facility. AMML maintains over 3000 print books, more than 250 print journals and subscription to a range of electronic resources including e-Journals and eBooks covering a wide range of medicine and allied health topics, bringing a wealth of up-to-date and reliable information to users. The Library also has multiple copies of course core textbooks to support the curriculum at MBRU. Library electronic resources can be accessed remotely using the student's university email ID and password. Library resources include: More than 30 databases covering 11,000 electronic journals, and more than 10,000 electronic books. The Library has developed an extensive network for sharing educational resources and journals with other libraries in the region. New students will receive an induction into using the library and its online services as part of orientation, and librarians are available throughout the academic year to help students locate and use the materials and facilities they require. The regulations for use of the Library facilities are available in the Student Handbook. Library services include reference and information services, information literacy sessions, research support, interlibrary loans and document delivery, remote access, technology hub and wellness services.

#### 7.5 Educational Technology





**7.5.1** Registration and enrollment: All students management records will be on an electronic platform called 'PowerCampus'.

**7.5.2** Learning Management Systems

**7.5.2.1** E-Learning Management System (LMS): The University has subscribed to 'Desire2Learn' as the platform for the LMS.

**7.5.2.2** ExamSoft platform is used for conducting electronic examinations, archiving question banks and analyzing results.

**7.5.2.3** Office 365 tools such as Microsoft Teams are used for synchronous delivery of teaching and learning.



**7.5.3** Specialized softwares

**7.5.3.1** PathXL software provides virtual microscopic teaching in histology, anatomic pathology and hematology.

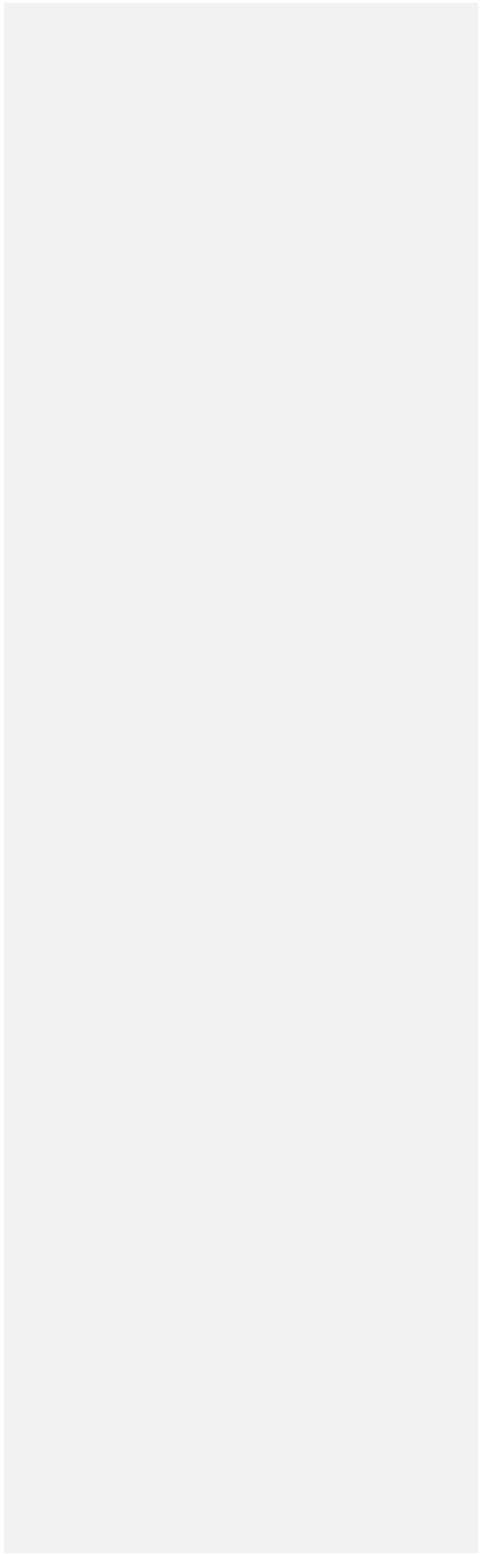
**7.5.3.2** LAMS - a web-based software that supports in class, blended and online student-centered activities.







8  
**PARTNERSHIPS &  
COLLABORATIONS**





## 8 PARTNERSHIPS AND COLLABORATIONS

MBRU has a number of collaborative agreements and partnerships with educational, research and service institutions both within and outside the UAE. Such partnerships aim at enhancing the quality of MBRU's educational programs, widening the University network and expanding the university outreach.

Through such collaborations, the University's mission is to advance health in the region through an innovative and integrated academic health system. Specialized training programs and partnerships enable to strengthen the journey of medical students and healthcare professionals by providing them with opportunities starting from undergraduate education to specialization and continuing education.

Our current list of partners include:

Al Jalila Children Hospital	Kuwait Institute for Medical Specialization
Al Jalila Foundation	Mayo Clinic
American Heart Association	Mayo Clinic College of Medicine and Science
Association of American Medical Colleges	Ministry of Community Development
Bio Fire	Ministry of Foreign Affairs and International Corporation
Cardiff University	Ministry of Health and Prevention (MOHAP)
Center Hospital Princess Grace Hospital	Ministry of Presidential Affairs – Scholarships Office
Cleveland Clinic Abu Dhabi	Mohammed Bin Rashid Space Centre (MBRSC)
DP World	Moorfields Eye Hospital – Dubai
Dubai Corporation for Ambulance Services	RCSI Bahrain
Dubai Dental Hospital	Royal College International - Canada
Dubai Government Human Resources Department	Royal College of Surgeons - Ireland (RCSI)
Dubai Health Authority	SEHA
Dubai Institute of Design and Innovation LLC	Seoul National University
Dubai Police	The Royal Australasian College of Dental Surgeons
Dubai Science Park (DSP)	The Royal College of Pathologists
Emirates Health Services - Organ Transplant	The Sheikh Hamdan Bin Rashid Award for Medical Sciences
Fakeeh University Hospital - Dubai	UAE Red Crescent
Princess Grace Hospital	Unilabs Middle East LLC
King Saud University	United Eastern Medical Services (UE Medical)



### Queen's University Belfast

MBRU has an academic partnership with Queen's University Belfast (QUB) in the United Kingdom. QUB was founded as Queen's College in 1845, before becoming a university on its own right in 1908 and is the ninth oldest university in the United Kingdom and is a member of the UK's Russell Group of leading research-intensive universities.

The goal of the partnership is to provide quality assurance through offering advice on strategic planning, organization and governance of the university and its colleges, as well as infrastructure and educational resources development, development of curriculum, faculty recruitment, senior staff recruitment, student recruitment and faculty development programs.



### Mediclinic Middle East

Mediclinic Middle East is part of Mediclinic International, one of the top ten listed private healthcare groups in the world. Mediclinic operates 74 hospitals and 30 clinics across four countries, including 51 hospitals in South Africa and Namibia, 17 hospitals in Switzerland (under the name Hirslanden) and seven hospitals with over 900 inpatient beds, as well as more than 20 clinics in Dubai, Abu Dhabi, Al Ain and Al Dhafra, UAE.

MBRU has an academic affiliation agreement with Mediclinic Middle East to advance mutual passion for medical education. Under this agreement, students will be able to train at the Mediclinic Middle East's excellent healthcare facilities by their highly trained specialist physicians. Mediclinic Middle East has assigned trained adjunct faculty members as supervisors for students who are embedded in healthcare teams and participate in healthcare delivery under supervision with graded responsibilities according to skills and experience. The training is based on a jointly developed program with clearly defined learning outcomes.

Under this partnership, the clinical academic faculty at MBRU will be granted clinical privileges to treat patients at Mediclinic facilities. Mediclinic Middle East offers students the opportunity to learn in the setting of a large multispecialty private sector healthcare provider.



### Dubai Health Authority

The Dubai Health Authority (DHA) is the major public sector, government healthcare provider in Dubai. The healthcare system includes four hospitals and thirteen Primary Healthcare Centers supported by a full range of ancillary services. Service is provided in all the core specialties and sub-specialties.

MBRU and DHA have an affiliation agreement to provide students with clinical experiences building on a Memorandum of Understanding signed between the two organizations.



### Al Jalila Children's Specialty Hospital

Al Jalila Children's is the first dedicated children's hospital in the United Arab Emirates. The state-of-the-art medical facility was created under the directives of His Highness Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE, and Ruler of Dubai, to affirm his belief that all children should have an equal opportunity for success in life, and the treatment of children suffering from illness or disease should not be subject to geographical chance. The vision of His Highness is to have Al Jalila Children's among the top 10 pediatric hospitals in the world. Al Jalila Children's is an ultramodern hospital that aims to be the driving force behind tertiary and quaternary care in the region. The hospital's highly qualified medical and clinical experts who are setting new standards for healthcare excellence on a local and regional level. Al Jalila Children's comprises 200 beds in a child and family friendly environment.

MBRU has an academic affiliation agreement with Al Jalila Children's Specialty Hospital to advance mutual passion for medical education. Under this agreement, Al Jalila Children's excellent healthcare facilities and highly trained specialist physicians are available to train MBRU's students.

The Al Jalila Children's Specialty Hospital's Pediatric Residency Program and the Al Jalila Children's Child and Adolescent Psychiatry Fellowship Program were created in conjunction with MBRU.



### Dubai Dental Hospital

The Dubai Dental Hospital (DDH) provides a comprehensive range of specialized dental care services, all under one roof in a new, fully equipped facility in line with the highest standards of evidence-based dental care.

Dubai Dental Hospital is MBRU's clinical partner and provides clinical training for postgraduate dental students at the Hamdan Bin Mohammed College of Dental Medicine (HBMCDM).



### Moorfields Eye Hospital – Dubai

Moorfields Eye Hospital – Dubai is the first overseas branch of Moorfields London, the oldest eye hospital in the world. Its world-class facilities and very experienced eye care consultants and specialists ensure that Moorfields Dubai provides the highest and exceptional quality standards of diagnosis and treatment of eye diseases as Moorfields London, while setting the highest benchmark for eye care in the Middle East.

MBRU has a service agreement with Moorfields Eye Hospital – Dubai to collaborate and provide educational activities related to ophthalmology as part of the core curriculum for the students of MBRU.



### Saudi Commission for Health Specialties

The Saudi Commission for Health Specialties (SCFHS) is an independent scientific professional body, established in 1992, with the goal of being a healthy society through qualified health practitioners. They are tasked with the training health care professionals by supervising the scientific and professional training programs represented in the Saudi Specialty Certificate and Diplomas. SCFHS is responsible for supervising and evaluating training programs, as well as setting controls and standards for the practice of health professions. SCFHS develops, approves and supervises professional health-related and medical education programs, and supervises and approves results of specialized examinations.

In 2018, MBRU signed an agreement with SCFHS to collaborate on postgraduate medical education. In 2020, MBRU received a four-year Institutional Accreditation from SCFHS after meeting all the institutional accreditation standards. This accreditation affirms that



MBRU provides all the required educational and clinical resources for the postgraduate professional healthcare programs supervised by SCFHS

MBRU has established research collaborations for funding laboratory and non-laboratory research projects to support outstanding research proposals in health, medical and biomedical sciences through competitive peer-evaluation processes. The University expects to expand further to identify new and continued collaborations with public and private partners in the field, nationally, regionally and internationally. These collaborations include joint research projects, sponsored research, consultation and expert assistance, participation at leading conferences and seminars, applicable to students and faculty. Of all research publications to date, more than 80% are in collaboration with international entities.

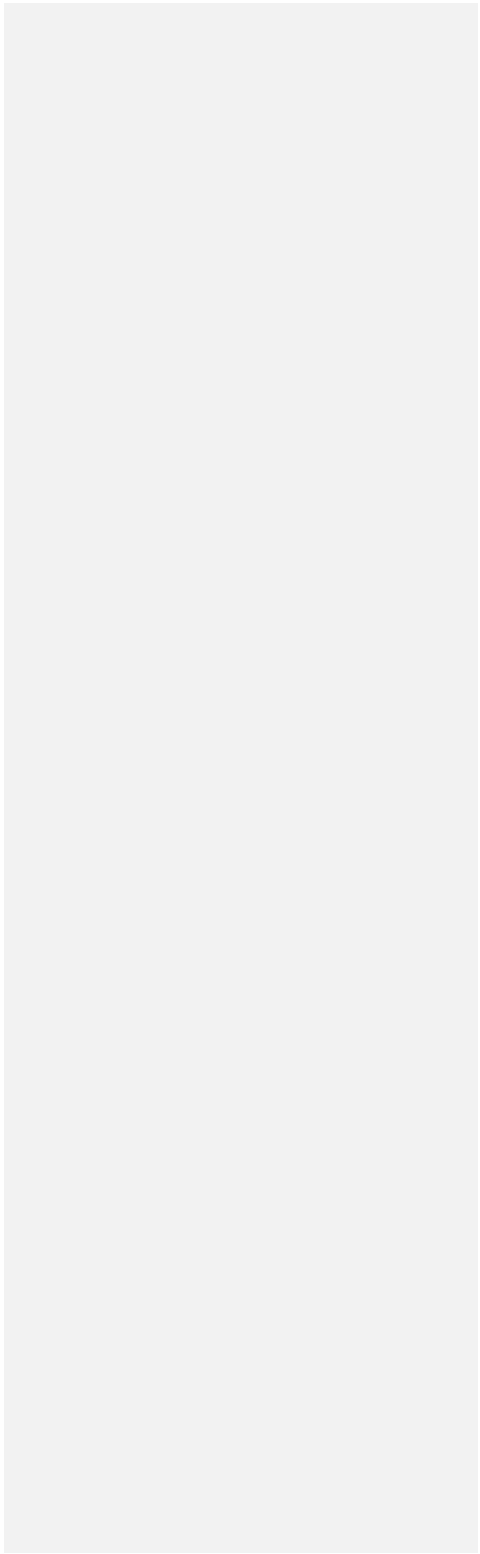
Research is supported through both internal and external grants and many MBRU researchers have been successful in securing awards from various funding bodies and industry.

MBRU faculty members serve on multiple national entities devoted to high-quality research such as the Mohammed bin Rashid Academy of Scientists, and Emirates Scientists Council.



9

**ADMISSIONS, WITHDRAWAL  
AND  
RE-ENROLMENT POLICIES**





## 9 ADMISSIONS, WITHDRAWAL AND RE-ENROLMENT POLICIES

### Admissions Policy

MBRU's admissions policy and procedures are detailed in the Student Handbook (Section 2.1).

The general minimum admissions criteria for August 2022 entry are set out below:

#### Admissions Criteria to College of Nursing and Midwifery (MSc Programs):

Potential students to the MSc in Pediatric Nursing and Cardiovascular Nursing Programs must meet the academic entry criteria for postgraduate level study and be currently working in the relevant specialism. The admission requirements for the program are that applicants:

1. Hold a Registered Nurse License as certified by the appropriate nursing licensing authority.
2. Minimum of one year (full time) post-registration experience.  
Specific experience to the area of specialist practice being undertaken is preferred.
3. Hold a Bachelor of Nursing degree\* or equivalent with a minimum cGPA of 3 on a scale of 4.00 OR Average of 75% . Applicants with cGPA between 2.5 - 2.99 OR minimum of 75 % may be considered on probation.
4. Available to undertake the course on the date of commencement.
5. Have evidence of meeting the good health and character requirements.

Evidence of these qualifications must be presented before an offer of admission is issued.

#### English Language Requirement:

##### Academic IELTS

- An overall band 6 with no skill less than 5.5
- IELTS Indicator' will not be considered for admission purposes.
- Must have been taken within the last two years.
- A single certificate to be submitted, combined scores are not accepted.

##### TOEFL

- iBT 80 with Writing score of 20
- PBT is not accepted.
- Must have been taken within the last two years.
- 'My Best Scores' will not be considered for admission purposes.

Applicants with IELTS below 6.0 and/or GPA below 2.5 will not be accepted into the program.



Note: All MSc Nursing applicants will need to go through an interview with a selection panel and will not need to sit for an MMI.

\* Applicants with university degree obtained outside the UAE, are required to submit an Educational Credential Evaluators (ECE) - General with Grade Average evaluation for US institutions when applying. This is to evaluate the transcripts and have a standard GPA (<http://www.ece.org>)

## Withdrawal and Re-Enrolment Policies

A student may withdraw for medical, military, personal/academic or other reasons. Withdrawal applies to a course, a number of courses or the whole academic year. A student who misses two consecutive weeks of required class work of a particular course without a valid excuse, may be withdrawn from the registered courses he/she missed. Detailed information is provided in the Withdrawal Policy in Student Handbook.

Students who were given a leave of absence from the university, or break from continuous enrolment in regular academic terms, may apply for reenrollment, contingent upon the following:

- 9.1.1** The student applies for reenrollment within two years from the beginning of the first academic term of the break in registration.
- 9.1.2** The university has not dismissed the student.
- 9.1.3** Students on suspension may apply for reenrollment following completion of the period of Suspension.

## Probation

If a student has been placed on probation (for academic or non-academic reasons), the academic advisor will initiate a report to the dean of CoNM and document measures to monitor behavior (Student Handbook Section 3).

## Dismissal

A permanent discontinuation of registration as a bonafide student is usually a disciplinary measure taken against a student found guilty of a serious offence following investigation. Dismissed students do not normally have the option of reenrollment.

The University will exhaust all other measures prior to dismissing a student. In exceptional circumstances students may be dismissed from MBRU due to academic and /or non-academic reasons. Dismissal will normally be a recommendation made after following relevant guidelines and regulations. (See policies on Student Academic Integrity)

## Transfer Admissions and Recognition of Prior Learning

Applications are considered on individual basis and screened like all other applicants as per graduate admission processes, criteria and deadlines. If approved, consideration may be given for transfer credit as per the Recognition of Prior Learning (RPL) Policy.

For a transfer admission request to be considered:

- 9.1.4** The student must be in good academic standing at his/her home institution and should not hold a GPA of less than 3.0 on a scale of 4 (or equivalent) in the last completed year. UAE institutions recorded in the National Register of Licensed HEIs, or other organizations in the UAE approved by the CAA, or recognized institutions of higher learning located outside the UAE, are eligible for transfer admission.
- 9.1.5** The institution from where the transfer is being made must be a federal or licensed institution, recognized by the Ministry of Education, United Arab Emirates (UAE), or a foreign institution of higher education recognized by the Ministry of Education, UAE.

Transfer credits may be granted for courses if:

- 9.1.6** The courses are relevant to the program and have comparable learning outcomes to courses offered at MBRU.
- 9.1.7** For courses to be considered for transfer credit, they must have been completed in the previous 5 years.
- 9.1.8** The student must have attained a minimum grade of C for an undergraduate degree and a minimum grade of B for a graduate degree for courses to be considered for transfer credit.
- 9.1.9** No transfer credit will be granted for graduation projects and thesis courses
- 9.1.10** MBRU does not consider granting credit for informal or non-formal learning.
- 9.1.11** Prior learning credits for clinical training are recognized only if the relevant training took place in the UAE, when applicable as per the Recognition of Prior Learning Policy. In exceptional circumstances a waiver may be granted by the Ministry of Education.
- 9.1.12** All supporting documents will be presented to the relevant College Curriculum Committee for evaluation as per the Recognition of Prior Learning Policy. For approved transfer credit courses, the grade that appears on MBRU transcript is Transfer Credit (TC) and does not count towards the final GPA calculation.
- 9.1.13** Students may not receive credit twice for the same course taken at different institutions.
- 9.1.14** No recognition will be given for experiential or non-classroom based prior learning.

Transferred courses should not exceed more than:

25% of the total number of credits required to complete a degree for graduate programs.

Students can transfer only at the beginning of an academic year. Transfer students will be notified of the outcome of their admissions transfer evaluation, and how this will be applied to their application for the selected program at MBRU, in line with the general admissions process and deadlines.

The relevant committee's decision is final in the absence of new information or procedural errors.

Please note that:

MBRU may use any of the following forms of assessments in the RPL process:

- Examinations or tests that are used by an institution to assess the achievement of learning outcomes or qualifications in its own programs, modules, courses, or units;
- A portfolio of evidence which includes documents such as qualification certificates, official

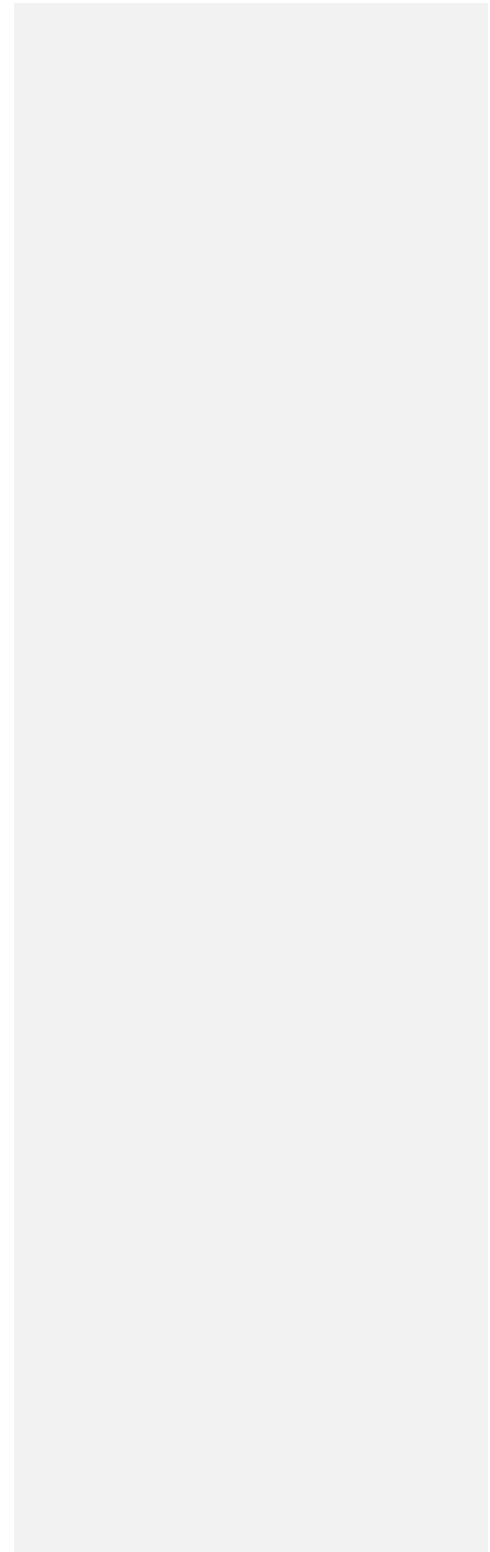
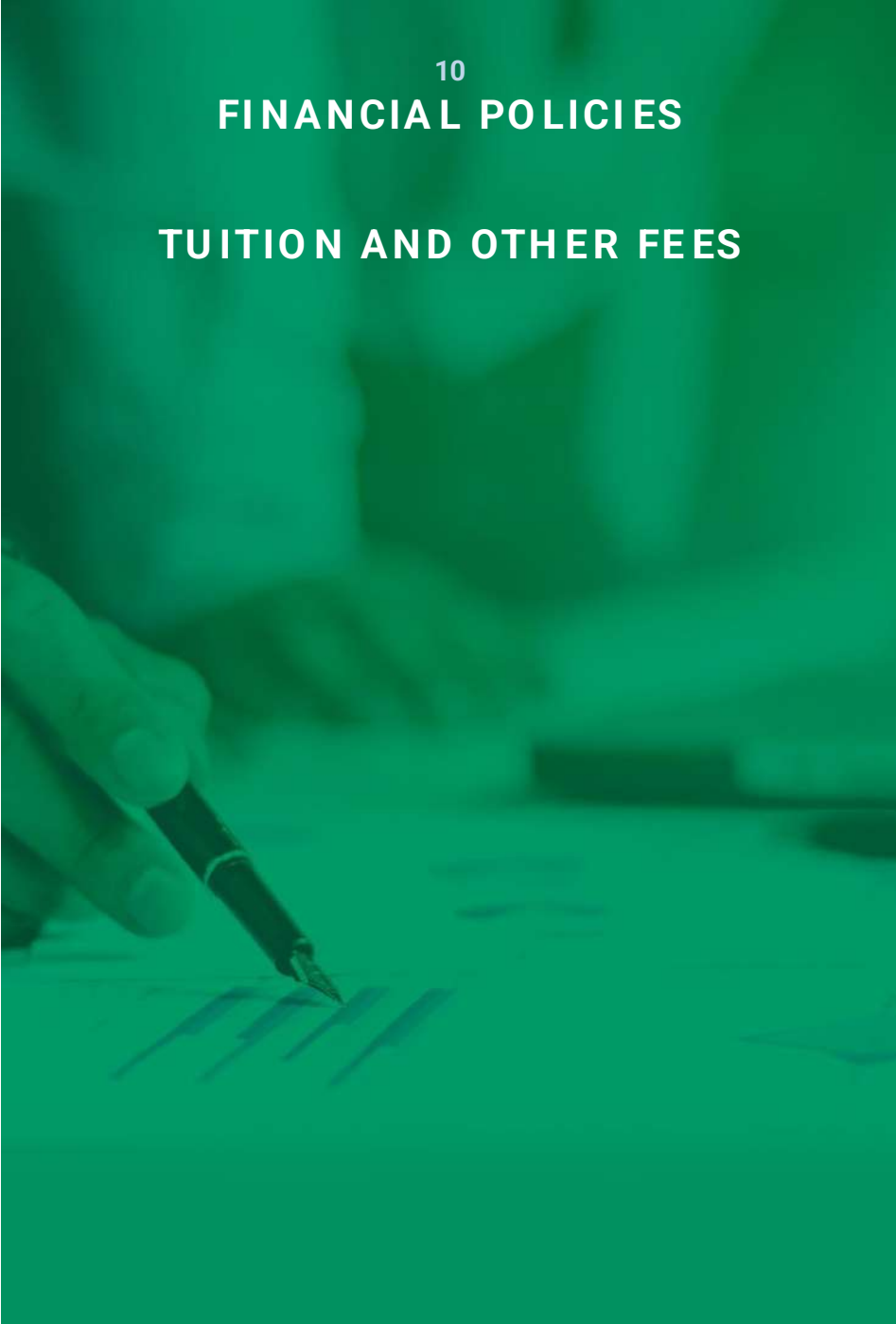
transcripts of previous study, official job descriptions or statements of duties and responsibilities, letters of reference from employers detailing a student's relevant skills and experience, or samples or statements of work performed;

- Direct observation of demonstrations of the skill or competence;
- Reflective papers, journal articles or similar documents that relate past learning to the learning or competency outcomes of the course or qualification in which the student is enrolling;
- Reviews of courses/units/modules taken at another provider, to demonstrate achievement of learning outcomes or qualifications of the provider's own programs, modules, courses, or units;
- Combinations of any of the above.

10

## FINANCIAL POLICIES

### TUITION AND OTHER FEES





## 10. FINANCIAL POLICIES

Student Services and Registration (SSR) in collaboration with the Finance Department and Advancement and Future Office, supports students with completion of financial status and can advise on issues relating to tuition fees and scholarships.

### 10.1 TUITION AND OTHER FEES

MBRU will annually share and publish in the Student Handbook, College Catalog and MBRU Website a "Schedule of Tuition Fee" for all University approved programs. The tuition fee excludes nonrefundable AED 1050 Application Fee paid at the time of submitting the application form and the required documents. The nonrefundable seat-reservation fee counts towards the fees of the first semester.

2022-2023	Amount	Schedule
Seat reservation fee (non-refundable) offer	AED 10,000	At time of acceptance of offer
Tuition fees	AED 130,000	July 26, 2022
<b>Total annual tuition fee</b>	<b>140,000*</b>	

\*For the Academic Year 2022-2023, a 50 % scholarship is available as a token of appreciation and support for nursing frontliners.

- The yearly tuition covers all educational expenses, recreational, library, insurance, computer, and lab activities. It does not cover the cost of clinical electives taken inside or outside the country. It includes the placement fee at Belfast Health and Social Care Trust.
- Students are responsible for expenses related to tickets, accommodation, UK student visa and NHS health surcharge which approximates to AED 23,000.

**Further policy and procedures with regards to tuition fees are detailed in the Student Handbook (Section 2.2).**



11  
**STUDENT SERVICES  
& REGISTRATION**

12  
**STUDENT CODE OF CONDUCT**

13  
**STUDENT GRIEVANCE POLICY**



## 11. STUDENT SERVICES AND REGISTRATION

The Department of Student Services and Registration (SSR) provides assistance to students in the fields of admissions, scheduling, registration, student records, graduation, counseling, accommodation, student events, activities, sports and recreation, career development, and student support services.

SSR is home to all students, it is a place where you can receive support for all your needs, interests, and development. We have an open-door policy, and you are encouraged to visit the Department at any time or call in to ask about anything you are unsure of. The department welcomes suggestions and ideas on how to enrich students' experience while studying at MBRU. Additional information on each service is provided in the Student Handbook (Section 1).



## 12. STUDENTS CODE OF CONDUCT, PROFESSIONAL BEHAVIOUR AND FITNESS TO PRACTICE

MBRU has a multi-cultural environment and students are expected to demonstrate the highest standards of professional and social behavior when liaising with fellow students, faculty, staff, patients, and external partners. Students are required to respect the ethos of the UAE's society and ensure their behavior does not offend cultural sensitivities and is in alignment with MBRU Values.

Code of Conduct in Student Handbook (Section 2.11) is intended to facilitate the provision of a high-quality education that is reflective of the exemplary image of the student and the University. All students are to observe these rules on campus and in external settings where they represent MBRU. Violations may be confidentially reported to SSR.



Nursing and midwifery students enjoy special privileges, which come with responsibilities and expectations by society. Because of this, students need to be aware of the higher standards of professional behavior. MBRU College of Nursing and Midwifery will ensure that students are aware of this relationship with society and provide them with opportunities to learn and practice the expected standards of professional behavior.

This guidance considers Nursing and Midwifery students' fitness to practice in relation to their behavior and in relation to their health when appropriate. Poor health can affect a student's fitness to practice either directly or by being a cause of misconduct.

## **19.1 Expectations for Appropriate Fitness to Practice**

### **19.1.1. Displaying Professional Conduct**

Nursing and midwifery students should acquire and demonstrate the types of behavior that mark them as fit to practice as doctors by

- maintaining the standards of competence and care that will not put patients and the public at risk
- striving for high ethical standards in their professional and personal lives

### **19.1.2. Providing Good Clinical Care**

• Being able to provide good clinical care is fundamental to becoming a specialist nurse. This objective should guide a student's behavior in both their clinical and academic work. Nursing and Midwifery students should reflect on how they can support and promote good clinical care as part of their nursing and midwifery education.

- In order to demonstrate that they are fit to practice, students should:
  - Recognize and work within the limits of their competence and ask for help when necessary
  - Accurately represent their position or abilities
  - Make sure they are supervised appropriately for any clinical task they perform
  - Respect the decisions and rights of patients





- Be aware that treatment should be based on clinical need and the effectiveness of treatment options, and that decisions should be arrived at through assessment and discussion with the patient
- Not discriminate against patients by allowing their personal views to affect their professional relationship or the treatment they provide or arrange (this includes their views about a patient's age, color, culture, disability, ethnic or national origin, gender, lifestyle, marital or parental status, race, religion or beliefs, sex, sexual orientation, or social or economic status)
- Behave with courtesy
- Report any concerns they have about patient safety to the appropriate person

#### **19.1.3. Maintaining Good Nursing Practice**

- Students must be aware of their responsibility to maintain their knowledge and skills throughout their careers
- Students are expected to keep up to date and to apply the knowledge necessary for good clinical care. They should understand that as nurses they will have to participate in audits, assessments and performance reviews throughout their careers as part of re-licensing
- In order to demonstrate that they are fit to practice, students should:
  - reflect regularly on standards of nursing practice in accordance with locally agreed and adopted guidance by MBRU, and local and clinical placement hospitals
  - attend required learning sessions complete and submit course work on time
  - be responsible for their own learning
  - reflect on feedback about their performance and achievements and respond constructively
  - be familiar with the guidelines of local healthcare providers
  - respect the knowledge and skills of those involved in their education
  - make sure they can be contacted and always respond to calls in relation to the care of patients or their own education



#### **19.1.4. Engaging in Teaching and Training**

- Nursing and healthcare education have strong professional and academic aspects to it. Nursing and midwifery students must engage with patients and gain experience in clinical settings.
- Nurses and students must be willing to contribute to the teaching, training, appraising and assessing of students and colleagues.
- They should be honest and objective when appraising self and others
- In order to demonstrate that they are fit to practice, students should:
  - Demonstrate basic teaching skills
  - Be aware of the principles of education in nursing
  - Be willing to contribute to the education of other students
  - Give constructive feedback on the quality of their learning and teaching experiences.

#### **19.1.5. Building Ethical and Respectful Relationships With Patients**

- Nursing students will have extensive contact with patients during their course and must build relationships with patients based on openness, trust and good communication.
- Students should maintain a professional boundary between themselves and their patients. They must not use their professional position to cause distress or to exploit patients.
- Students should obtain patient consent for any treatment, teaching or research.
- Patients have a right to expect information about them to be held in confidence. A patient's case must not be discussed in a way that would identify them with anyone not directly involved in their care, or in a public place. Academic work that contains specific information about a patient must not identify the patient if it is to be seen outside the patient's care team. This includes case or log reports that are submitted as part of the student's course work or assessment.
- In order to demonstrate that they are fit to practice, students should:
  - Respect patients and treat them with dignity



- Be aware of ethical issues in their professional behavior with patients
- Be open and honest when dealing with patients, their carers, relatives, or anyone else close to them
- Make sure that patients have consented to a student being involved in their care
- Make sure they are clearly identified as students
- Dress in an appropriate and professional way and be aware that patients will respond to appearance, presentation and hygiene
- Make sure they follow the hospital adopted guidance on consent and confidentiality

#### **19.1.6. Working Collaboratively with Colleagues**

- Nursing students need to be able to work effectively with colleagues inside and outside of healthcare facilities in order to deliver a high standard of care and to ensure patient safety.
- Nurses must develop skills to work in multi-disciplinary teams. This involves respecting the skills and contributions of colleagues and other professionals, and developing effective communication with other members of the team and with patients.
- It is also important that nurses protect patients from harm posed by another colleague's behavior, performance or health. They should take steps to raise any concerns with the appropriate person.
- In order to demonstrate that they are fit to practice, nurses should:
  - Demonstrate skills that allow them to deal with uncertainty and change in the workplace
  - Be able to work effectively in a team and to take on different roles as appropriate, including taking responsibility for tasks
  - Develop and demonstrate teamwork and leadership skills
  - Be aware of the roles and responsibilities of other people involved in delivering healthcare
  - Respect the skills and contributions of colleagues and other professionals and not discriminate against them



- Raise concerns about overall practice in a healthcare setting or about colleagues, including other students, medical practitioners and other healthcare workers, with the appropriate person if patients are at risk

#### **24.1.8 Understanding Risks Associated with Their Own Health**

- It is important that Nursing students are aware that their own poor health may put patients and colleagues at risk
- Good nursing practice requires nurses to seek and follow advice from a suitably qualified professional about their health. This is particularly important if they have, or suspect they have, a serious condition that could be passed on to patients, or if they are receiving treatment that could affect their judgment or performance
- In order to demonstrate that they are fit to practice, nurses should:
  - Be aware that their own health problems may put patients and colleagues at risk
  - Seek medical or occupational health advice, or both, if there is a concern about their health, including mental health
  - Accept that they may not be able to accurately assess their own health, and be willing to be referred for treatment and to engage in any recommended treatment programs
  - Protect patients, colleagues and themselves by being immunized against common serious communicable diseases if vaccines are available and are recommended by the relevant health authority
  - Not rely on their own or another student's assessment of the risk posed to patients by their health, and should seek advice, when necessary, from a qualified clinician or other qualified healthcare professional
  - Be aware that when they graduate they are responsible for informing their employer or other appropriate person if their health poses a risk to patients or the public

#### **24.1.9 Demonstrate Appropriate Social Behavior**

Students are viewed as representatives of the university, and should not allow their actions to reflect negatively upon the university or upon their profession. In order to demonstrate fitness to practice, the student is expected to:

- Recognize the right of all individuals to be treated with respect without regard to race, age, gender, disability, national origin, position, or religion



- Avoid physical, verbal or written physical or sexual harassment
- Avoid obstruction of due process through lying, using pressure, threat, abuse, or similar practices against any person, or withholding of pertinent information.

#### **24.1.10 Consequences of Breaching the Fitness to Practice**

If there are grounds for concern as to the fitness of the nursing student for practice and upon investigation the student was found to be in breach of the fitness to practice code, the fitness to practice committee may recommend any of the following:

- Continue his or her studies without limitation
- Continue his or her studies under specified limitations and conditions
- Be prohibited from entering specified clinical facilities as a nursing student
- Suspension from studies
- Dismissal from University
- Informing law enforcement agencies
- Informing concerned professional licensing bodies
- Other penalties or corrective actions as deemed appropriate and necessary by the fitness to practice committee

### **19.2 Policies and Procedures for Dealing with Suspected Breaches of Fitness to Practice**

#### **24.2.1 Committee for Fitness to Practice**

The following committees will be involved in the handling of the rare cases of report or evidence of infraction of this code to the extent that raises concern about the fitness of the student to practice. The committee mandate includes:

- Review the Nursing and Midwifery students' Code of Conduct on a regular basis.
- Initiate the process for dealing with a report of infringement of Code of Conduct on instruction from the Dean
- Raise an independent ad hoc investigation committee when needed
- Adjudicate on the basis of the report of the ad hoc investigation committee



#### **24.2.2 Membership:**

- Faculty members, elected by Faculty
- A student representative selected by MBRU student council
- The Dean appoints the Chairperson from among the membership.
- The Committee on Fitness to practice shall meet at least once per year and whenever the need arises.

#### **24.2.3 The ad hoc Investigation Committee**

An ad hoc committee is constituted for each case and it reports to the Committee on Fitness to practice. The ad hoc committee mandate is to gather information and evidence sufficient to enable the Committee on Fitness to practice to make a decision on the existence and seriousness of the breach of the code of conduct.

#### **24.2.4 Membership**

Three members with appropriate expertise to conduct the investigation, appointed by the Committee for Fitness to practice. None shall be a member of the Committee on Fitness to practice.

#### **24.2.5 The ad hoc Dispute Resolution Committee**

An ad hoc committee established by and reporting to the Dean constituted for each case. The mandate of the ad hoc dispute resolution committee is to determine whether due process has been followed in handling the allegation and receive new facts if these become available. The committee will also consider the appeal from the student in the event of a dispute regarding the outcome of adjudication.

#### **24.2.6 Membership**

This committee is made up of three members drawn from the College Dispute Resolution Panel.

- One nominated by the Dean, who shall Chair the Committee and submit reports.
- One member nominated by the student.
- One member nominated by the Committee on Fitness to practice.



### **19.3 Procedure for Handling an Allegation of a Breach to Fitness to Practice by a Nursing Student**

The handling of an allegation of misconduct must be confidential, expeditious and strictly in accordance with laid down process as follows: Preliminary Evaluation, Investigation, Adjudication, Appeal.

#### **24.3.1 Preliminary Evaluation**

- A report of allegation of potential infraction of the Code of Conduct shall be directed to the Dean, who will evaluate and share with the Chairperson of the Committee on Fitness to Practice, if he/she considers that there are enough grounds to proceed.
- Anonymous allegations shall not normally be considered. If the nature of the allegation makes anonymity of the reporter expedient, the name and identification of the author will be removed from any written document but be known to the Dean

Within two weeks of receiving a complaint, the Committee on Fitness to Practice shall determine whether:

- the matter should be dealt with informally or investigation should proceed
- any action regarding the status of the student should be taken; for example:
  - continue his or her studies without limitation
  - continue his or her studies under specified limitations and conditions
  - be prohibited from entering specified clinical facilities as a nursing student
- The Chairperson may, during the proceedings, review and change a decision regarding a nursing student's status.
- The student may appeal to the Dean if dissatisfied with the decision of the Committee.
- The Dean may refer the appeal to the Adjudication Committee. Pending any such adjudication the Committee's decision shall remain in force.



- Any member (including the Chairperson) of the Fitness for Practice Committee that has any involvement or interest in the case arising other than by way of rules of procedure, shall stand down from the Committee while the case is being considered, and another member of the Committee shall be appointed.

#### **24.3.2 Investigation**

- The Fitness to Practice Committee shall set up an ad hoc Investigation Committee. The membership shall not include anyone with previous involvement in the case.
- The Chairperson of the Committee on Fitness to Practice shall write to inform the nursing student concerned that an investigation of the student's fitness for practice is going to take place stating the nature of the concern and the grounds for launching the investigation.
- The ad hoc Investigation Committee shall investigate the allegations and associated circumstances and submit a written report prepared and submitted by the Chairperson of the ad hoc Investigation Committee to the Chairperson of the Fitness to Practice Committee within two weeks. The report shall be limited to facts, without judgment.
- The student may be accompanied by a member of the MBRU community of his/her choice.
- The student shall be given the opportunity to comment on the accuracy of the facts gathered by the ad hoc Investigation Committee by appending his/her signature to the report.

#### **24.3.3 Adjudication**

- The student shall be required to attend the meeting for Adjudication in person.
- The student shall inform the Chairperson of the Committee on Fitness to Practice in writing of the details in advance of the meeting if he/she has good cause to object to the membership of the Committee.
- The Chairperson shall decide on whether to advise the Committee that the member(s) should be replaced and shall inform the student accordingly.
- The adjudication may proceed in the student's absence, if the student fails to attend the meeting without reasonable explanation. The Committee on Fitness to Practice shall have discretion to decide what constitutes a "reasonable explanation".
- The Committee or the student may invite anyone who may have information relevant to





the case to attend the adjudication meeting to give evidence in writing or in person.

- The meeting shall be held in private and all proceedings shall be confidential
- The Committee shall determine its own procedure for the conduct of the meeting but shall include the following elements:
  - A statement of the allegation and the findings of the ad hoc Investigation Committee
  - Response of the student to the allegation and the outcome of investigation
  - Summary and conclusion of facts on both sides
  - Pronouncement of the adjudication.

Possible outcome of the adjudication

- the nursing student is fit for practice and recommend that he/she may continue on the course with no conditions.
- there are grounds for concern as to the fitness of the nursing student for practice but he or she may continue his or her course of study under specified conditions.
- the nursing student is unfit for practice with recommendations that may include:
  - suspension from studies
  - dismissal from University
  - informing law enforcement agencies
  - informing concerned professional licensing bodies
- The Chairperson of Committee on Fitness to Practice shall communicate the decision of the Committee in writing to the student and the Dean.

#### **24.3.4 Appeal**

- A nursing student shall have the right of appeal against a decision of the Committee on Fitness to Practice.
- The appeal shall be submitted in writing within twenty-eight consecutive days of the notification of the result of the decision to the Dean stating the grounds of appeal.



- The Dean will raise the ad hoc Dispute Resolution Committee to consider the appeal.
- During the consideration of the appeal, the decision of the Committee on Fitness to Practice shall remain in force.
- An Appeal hearing shall be arranged within one week of receiving the appeal in accordance with the following procedure:
- The student may choose to be accompanied by a nominated 'friend' from the MBRU community (for example, a student representative).
- The meeting shall be held in private
- The case by the Committee on Fitness to Practice shall be presented by its Chairperson, or nominee
- The student shall state his grounds for appeal and then his defense.
- The Committee on Fitness to Practice shall respond
- The student shall be given the opportunity to react to the response of the Committee on Fitness to Practice
- The Chairperson of ad hoc Dispute Resolution Committee shall summarize proceedings
- The Chairperson of ad hoc Dispute Resolution Committee shall pronounce the Committee's decision at the same or another sitting
- The ad hoc Dispute Resolution Committee may confirm, amend, or refer the decision back to the Committee on Fitness to Practice
- The Chairperson of the ad hoc Dispute Resolution Committee shall inform the Dean of the decision and the reasons for the decision within seven working days
- If, at any stage, it becomes apparent or it is suspected that the nursing student's alleged problems are caused by ill health or disability, these procedures shall be suspended and the Committee's procedures for dealing with serious ill health shall be commenced
  - If the Chairperson of any of the bodies involved considers that the student may have committed a legal offense, the Chairperson shall suspend proceedings and refer the circumstances to the Dean

#### 19.4 Procedures for Dealing with a Nursing Student's Serious Illness or Disability Likely to Affect Fitness to Practice

- Any member of the MBRU Community who has information, knowledge, or concern about any student's illness or disability likely to affect their fitness to practice, has a responsibility to report to Dean
- Nursing and Midwifery students have a responsibility to report any illness or disability likely to affect their fitness to practice to the Dean
- The following procedures shall be followed for Nursing and Midwifery students whose health is considered to make them unfit for practice
- The case shall be referred to the Chairperson of the Committee on Fitness to Practice
- The Committee shall appoint a sub-committee of three of its members (with the option to co-opt experts as needed) to investigate the student's fitness to practice based on his/her health or disability and report to the full Committee
- The Committee shall make a decision based on the findings of the sub- committee and shall communicate the decision in writing to the Dean
- The Dean shall inform the student of the Committee recommendations
- A student shall have the right to appeal against a decision of the Committee on Fitness to Practice to the Dean, who may decide on whether to appoint an ad hoc Dispute Resolution Committee

## 10. STUDENT GRIEVANCE POLICY

The University is dedicated to the highest standards of teaching, scholarship and research, and to the advancement of knowledge. This is set in an environment of equality, tolerance and mutual respect for all its faculty, staff and students. To help achieve and maintain these standards, the University has in place a range of quality assurance mechanisms, including the following Student Grievance and Appeals Procedure provided in the Student Handbook (Section 4).

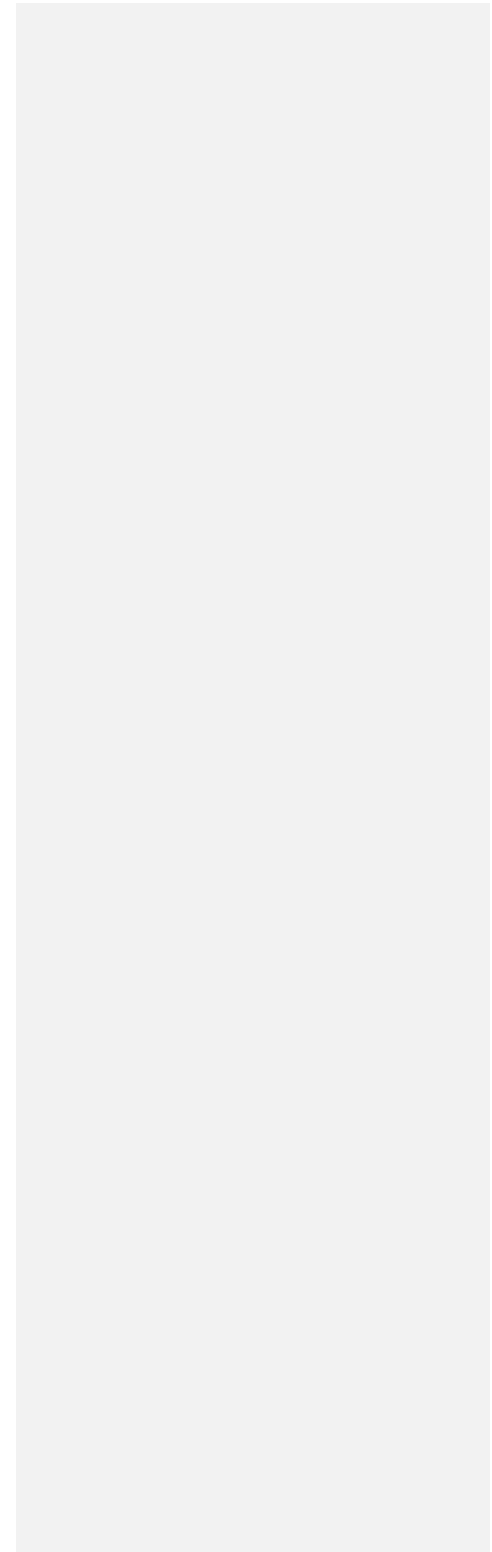
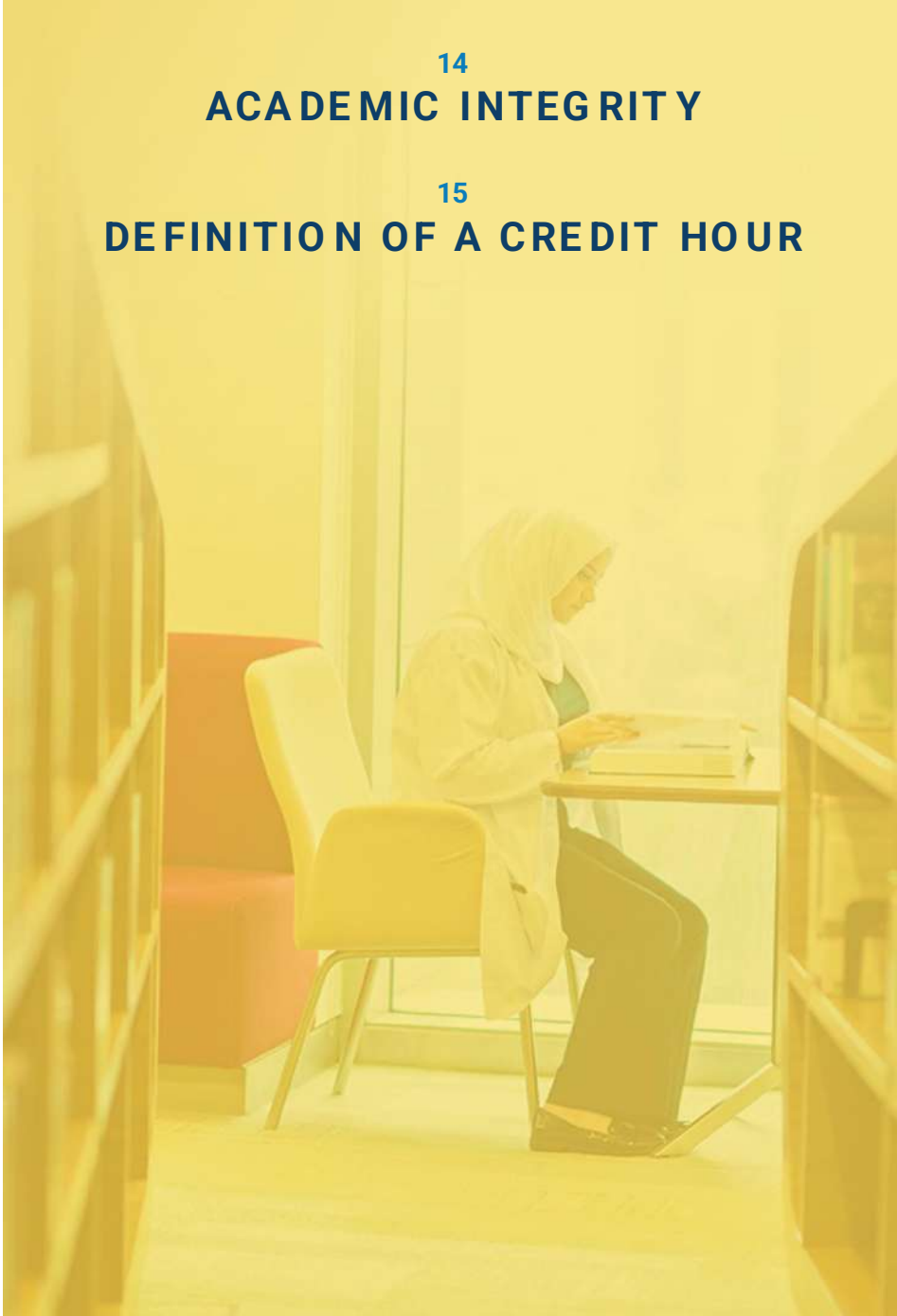
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## ACADEMIC INTEGRITY

15

## DEFINITION OF A CREDIT HOUR





## 11. ACADEMIC INTEGRITY

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CoNM is a community of scholars whose members include its faculty, staff, students, and administrators. The basic objectives of CoNM are the dissemination, advancement and application of knowledge. Students of CoNM are members of the academic community and have both rights and responsibilities. The CoNM student's most essential right is the right to learn.

CoNM is responsible to provide its students opportunities and experiences that best promote the learning process in all its aspects, enabling students to achieve their maximum potential. CoNM places strong emphasis on attainment and expression by its students of those values and attitudes that are the hallmark of a nursing professional. To this end, students are always expected to conduct themselves in a professional manner at all times in all their associations with the faculty, each other, patients and CoNM staff. Once students begin treating patients, they continue to mature professionally and gain a deeper sense of responsibility. Anything less than the highest order of professional conduct on the part of the student can result in the loss of the patients' confidence in the student, CoNM and the profession.

Details on the students' expected behavior and the policies related to discipline, appeals and resolution of complaints are described in the MBRU Student Handbook, which will be made available to students after enrolment.

Furthermore, students are expected to cooperate in the learning process throughout the program of study by completing assignments of various kinds that are the product of their own study or research. Students must ensure that they are familiar with, and comply with, the college's regulations and procedures regarding academic malpractice and plagiarism. The definitions of Academic Malpractice and Plagiarism are reported hereafter. Further details on the related policies and procedures are described in the Student Handbook.

### Definition of Academic Offences

Academic offences is any activity – intentional or otherwise – that is likely to undermine the integrity essential to scholarship or research. It includes plagiarism, collusion, fabrication or falsification of results, and anything else that could result in unearned or undeserved credit for those committing it. Academic offence can result from a deliberate act of cheating or may be committed unintentionally. Whether intended or not, all incidents of academic offence will be treated seriously by CoNM.

### Definition of Plagiarism

Plagiarism is presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement. It also includes 'self-plagiarism' (which occurs where, for example, you submit work that you have presented for assessment on a previous occasion), and the submission of material from 'essay banks' (even if the authors of such material appear to be giving you permission to use it in this way). Obviously, the most blatant example of plagiarism would be to copy another student's work. Hence it is essential to make clear in your assignments the distinction between the ideas and work of other people that you may have quite legitimately exploited and developed, and the ideas or material that you have personally contributed.

The Student Disciplinary and Appeals Procedures relating to both academic and non-academic offenses are available within the Student Handbook (Section 3).

## 12. DEFINITION OF A CREDIT HOUR

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The credit system conventionally uses hours (contact and credit) per week to measure student load. On the other hand, clinical placements are weighted by the number of weeks in a placement.

In CoNM One credit hour is equal to one contact hour (60 minutes) of lecture time, 2 contact hours (120 minutes) of a practical or a tutorial, or three-four contact hours (180-240 minutes) of field work or clinical work in a 15–17 week semester. A team-based learning (TBL) session is considered to be a tutorial.

For example, in a 15-week semester, a course of three credits where there are two lectures and one tutorial every week will have 32 contact hours of lecture time and 32 contact hours of tutorial time (i.e., 60 contact hours per semester). A similar three credit hour course but with three lectures per week will have 48 contact hours per semester.

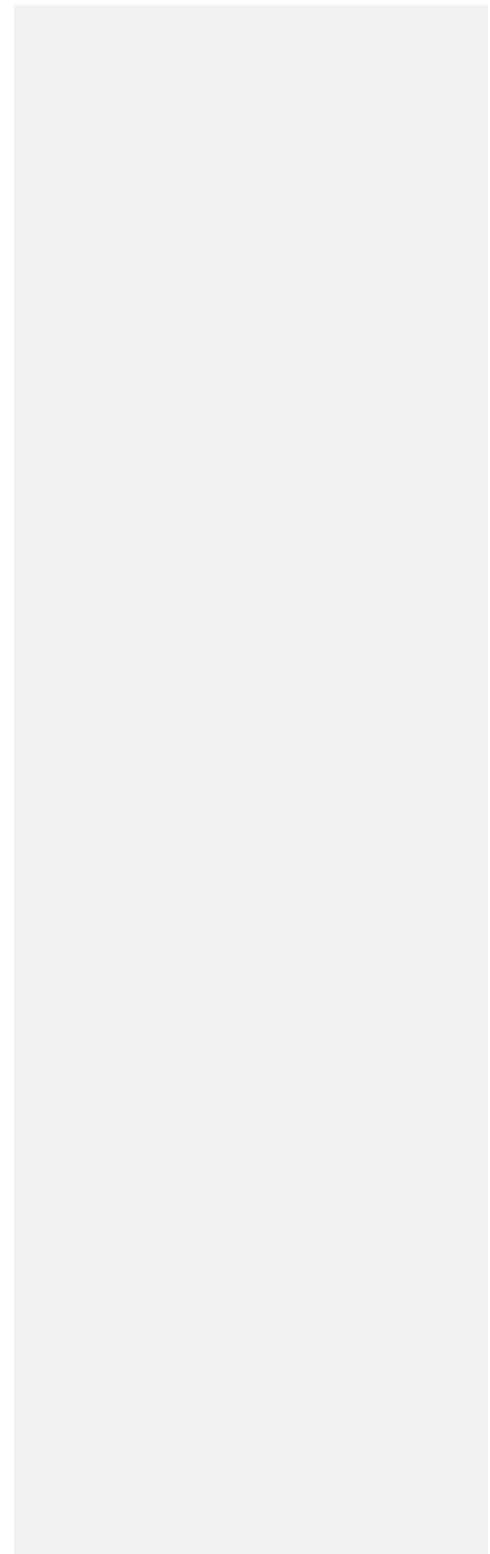


16

**OUTLINE , STRUCTURE  
AND SEQUENCING OF TH  
E MSC NURSING  
PROGRAMS**

17

**NURSING MSC PROGRAMS GOALS,  
LEARNING  
OUTCOMES AND  
COMPLETION REQUIREMENTS**





### 13. OUTLINE OF THE MSC NURSING PROGRAMS

The Cardiovascular Nursing and Pediatric Nursing programs are college degrees in nursing which require the successful completion of one year full-time or two years part-time of study. Each year is comprised of approximately 52 weeks of study. Each program comprises of three core modules and three specialist modules.

The delivery of this program is through blended format as per CAA requirements. Instructional sessions are mixed between Face to Face (F2F) and online (including both synchronous and asynchronous teaching) delivery, and greater than 50% of instructional sessions are delivered as F2F sessions, physically in the classroom (CAA 2022)

#### Full-Time Outline

MSc Cardiovascular Nursing		MSc Pediatric Nursing		Summer for both Master's Programs	
Semester 1	Semester 2	Semester 1	Semester 2	487.5 hours of Clinical Nursing Practice	Extended Portfolio / Dissertation
Core 1: Health Care Assessment	SP2: Cardiovascular Nursing	Core 1: Health Care Assessment	SP2: Pediatric Nursing		
Core 2: Research Methods & Statistics	SP2: Leadership & Management	Core 2: Research Methods & Statistics	SP2: Leadership & Management		
SP1: Cardiovascular Nursing	SP3: Cardiovascular Nursing	SP1: Pediatric Nursing	SP3: Pediatric Nursing		

#### Part-Time Outline

Year One		Year Two	
Semester 1	Semester 2	Semester 1	Semester 2
Core 3: Leadership and Management	SP1: Cardiovascular & Pediatric Nursing	SP2: Cardiovascular & Pediatric Nursing	SP3: Cardiovascular & Pediatric Nursing
Core 2: Research Methods & Statistics		Core 1: Healthcare Assessment	
		487.5 hours of clinical nursing practice	
Extended Portfolio / Dissertation			





## 19. STRUCTURE, SEQUENCING AND GOALS OF THE MSc NURSING PROGRAMS

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This section sets out an overview of the structure and goals of the MSc Cardiovascular and Pediatric Nursing programs.

### 19.1 MSc. Nursing Programs Curriculum

The MSc in Cardiovascular and Pediatric Nursing programs are purposefully developed to meet the specific development needs of practitioners working at a senior or advanced level. The curriculum provides flexible options for study and is designed to support students to learn while applying their knowledge to practice.

Not only will the programs engage with, and support, practice; they will also enable students to review their own practice and share balanced and critical findings that contribute towards improving the quality and efficiency of clinical nursing practice provision. Modules will be delivered through a range of blended learning strategies with 'in person' and online teaching.

Students will also benefit from an exciting and challenging educational experience to which the program teams will contribute through the organization of specialist innovative modules and support of focused clinical practice learning.

### 19.2 Curriculum Structure

The MSc in Cardiovascular and Pediatric Nursing programs will be offered full-time over 12 months (plus 3 months' dissertation completion), and part-time over 24 months.

The programs consist of six modules (three core modules and three specialist specific modules), supported clinical practice with portfolio completion (to be undertaken in the Belfast Health and Social Care Trust, Northern Ireland), and a dissertation evidencing a critical and detailed review of innovative or emerging areas of their professional work.

The diagrams below illustrate the curriculum structure of the MSc Cardiovascular and Pediatric Nursing programs.



The diagrams below illustrate the curriculum structure of the MSc Cardiovascular and Pediatric Nursing programs.

**The MScs in Cardiovascular and Pediatric Nursing Programs Outline and Details**

MSc Cardiovascular Nursing									
Course Title	Course Code	Credits	Availability	Duration	Prerequisite	Course Type	Nursing		
							Assignments %	Practice based %	Examination %
<b>Core Courses</b>									
Advanced Clinical and Physiological Assessment Skills	NURS7301	3	S2	15 weeks	Prerequisite for Clinical Practicum (NURS7610)	Core	80%	20% OSCE	
Applied Research methods and Statistics in Healthcare	NURS7302	3	S1	15 weeks	Co-requisite for Dissertation (NURS7601)	Core	70%		30%
Successful Leading for Nursing and Health Care Professionals	NURS7303	3	S1	15 weeks	None	Core	100%		
Acute care of the Cardiovascular Patient	NURS7307	3	S1	15 weeks	None	Specialist	50%		50%
Specialist Cardiovascular Nursing of Patients with Heart Failure, Arrhythmia and Inherited Diseases	NURS7308	3	S2	15 weeks	None	Specialist	70%	30% (seminar)	
Optimizing Cardiovascular Health and Preventing Disease	NURS7309	3	S2	15 weeks	None	Specialist	100%		
Dissertation	NURS7601	6	S1, S2	one Calendar year	None	Core	100%		
	NURS7610	6	S2	487.5 hours	None		100% 3,000-word Reflection (2)	Pass/Fail Practice Portfolio	



MSc Pediatric Nursing									
Course Title	Course Code	Credits	Availability	Duration	Prerequisite	Course Type	Nursing		
							Assignments %	Practice based %	Examination %
<b>Core Courses</b>									
Advanced Clinical and Physiological Assessment Skills	NURS7301	3	S2	15 weeks	Prerequisite for Clinical Practicum (NURS7610)	Core	80%	20% OSCE	
Applied Research methods and Statistics in Healthcare	NURS7302	3	S1	15 weeks	Co-requisite for Dissertation (NURS7601)	Core	70%		30%
Successful Leading for Nursing and Health Care Professionals	NURS7303	3	S1	15 weeks	None	Core	100%		
Promoting Children and Young People's Healthcare in the Hospital and the Community	NURS7304	3	S1	15 weeks	None	Specialist	70%	30% Oral Presentation	
Care of the Critically Ill Child	NURS7305	3	S2	15 weeks		Specialist	100%		
Palliative Support for Children and their Families	NURS7306	3	S2	15 weeks		Specialist	100%		
Dissertation	NURS7601	6	S1, S2	One Calendar Year	None	Core	100%		
Clinical Practicum and Portfolio	NURS7610	6	S2	487.5 hours	None	Core	100% 3,000-word Reflection (2)		





## 14. NURSING MSC PROGRAMS GOALS, LEARNING OUTCOMES AND COMPLETION REQUIREMENTS

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### 14.1 MSc. in Cardiovascular Nursing

#### 14.1.1 Program Goals

Graduate education is an important part of MBRU's mission to advance health in the UAE and the region, through an innovative and integrated academic health system that is nationally responsive and globally connected, serving individuals and communities; hence MBRU's application to establish a graduate program of high quality leading to an MSc Cardiovascular Nursing.

Not only will the program engage with, and support, practice; it will also enable students to review their own practice and share balanced and critical findings that contribute towards improving the quality and efficiency of cardiovascular nursing services.

A key goal of the College of Nursing and Midwifery is to ensure that students, as potential specialist nurse practitioners, will be enabled to deliver care and provide clinical skills across all areas of nursing and in agreed clinical settings. The program will focus on the acquisition of specific skills, proficiencies and knowledge necessary to support continued practice development for the nursing workforce in the UAE and the region.

Cardiovascular disease (CVD) is a critical global health issue, and cardiovascular nurses play a vital role in decreasing the global burden and contributing to improving outcomes in individuals and communities. Chronic and acute disease management is, in many circumstances, best delivered via nurse-led provision allowing time to provide education and support for patients and their immediate families. Specialist Cardiac nursing takes place within various spheres of health care: primary, secondary, and tertiary care and cardiac nursing expertise tends to fall into four domains: health promotion, cardiac prevention and rehabilitation, acute/chronic and episodic care, and palliative care.

Specialist cardiovascular nurses require the knowledge, skills, and resources that will enable them to function as leaders in addressing CVD within these domains. The goal of the MSc in Cardiovascular Nursing program is to prepare specialist nurses for positions of clinical based leadership through the acquisition of specific education, training, well-defined competencies and specific skills. The net effect of this should be a growing specialist nurse workforce that is 'fit for purpose', knowledgeable, clinically competent, thoughtful, critical, and articulate.

#### 14.1.2 Program Learning Outcomes (PLOs)

##### A. Knowledge

On successful completion of this program the graduate will be able to:

A1- demonstrate critical awareness and understanding of pathophysiology to support



advanced clinical decision-making appropriate to advanced and specialist nursing practice for patients with cardiovascular disease and associated conditions

A2-critically evaluate and apply relevant research, national and international standards and guidelines to local care provision for patients with cardiovascular conditions

A3-critically appraise and synthesize sources of information when undertaking a systematic and comprehensive assessment of patients with cardiovascular disease, to support assessment and diagnostic investigations

### **B. Skills**

On successful completion of this program the graduate will be able to:

B1- interpret and critically evaluate the patients' response to pharmacological, non-pharmacological and self-management interventions relevant to the management of patients with specific cardiovascular conditions

B2-critically evaluate underlying cardiovascular risk factors and integrate these within the context of primary and secondary preventative health care systems

### **C. Competence**

On successful completion of this program the graduate will be able to:

#### **(a) Autonomy and Responsibility**

Ca1-demonstrate leadership capacity and personal expertise to work independently and as part of a team in a range of cardiovascular-related clinical contexts

Ca2-Learn from experiences gained in different contexts and assimilate new knowledge and skills into the cardiovascular nursing environment

#### **(b) Self Development**

Cb1-explore the prevention, diagnosis, acute and long-term management of common cardiovascular disease and conditions

Cb2-develop and apply underpinning knowledge, skills and attitudes at an advanced and specialist nursing practice level to the management of patients with cardiovascular disease

#### **(c) Role in Context**

Cc-1critically review the social, psychological and palliative care issues which can impact upon patients with cardiovascular disease and also review the implications for the patient and their families

Cc2-demonstrate a range of complex nursing skills, techniques and practices that lead and direct the care of patients with cardiovascular disease



### 14.1.3 Mapping of PLOs to QF Emirates

Contribution of the Course to the overall program outcomes: Fully (F): Partly (P)

Level 9 QF Emirates Outcomes										
PLOs	QF1	QF2	QF3	QF4	QF5	QF6	QF7	QF8	QF9	
	advanced problem-solving skills	the integration of and formulation of judgments	taking account of social and ethical issues and responsibilities and reflecting experience of managing change in a highly complex, unpredictable, and unfamiliar context that requires new strategic approaches and/or intervention or conceptual abstract solutions	planning skills to develop and execute a major project/activity outcome with appropriately selected research methodologies to produce sound conclusions	presenting, explaining and/or critiquing highly complex matters	managing professional activities in such context	self-evaluating and taking responsibility for contributing to professional knowledge and practice including unfamiliar learning contexts	developing and implementing further learning consistently and sensitively	consistently and sensitively managing highly complex ethical issues leading to informed, fair, and valid decisions	
<b>A1</b>	F	F	F	F						F
<b>A2</b>	F	F	F	F	F		F	F		F
<b>A3</b>	F	F	F	F	F		F	F		F
<b>B1</b>	F	F	F	F	F		F	F		F
<b>B2</b>	F	F	F	F	F		F	F		F
<b>Ca1</b>	F	F	F	F	F	F	F	F		F
<b>Ca2</b>	F	F	F	F	F	F	F	F		F
<b>Cb1</b>	F	F	F	F	F	F	F	F		F
<b>Cb2</b>	F	F	F	F	F	F	F	F		F
<b>Cc1</b>	F	F	F	F	F	F	F	F		F
<b>Cc2</b>	F	F	F	F	F	F	F	F		F
A – Knowledge			B- Skill				C- Competencies			

### 14.1.4 Program Completion Requirements

Graduation with an MSc Cardiovascular Nursing degree requires the student to successfully complete all core and specialist practice modules, a practice portfolio, and a dissertation.



## 14.2 MSc. in Pediatric Nursing

### 14.2.1 Program Goals

Graduate education is an important part of MBRU's mission to advance health in the UAE and the region, through an innovative and integrated academic health system that is nationally responsive and globally connected, serving individuals and communities; hence MBRU's application to establish a graduate program of high quality leading to an MSc Pediatric Nursing.

Not only will the program engage with, and support, practice; it will also enable students to review their own practice and share balanced and critical findings that contribute towards improving the quality and efficiency of children's nursing services.

A key goal of the College of Nursing and Midwifery programs is to ensure that students, as potential specialist nurse practitioners, will be enabled to deliver care and provide clinical skills across all areas of nursing and in agreed clinical settings. The program will focus on the acquisition of specific skills, proficiencies and knowledge necessary to support continued practice development for the nursing workforce in the UAE and the region.

Pediatric nursing's goal is to ensure that all children develop and grow to their full potential. A pediatric nurse cares for sick and injured children, administers immunizations, monitors development, and counsels parents. These responsibilities are similar to those of other nurses; however, because of their







patients' young age and developmental level, pediatric nurses must take a different approach, understanding that children's bodies react differently to medications, illnesses, and injuries, and adjusting proportions accordingly. For example, advanced training prepares the pediatric nurse to be able to interpret investigative scans and test results and create a treatment plan based on those results. Working with children as a specialist pediatric nurse requires a comprehensive understanding of the child's unique physical, emotional, and cognitive developmental levels. A strong background in child development prepares nurses to be able to adjust their approach so the child and their family feel safe.

The MSc. In Pediatric Nursing program is focused on the enhancement of learning, which is evidence-based, and promotes independent study and current research development, diversity, and culture. The program will demonstrate that nurses with specialist academic education and training can work independently, within a multidisciplinary context to deliver the highest quality of nursing care to the population of the UAE and the region.

#### **14.2.2 Program Learning Outcomes (PLOs)**

##### **A. Knowledge**

On successful completion of this program the graduate will be able to:

A1-assess the health and development of children in different age groups

A2-identify factors which contribute to or inhibit health in childhood, including the effects on the family and the wider environment

A3- recognize the signs of acute and chronic illness in childhood and the significance of these towards developing child health and potentially in later life

A4-assess, plan, implement and evaluate care formulated from decisions based on nursing principles and up-to-date evidence/research

##### **B. Skills**

On successful completion of this program the graduate will be able to:

B1- demonstrate safe and effective practice in the administration and disposal of drugs used in the care of the sick child and manage multiple therapies in the context of continuously evolving patient and family needs

B2- competently attain physiological, psychosocial, cultural, developmental, and spiritual data based on the patient's condition using all available and appropriate resources

B3- communicate with the child and family in ways that are appropriate, and take specific account of their age, ability, language, culture and the context of the situation,



including the degree of anxiety and stress

B4-demonstrate empathy with the child's and family's situation and promote coping and adaptation whenever possible

**C. Competence**

On successful completion of this program the graduate will be able to:

**a. Autonomy and Responsibility**

Ca1-demonstrate leadership capacity and personal expertise to work independently and as part of a team in a range of pediatric related clinical contexts

Ca2-promote the participation of the child in decisions that affect them, according to their age and ability.

**b. Self Development**

Cb1-support the child's family to share in decision-making about the child's care and to take responsibility for their health

Cb2-analyze and implement management and leadership theories and demonstrate their application to specialist nursing practice

**c. Role in Context**

Cc1-critically review professional and legal issues for children's nursing and apply these to clinical practice.



### 14.2.3 Mapping of PLOs to QF Emirates

Contribution of the Course to the overall program outcomes: Fully (F): Partly (P)

Level 9 QF Emirates Outcomes										
PLOs	QF1	QF2	QF3	QF4	QF5	QF6	QF7	QF8	QF9	
	advanced problem-solving skills	the integration of and formulation of judgments	taking account of social and ethical issues and responsibilities and reflecting experience of managing change in a highly complex, unpredictable, and unfamiliar context that requires new strategic approaches and/or intervention or conceptual abstract solutions	planning skills to develop and execute a major project/activity outcome with appropriately selected research methodologies to produce sound conclusions	presenting, explaining and/or critiquing highly complex matters	managing professional activities in such context	self-evaluating and taking responsibility for contributing to professional knowledge and practice including unfamiliar learning contexts	developing and implementing further learning consistently and sensitively	consistently and sensitively managing highly complex ethical issues leading to informed, fair, and valid decisions	
A1	F	F	F							F
A2	F	F	F	P	F		F	F		F
A3	F	F	F	F	F			P		F
A4	F	F	F		F		P			
B1	F	F	F	F		F	F	F		F
B2	F	F	F	F	F					F
B3	F	F	F	F	F					F
B4	F	F	F	F	F					F
Ca1	F	F	F	F	F	F	F	F		F
Ca2	F	F	F		F					F
Cb1	F	F	F		F					F
Cb2	F	F	F		F	F	F			F
Cc1	F	F	F		F	F	F			F
A – Knowledge				B- Skill			C- Competencies			

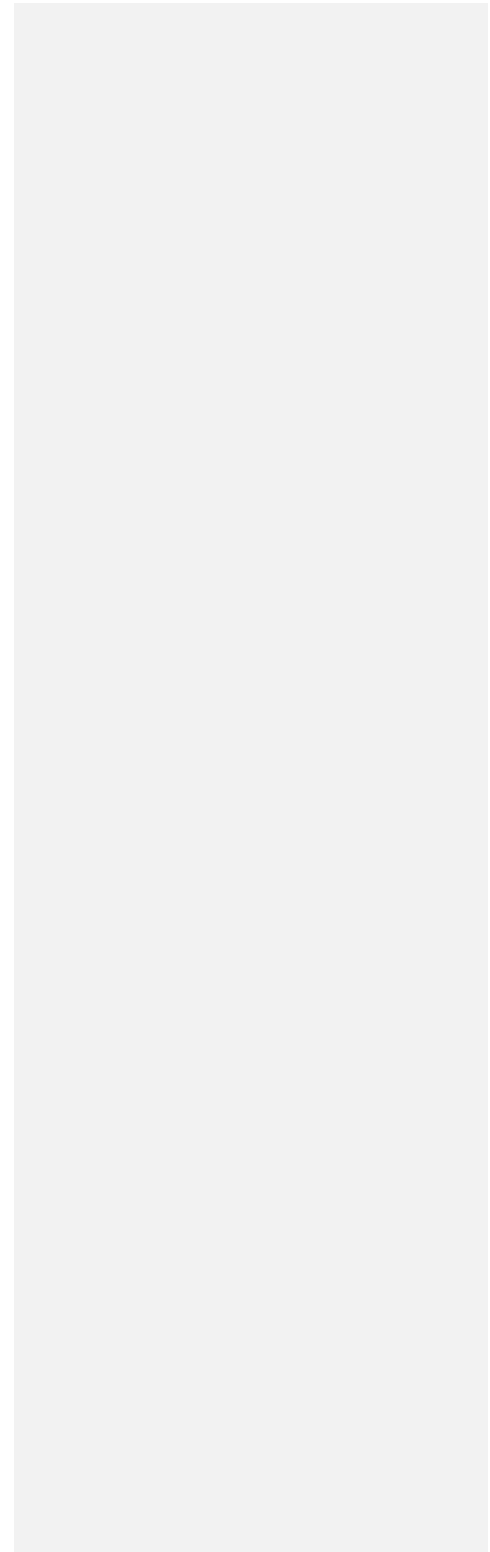
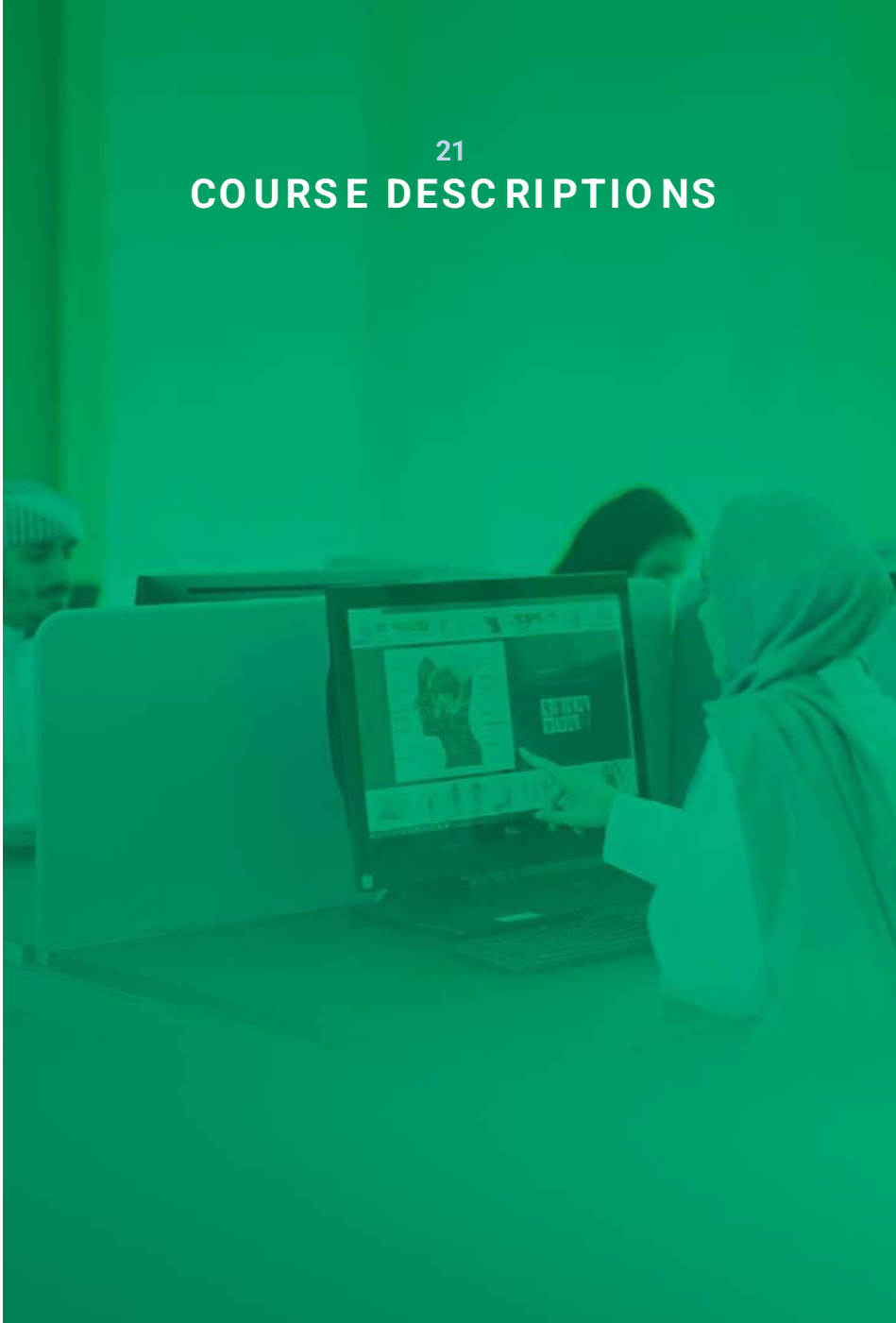
### 14.2.4 Program Completion Requirements

Graduation with an MSc. in Pediatric Nursing degree requires the student to successfully complete all core and specialist practice modules, a clinical portfolio, and a dissertation.



21

## COURSE DESCRIPTIONS





## 21. COURSE DESCRIPTIONS

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This section details course descriptions for the MScs in Cardiovascular and Pediatric Nursing programs. Please refer to the corresponding course handbooks for more specific detail.

### 21.1 Core Courses – MSc. in Cardiovascular and Pediatric Programs

#### *Core Course 1 – NURS7301 Advanced Clinical and Physiological Health Assessment Skills*

The purpose of this course is to develop and enhance the students' knowledge base and practice of health assessment. In doing so the course will facilitate the development of problem-solving skills in order to ensure that appropriate client interventions and management can occur. The course involves the process of accurate history taking and a consideration of the effects of environment and verbal/non-verbal behavior when undertaking a physiological health assessment. The student will be encouraged to recognize the client as an individual taking into account their environmental, familial cultural and societal situation. In conducting a physical examination, the student will be encouraged to use physical examination skills, including inspection, palpation, percussion and auscultation. They will be expected to conduct an examination of the head, eyes, ears, nose and throat and other physiological systems use appropriate assessment equipment. In addition, students will be expected to demonstrate potential differential diagnoses and knowledge of when to refer for further tests and investigations or when to consult with other appropriate members of the multidisciplinary team.

#### *Core Course 2 – NURS7302 Research Methods and Statistics Applied to Clinical Practice*

This course provides the background for an understanding of research methodology and the implementation of research into nursing practice. Students will be introduced to the fundamental principles and methods of research, data collection, interpretation and presentation. Students will be able to recognize the role of quantitative methods in understanding clinical nursing questions, especially in the context of responsible decision-making for the specialist nurse practitioner.

#### *Core Course 3 – NURS7303 Successful Leading for Nursing and Health Care Professionals*

This course provides the background for understanding leadership as an integral component of specialist nursing practice. An essential part of leadership and management is engaging with, working with and coordinating care and treatment activities with the patient and other members of the team. The specialist nurse has a key role in helping to direct the efforts of team members toward the goals and objectives of person-centered care and the needs of the service and organization. This involves the process of applying different leadership approaches, skills and behaviors to multiple and variable contexts. Effective nurse leaders and managers must be able to understand the nature of leadership and critically consider the factors which may determine the quality of strong and effective leadership in clinical practice.



### *Clinical Practicum – NURS7610*

Students are expected to attend and treat patients in health care setting in Dubai and the Belfast Trust. A practice placement is an integral element of the MBRU MSc course. This opportunity allows students to experience and be involved in the delivery of an evidence-based, holistic nursing care for patients in Belfast. As part of the program, students be placed in a specialist health care facility in the UAE for two weeks (75 hrs.), before spending 412.5 hours spread over two clinical placements in the Belfast Health and Social Care Trust. While on placement students will have the opportunity to provide hands-on nursing care to patients in the clinical setting.

### *Dissertation – NURS7601*

The dissertation is the final stage of the MSc degree and provides the student with the opportunity to show that they have gained the necessary skills and knowledge in order to organize and conduct a substantive investigative project.

## **21.2 Specialist Courses – MSc. In Cardiovascular Nursing**

### *Specialist Course 1 – NURS7307 Acute Care of the Patient with Cardiovascular Illness including Surgery and Interventional Procedures*

This course will introduce the students to the principles and concepts of specialist cardiac nursing. Its main focus is acute care of the patient with cardiovascular illness who requires interventional procedures and/or surgery. Students will be introduced to the normal structure and function of the heart, the pathophysiology of atherosclerosis and acute coronary syndrome. Key clinical investigations including ECG and ABG interpretation will be covered in-depth, and students will gain a comprehensive understanding of various cardiac interventions and the associated nursing care. Principles of cardiac surgery and care of the patient requiring surgery will be addressed. The course will incorporate recognition of the deteriorating cardiac patient and management of a cardiac arrest. Lectures and tutorials will address theoretical content utilizing case studies to assist with the application of theory to practice. Practical application of assessment, emergency and non-technical skills will be conducted through a practical face-to-face workshop incorporating simulation. Designed for registered practitioners in cardiac healthcare this course will help develop nurses' knowledge, expertise and understanding in this specialist area.

### *Specialist Course 2 – NURS7308 Specialist Cardiovascular Nursing of Patients with Heart Failure, Arrhythmia and Inherited Disease*

This course aims to provide an understanding and critical appraisal of the care of patients with long term cardiovascular conditions. Students will be introduced to the evidence-based management of a range of conditions with particular reference to establishing the link between genetics and cardiovascular disease, exploring the management and optimization of the health of patients presenting with myocardial dysfunction including the use of pharmacotherapeutics. The course will furthermore critically appraise the Specialist Nurses' role in the management of the target client group.



### *Specialist Course 3 – NURS7309 Cardiovascular Disease Prevention and Rehabilitation*

Advanced, high-technological cardiac services are available to meet the need of the public in maximizing their health potential and do not work in isolation. Social, economic and environmental factors are recognized as contributing causes of ill health. Nurses need to help in the empowerment of patients, encouraging partnership in accessing appropriate care packages, bridging the gap to ensure the patient is cared for holistically within a cohesive multi-disciplinary service. From primary preventative care to tertiary care the nurse in cardiology plays a vital role in contributing to a seamless service throughout the patient's journey. The aim of this course is to advance the student's knowledge and skills in cardiovascular disease prevention and rehabilitation. The specialist nurse practitioner requires to empower the patient and their family in every phase of their care, at the hospital and community level. This course builds upon the other specific specialist practice courses and emphasizes the importance of communication skills, health promotion and rehabilitation strategies when caring for the cardiac patient.

## **21.3 Specialist Courses – MSc. in Pediatric Nursing**

### *Specialist Course 1 – NURS7304 Care of the Critically Ill Child*

Taking a life span approach, this course builds on the knowledge which the students will bring from their undergraduate nursing degrees. The epidemiological underpinnings of infant, child and young person's health will be explored, with strategies to promote physical, emotional, spiritual, and mental health discussed.

### *Specialist Course 2 – NURS7305 Palliative Support for Children and their Families*

This course explores the pathophysiology that leads to critical illness in infants, children and young people. It examines the evidence base underpinning complex decision making related to critical care and the range of nursing skills required to provide holistic care to infants, children, young people and their families.

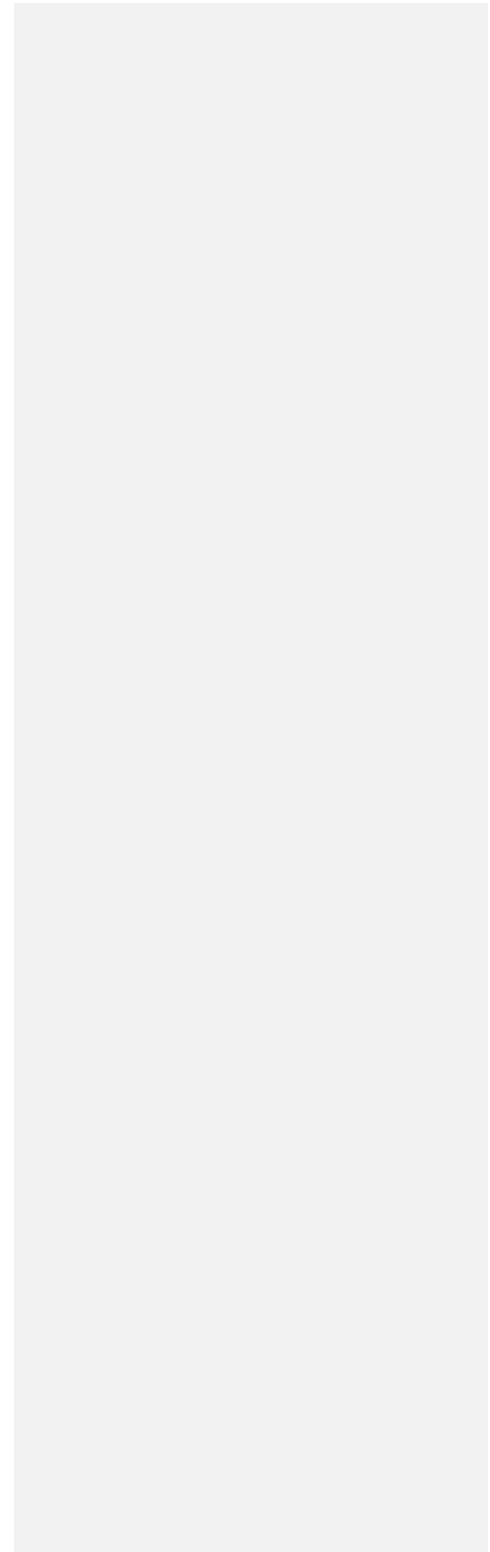
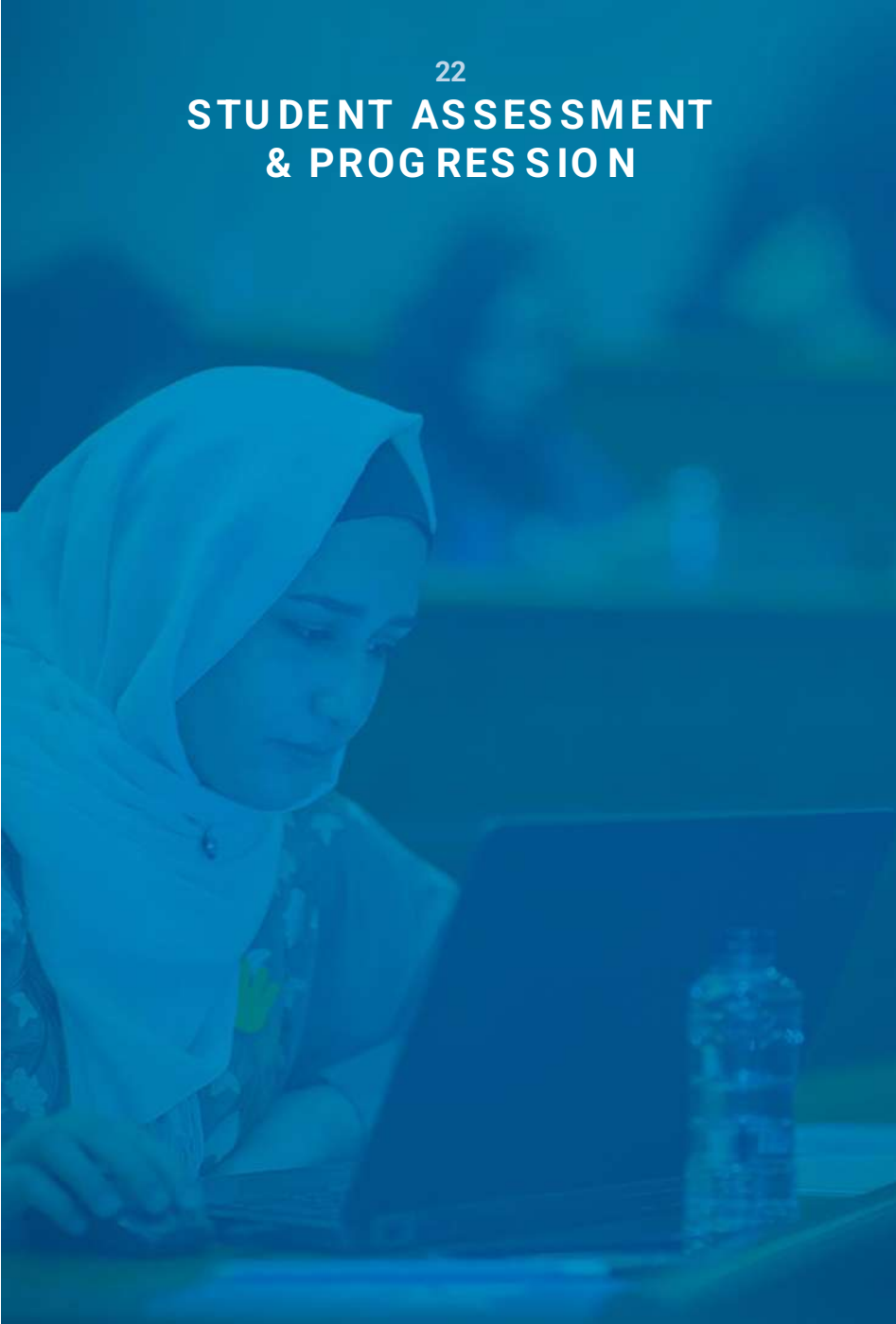
### *Specialist Course 3 – NURS7306 Promoting Children and Young People's Healthcare in the Hospital and the Community*

This course aims to enhance students' knowledge and understanding of caring for children and families requiring a palliative approach to care. Students will be able to explore, in-depth, the experience of families from the point of diagnosis and throughout the illness trajectory. Emphasis will be on reflecting on and developing practice. Drawing on recent research, students will have the opportunity to critically discuss the complexity of care in addition to the challenges for children and families as well as professionals who care for them.



22

## STUDENT ASSESSMENT & PROGRESSION





## 22. STUDENT ASSESSMENT AND PROGRESSION

The aim of student assessment is to satisfy student achievement and progression, promote subsequent learning through feedback, improve the quality of the curriculum (courses and programs), and evaluate the effectiveness of the teaching process.

### 22.1. Summary of Student Assessment and Progression Regulations

The assessment strategy for the MSc in Cardiovascular and Pediatric Nursing programs provides an approach that will deliver the optimum learning experience for students; it will promote independent learning and academic achievement. In implementing the assessment plan, the College aims to ensure that students are exposed to modern, effective assessment methods and that they get the best possible academic experience and results that reflect the individual effort and ability.

The assessment will continually change and emerge and will be informed by national and international best practices. It will include examinations, structured assignment, portfolio and OSCEs. Inputting in place a clear assessment plan for the MSc programs, the University is purposefully noting that the role of assessment is not a singular activity to be undertaken on completion of a component course of study but rather a complex, joint activity between learner and teachers that supports student achievements and enhances their capacity to learn and the way that they learn. It also demonstrates institutional accountability by MBRU to each student in nurturing and facilitating progress and highlighting, where necessary, student learning challenges.

Because of the importance of the dissertation and portfolio work as capstones of the MSc Cardiovascular and Pediatric Nursing programs, more detail is given below on project and research evaluation.

The dissertation or academic supervisor will help the student in the completion of the research work which will be based on module-learned theory and clinical placement practice. The supervisor should help the student in identifying a topic for his/her research, and closely supervise and advise the student on the research work. In addition, the student's supervisor will propose an external examiner with relevant expertise.

The dissertation must be based on an original and creative body of research that makes a significant contribution to the applicable field. Upon completion of their research, students will prepare a written dissertation. Assessment will involve an external examiner (internationally recognized expert within the field of the dissertation selected from outside MBRU and QUB).

### Authenticating Student Work

- The authenticity of student work at MBRU is ensured using technological platforms such as Turnitin, which is available within the Learning Management System. Program



manuals outline expectations with regards to academic integrity, professionalism, and ethical conduct. Students will be oriented on the student disciplinary policy and will sign a contract

- The award of the degree of MSc. in Cardiovascular Nursing or degree of MSc. in Pediatric Nursing is granted if the student successfully completes all phases of the program.
- As a general rule, the maximum duration within which to successfully complete the program is five years.

### 22.2 Guidelines

The following guiding principles in designing assessments instruments are followed by course coordinators and clinical instructors at MBRU:

- Ensuring linkage of assessment to course objectives (Knowledge, Skills, Competencies)
- Employing diverse assessment methods
- Basing their marking and grading on pre-defined outcome criteria
- Communicating assessment criteria to students
- Providing timely, meaningful, and helpful feedback to students
- Ensuring exams are proportional to the course workload
- Ensuring contextual use of assessment instruments
- Ascertaining assessment tools are appropriate for the competencies being measured
- Ascertaining standard setting is criteria-based (criterion-referenced standard)

### 22.3 Weights of Assessments

The weight of assessment would depend on the nature of the course and will be in alignment with the aims and objectives of the program as approved by the Assessment and Progression Committee. Table 5 provides additional details.

### 22.4 Grading System

MBRU uses a letter-based grading system to report course grades. Assessments are typically recorded on a percentage scale (0-100) and converted into a letter grade as outlined below.



### The Grading Scheme of the MSc Cardiovascular and Pediatric Nursing Programs

Performance	Grade	Score	Quality Points
Excellent	A	90-100	4.00
Excellent	A -	87-89	3.70
Very Good	B +	84-86	3.30
Very Good	B	80-83	3.00
Good	B -	77-79	2.70
Satisfactory	C +	70-74	2.30
Satisfactory (Pass)	C	65 -69	2.00
Unsatisfactory (Remediation)	C -	60-64	1.70
Unsatisfactory (Remediation)	D +	55-59	1.30
Unsatisfactory (Remediation)	D	50-54	1.00
Fail	F	0-49	0.00

Note: Students who get a grade of C-, D+, D will be allowed to submit their assignment for a maximum of three attempts (initial submission plus 2 additional submission). Students who get an F or < 60 can also remediate.

Grade	Description
A, A-	Exceptional performance: all course objectives achieved; objectives met in a consistently outstanding manner
B+, B	Very good performance: significantly more than the majority of the course objectives achieved (majority being at least two thirds) objectives met in a consistently thorough manner
B-	Good Performance: at least the majority of course objectives achieved; objectives met satisfactorily
C, C+	Satisfactory performance: at least the majority of course objectives achieved; objectives met satisfactorily
C-, D+, D	Below acceptable performance: less than the minimum required some course objectives but met at a less than acceptable level. Would value remediation opportunity
F	Unacceptable performance: minimum required course objectives not met; objectives not met at a minimally acceptable level; no credit earned. Would value remediation opportunity.



### 22.5 Appealing an Assessment Process

A student may make a written appeal regarding the process of the assessment in any course. The appeal should be addressed to the Dean within 5 working days of the release of the examination results. The appeal should identify specific and objective grounds for the grievance as they pertain to the process of assessment. The Dean will direct the Student Assessment and Progression Committee to review the circumstances in consultation with the course coordinator and other relevant faculty before making a decision, typically within five working days (Further details are available in Student Handbook section 5)

Possible outcomes from the deliberation of the committee include: upholding the grade, repeating the assessment, adjusting the grade, or seeking an assessment by another faculty not involved with the course.





### **23.1 Responsibilities of the Student Assessment and Progression Committee (SAPC)**

The SAPC is responsible for scrutinizing and monitoring of examination quality by:

1. Ensuring University and College regulations are adhered to
2. Reviewing reports from course coordinators
3. Reviewing external examiners' reports (if applicable) in matters related to the examination
4. Verifying with course coordinators that examination papers are vetted
5. Reviewing a sample of examination question papers
6. Confirming that appropriate standard-setting procedures are adopted
7. Reviewing examination 'item' performance
8. Reviewing the distribution of grades
9. Recommending improvements and ratifying changes to the examination process
10. Approval of timetables and invigilation guidelines of final examinations
11. Receipt and consideration of final examinations results
12. Recommendation, in consultation with course coordinators, of supplementary examinations and/or re-sits
13. Handling misconduct in examinations
14. Liaising with appropriate bodies in cases of student appeals that relate to examinations
15. Recommending amendments to the College examinations policy
16. Any other duties that may, from time to time, be assigned to the Committee



### 23.2 Assessment Guidelines Design

Assessments should be both formative and summative. The methods of assessment used will be dictated by the purpose of the assessment.

Summative assessment is any form of assessment that will contribute to the final grade of a student. Guidelines for conducting summative assessments are as follows:

- a. Each course coordinator shall draw out a blueprint of course objectives and the assessment instruments to be used to test these objectives. Multiple methods are usually required to achieve blueprint objectives. The different assessment instruments allow a balance of strengths and weaknesses of each method.
- b. As much as possible, questions should assess higher-order thinking and not just a simple recall of information
- c. For skills and performance-based assessments, properly constructed checklists and/or rating scales should be used. Tasks should be clinically as authentic as possible.

### 23.3 Review of Examinations

For all exams (in-course and final), exam questions/stations/cases should be reviewed and amended by the course coordinator in consultation with the Student Assessment and Progression Committee.

### 23.4 Standard Setting

For each course, a defensible standard-setting method should be used by trained faculty. Arbitrary methods should not be used. The standard-setting procedure should be declared to the College Examinations Committee.

### 23.5 Marking of Assessments

Multiple choice questions (MCQs) shall be marked electronically and subjected to item analysis. For short notes and essays, model answers should be provided and used as the basis for marking and feedback to students. Several examiners should be available, but one examiner should mark the same question for all students for consistency. Double marking is encouraged. For Objective Structured Clinical Examination (OSCE) stations and short cases, properly designed checklists and rating scales should be used. Several examiners should be available. Each OSCE station should be assigned to one examiner.

### 23.6 Grades and Grading

Letter grades shall be used to describe the achievement level attained within a particular course. A final semester grade shall be based on continuous assessment throughout the semester as well as a final examination. A final examination is customary but may not be considered necessary in certain types of courses.





### **23.7 Item Analysis and Test Statistics**

Student performance on exam questions should be analyzed using appropriate item analysis software by the course coordinators. Results of these analyses should be discussed by the relevant committees to assist in making informed decisions about the assessment process. For all examinations used by instructors, reliability indices should be determined, and the data used to improve on the assessment process in the College.

### **23.8 Feedback to Students on Assessments**

Feedback will be provided to students after the release of grades.

### **23.9 Remediation**

Students may be permitted to remediate on obtaining unsatisfactory rating (score of 0-59 or grade of D+, D, C-, F), subject to program regulations. If there is a case of a student who has obtained unsatisfactory rating in a course, CONM should provide an opportunity for students to remediate which contributes to the requirements for passing the course, at or before the end of the academic year. When a course assessment is retaken through remediation the maximum grade awarded after remediation is 'B'. The actual grade obtained will be recorded in the transcript. Students will not be permitted to re-sit, or take as a first sit, courses which they have passed with a grade of B and above.

### **23.10 Absenteeism from Assessments**

Please refer to the attendance policy in the Student Handbook (Section 2.6)

### **23.11 Misconduct in Assessments**

Please refer to the policy in the Student Handbook (Section 3). Misconduct should be reported to the SAPC by the course coordinator. The SAPC will deliberate on the report. Thereafter, a recommendation will be made to the Dean.

### 23.14 Electronic Exams Applicable for both on-site and remote exams.

- a. Transmission of examination questions should be carried out by the safest possible means during internal review including but not restricted to password protection. Security of passwords by those given access to uploading questions, setting exams, and analyzing results must be ensured.
- b. Other procedures during examinations for safe conduct include:
  - Conduct the exam in a monitored room.
  - Enforce lockdown of software
  - Optimum seating distance with additional provision of side screens, if required
  - Randomization of questions and choices
- c. Storage of past examination questions: Electronic examination questions will be archived with due care for security. After item analysis, appropriate questions can be contributed to a question bank for use later.



#### 23.14.1 General Conduct of Students

- a. Students must not indulge in any behavior or conduct that may disturb other candidates or disrupt the smooth progress of an examination.
- b. Students are not permitted to smoke in any part of the examination room.
- c. Students must obey the instructions of any invigilator and their attention is drawn to the regulations governing admission to and departure from the examination room.
- d. Students are not allowed to take into the examination room any unauthorized books, manuscripts, notes, bags, cases, or any means whereby they may improperly obtain assistance in their work. All such materials, including handbags, must be placed on a table outside the examination room.
- e. Students are not allowed to take into the examination room electronic transmission devices such as mobile phones, pagers, PDAs, or any digital storage media such as flash drives or CDs.



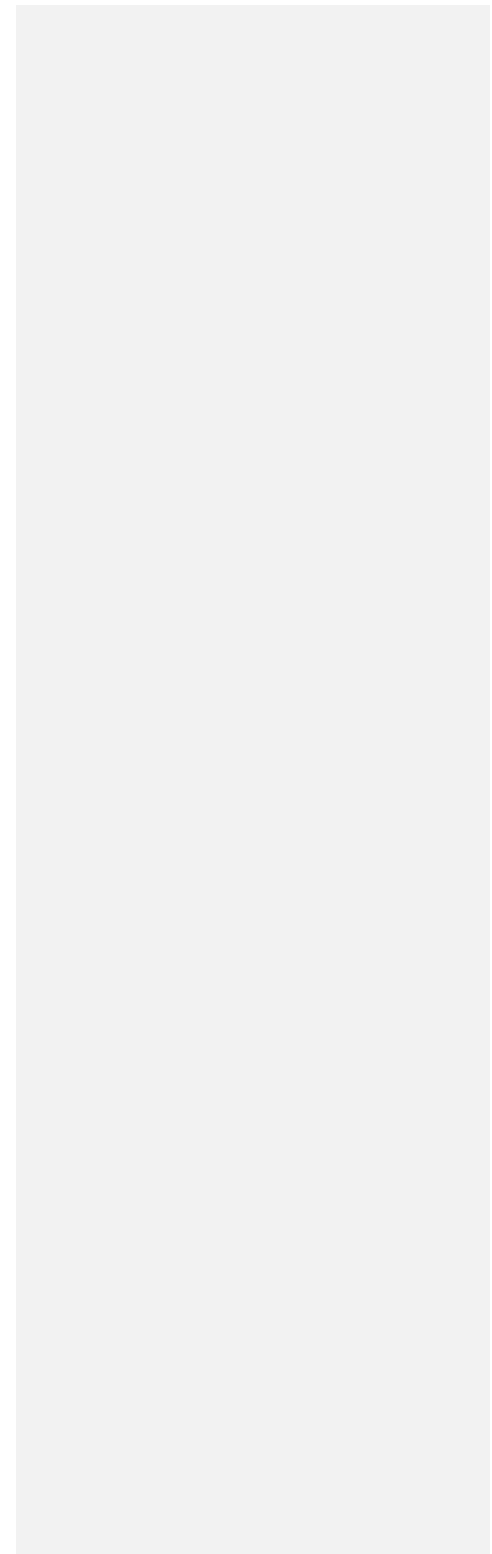
- f.** Students are not allowed to take into the examination hall paper of any sort.  
A plain sheet of paper (or similar material) shall be provided in the examination hall should any student require it.
- g.** Students must be at the venue of the examination at least 10 minutes before exam commencement.
- h.** Students can be allowed to enter the exam room up to 30-minutes after the start of an exam. If a student arrives after 30-minutes, they will not be allowed entrance and will be advised to email the course coordinator and the Department of Student Services & Registration to inform them of the reason for being late.
- i.** Before the commencement of the examination, the student must place on the top right-hand corner of the desk their ID card for inspection by one of the invigilators.
- j.** Students must not use any means whatsoever to communicate or obtain, directly or indirectly, assistance in their work, or give or attempt to give, directly or indirectly, assistance to any other candidate.
- k.** Any suspected breach of the foregoing regulations will be investigated by the College.





25

## STATEMENT ON THE RESEARCH POLICY OF THE INSTITUTION





## **24. STATEMENT ON THE RESEARCH POLICY OF THE INSTITUTION**

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MBRU aspires to become a leading research-focused medical academic institution and to create an innovative and enriching research environment that will support the advancement of healthcare in the UAE and globally. To achieve this, we:

- Incorporate early research exposure in our undergraduate and graduate programs, hence developing the next generation of scholars who will drive the progress of medical knowledge and discovery.
- Support faculty and staff in pursuing their research interests and building productive collaborations.
- Provide supportive policies, infrastructure and resources to assist researchers to achieve maximum impact for their research.
- MBRU aims to deliver high impact translational research with a clear objective to ultimately enhance clinical practice, health policy and the health of the community.



## 24.1 POLICIES AND PROCEDURES ON PROJECTS, THESES AND DISSERTATIONS

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### 25.1.1 Registration

Students will be enrolled for the dissertation at the commencement of the program

### 25.1.2 Proposal Submission & Approval

Following commencement of the program, students will be requested to identify their area of nursing interest for the purposes of undertaking a dissertation.

### 25.1.3 Selection of Principal Supervisor

One Supervisor will be appointed based on their clinical, research or scholarly interest in the identified area of nursing practice.

### 25.1.4 Research and Scholarly Activity Committee

The research and scholarly activity Committee at the College of Nursing and Midwifery monitors execution of all faculty and student research projects at the college to ensure that researchers have adhered to the stipulated standards and approved protocol. The committee also monitors the performance of graduate students in the College of Nursing and Midwifery through regular review of each student's progress, up to submission of thesis and satisfactory amendments following external reviews. Report the outcome of review of student progress to the Dean.

### 25.1.5 External Examiner

All Dissertation following internal moderation will be made available for review by the appointed external examiner. It would normally be expected that the external examiner would critically comment on at least thirty percent of the dissertations.

### 25.1.6 Revisions

Amendments and revisions to the dissertation as outlined by internal and external moderators must be addressed prior to final submission. The final submission with amendment must be verified by the supervisor(s) before lodgment with the MBRU Library.

### 25.1.7 Award of Degree

Students will be awarded the MSc Award following successful completion of all compulsory coursework, practice profile and dissertation. All individual marks and





classified awards will be moderated and ratified at an end of cohort Board of Examiners.

#### **25.1.8 Intellectual Property Rights and Copy Rights**

The University recognizes that it has both a moral responsibility and a legal duty to recognize and respect the intellectual property rights of third parties. It is committed to taking all reasonable efforts to ensure that such rights are respected. The University will cooperate with collection societies which represent third-party rights holders and will act promptly and in good faith in response to any issues raised by such societies or by rights holders directly.



25.1.9 Graduate Faculty -Research Supervisors

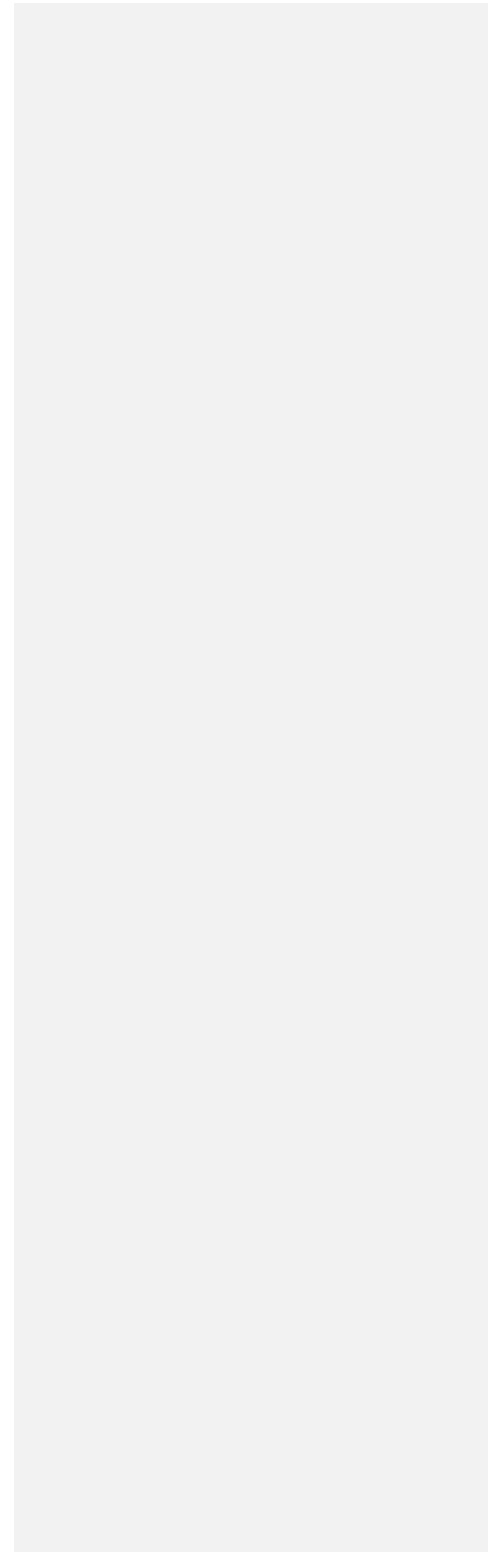
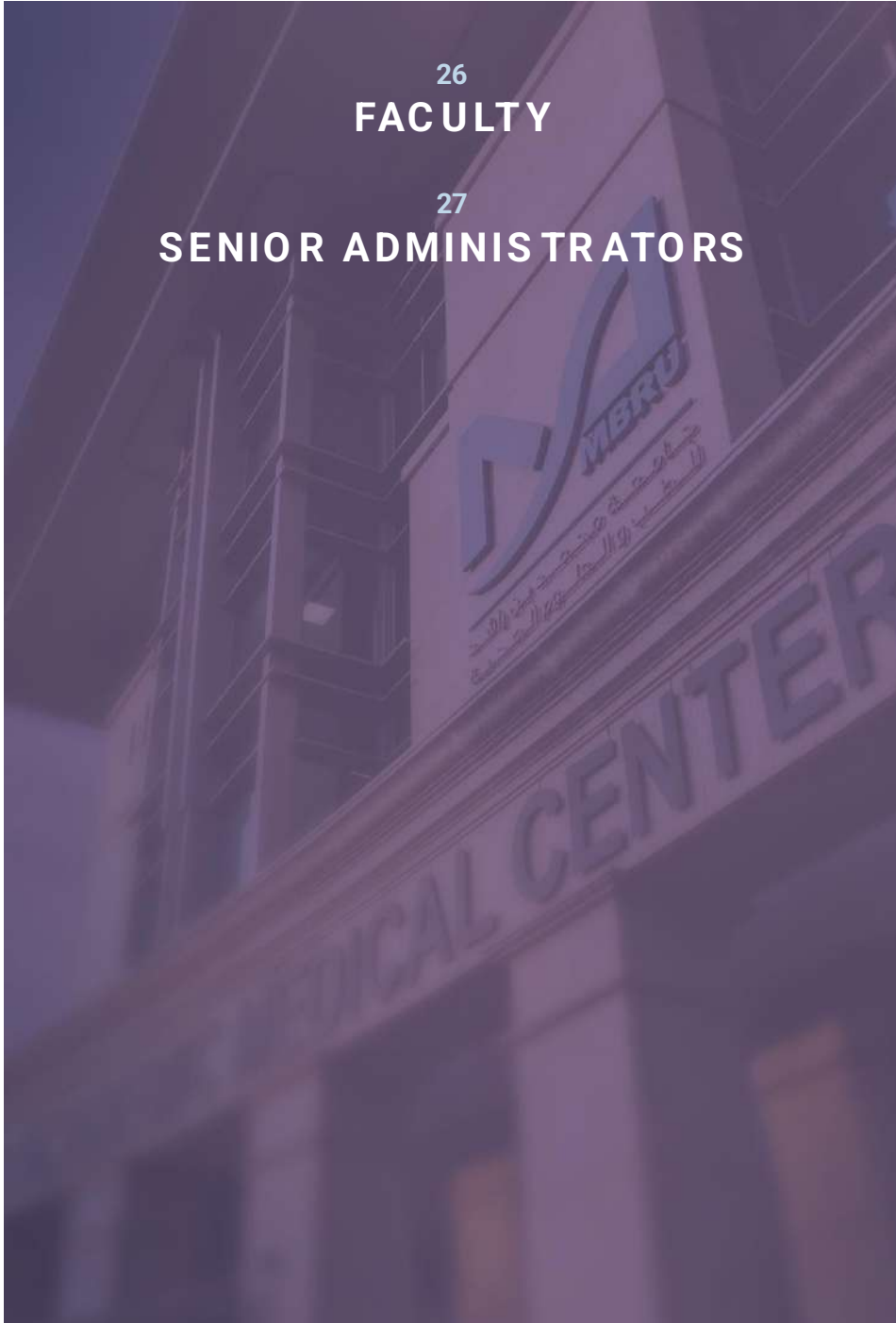
Name	Position	Degree and Conferring Institution	Years of Experience	Research Interest	Supervisor/Co-Supervisor
Kevin Gormley	Dean of CoNM/ Professor	PhD (2003) Ulster University, Northern Ireland MSc Social Policy & Healthcare Administration (1993) Ulster University, Northern Ireland		Nursing Policy, Leadership	Research Supervisor
Jolly Isaac	Lecturer/ Education Lead	EdD (2015) Walden University, USA Msc Nursing (Medical Surgical Nursing) 2000- SNDT Womens University, India Bsc Nursing 1996 - Pune University , India	25	Medical-surgical Nursing, Education, Simulation	Research Co-Supervisor
<b>Adjunct</b>					
Iseult Wilson	Adjunct Associate Professor	PhD (2011) - Ulster University, Northern Ireland MSc in Advanced Practice Physiotherapy (2002)-Ulster University, Northern Ireland Diploma in Physiotherapy (1983) Trinity College Dublin	36	Musculoskeletal conditions, Qualitative Research	Research Supervisor
Loreena Hill	Adjunct Associate Professor	PhD (2015), Ulster University, Northern Ireland MSc In Nursing (2006), Queens University Belfast, Northern Ireland Bsc (Hons) Degree In Nursing (1991) Ulster University, Northern	30	Cardiology/Heart Failure	Research Supervisor
Barry Quinn	Adjunct Associate Professor	PhD (2011) Kings College, London Msc In Health Studies (2000), University of Manchester, UK	23	Cancer, palliative care, leadership and management	Research Supervisor
Bridget O'Boyle	Adjunct Associate Professor	PhD (2013) Ulster University, Northern Ireland Msc In Childrens Health Nursing (2001), City University, UK BSc Neonatal Studies (1999) Southampton University, UK BSc Health (1994), University of Manchester, UK	24	Childrens Nursing	Research Supervisor
Patricia McNeilly	Adjunct Associate Professor	PhD (2014) Queens University Belfast, Northern Ireland Masters in Social Research (2009) Queens University Belfast, Northern Ireland Msc Nursing (2007) Queens University Belfast, Northern Ireland	36	Childrens Nursing	Research Supervisor
Paul Tierney	Adjunct Assistant Professor	Msc Advanced Professional Practice (2013) BSc Specialist Nursing Practice: Cardiology Nursing (2005)	31	Nursing/Cardiac Nursing	Research Supervisor
Niall McKenna	Adjunct Assistant Professor	MScNursing (2012) BSc in Specialist Nursing Practice (2003)	20	Nursing/Cardiac Nursing	Research Supervisor
Billiejoan Rice	Adjunct Associate Professor	EdD (2018) Queens University Belfast, Northern Ireland MSc Nursing (2006) Queens University Belfast, Northern Ireland BSc (Hons) Nursing (1993) Ulster University, Northern Ireland	18	Nursing/Cardiac Nursing	Research Supervisor
Annelie Florence Shaw	Adjunct Lecturer	MSc in Gastroenterology (2018) Queen Mary University, London BSc (Hons) Dietetics (2011) Ulster University	8	Nutrition and dietetics	Research Co-Supervisor
Dr Sumaya Al Blooshi	Adjunct Associate Professor Associate Dean Academic Partnerships (Honorary Title)	PhD in Nursing (2015) Jordon University, Jordon Msc In Critical Care Nursing (2010)Jordon University, Jordon MA in Quality Management (2004) WollongongUniversity,UAE Bachelor in Nursing, University of Sharjah, UAE	14	Leadership , Nursing strategy, Nursing Research	
Mr. Wesley Sterling	Adjunct Lecturer	Masters Biomedical Science (1995) Queens University Belfast, Northern Ireland	43	Biomedical Science and Clinical Skill	
Katie Hanafin	Adjunct Assistant Professor	Msc Nursing (2018) University of Southampton , UK, MSc Prescribing (2014) University of Teesside, UK Child Nursing (2004) St Bartholomew School of Nursing, UK	16	Childrens Nursing	Research Co-Supervisor
Sonya Clarke	Adjunct Associate Professor	EdD (2019) Queens University Belfast, Northern Ireland MSc Nursing (2006) Queens University Belfast, Northern Ireland BSc Hons Specialist Practice in Orthopaedic Nursing, (2000) Queens University Belfast, Northern Ireland Diploma in Children's Nursing (1996) Queens University Belfast, Northern Ireland	17	Childrens Nursing, Palliative Nursing	Research Supervisor
Meghana Sudhir	Lecturer				Research Co-Supervisor
Sharon Mascarenhas	Lecturer				Research Co-Supervisor

26

**FACULTY**

27

**SENIOR ADMINISTRATORS**





## 25. FACULTY

MBRU College of Nursing and Midwifery is committed to recruiting qualified, experienced, and dedicated faculty to set a foundation and culture of excellence. Full-time faculty members will, as core teachers, have a major role in the design and delivery of teaching. In addition, MBRU College of Nursing and Midwifery will seek and recruit adjunct and part-time faculty members to contribute to teaching and assessment, as appropriate.

Criteria for appointment of faculty are described in the University's Policy and Procedures on Recruitment and Appointment of Faculty and are based on the standards set by UAE Commission for Academic Accreditation. The table below lists full-time QUB faculty members who will teach part-time on the MSc Clinical Nursing, as well as full-time MBRU faculty members with academic appointments in the College of Nursing and Midwifery who will support the programs, at the time of this writing. New faculty members are expected to join as the College continues its recruitment campaign.

### Msc. in Cardiovascular and Pediatric Nursing Programs Faculty List

#### Queens University Belfast – Adjunct Faculty



**Billiejoan Rice**  
Adjunct Associate Professor



**Loreena Hill**  
Adjunct Associate Professor



**Barry Quinn**  
Adjunct Associate Professor



**Patricia McNeilly**  
Adjunct Associate Professor



**Niall McKenna**  
Adjunct Assistant Professor



**Breidge Boyle**  
Adjunct Associate Professor



**Sonya Clarke**  
Adjunct Associate Professor



**Iseult Wilson**  
Adjunct Associate Professor



**Paul Tierney**  
Adjunct Assistant Professor



**Wesley Sterling**  
Adjunct Lecturer



**MBRU Faculty**



**Kevin Gormley**  
Dean – College of  
Nursing & Midwifery



**Jolly Isaac**  
Lecturer – Nursing &  
Simulation Educator



**Jeyaseelan  
Lakshmanan**  
Professor –  
Biostatistics,



**Meghana Sudhir**  
Simulation Educator  
& Lecturer – Nursing



**Sharon Mascarenhas**  
Simulation Educator &  
Lecturer – Nursing



## 26. SENIOR ADMINISTRATORS

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**Amer Sharif**  
President

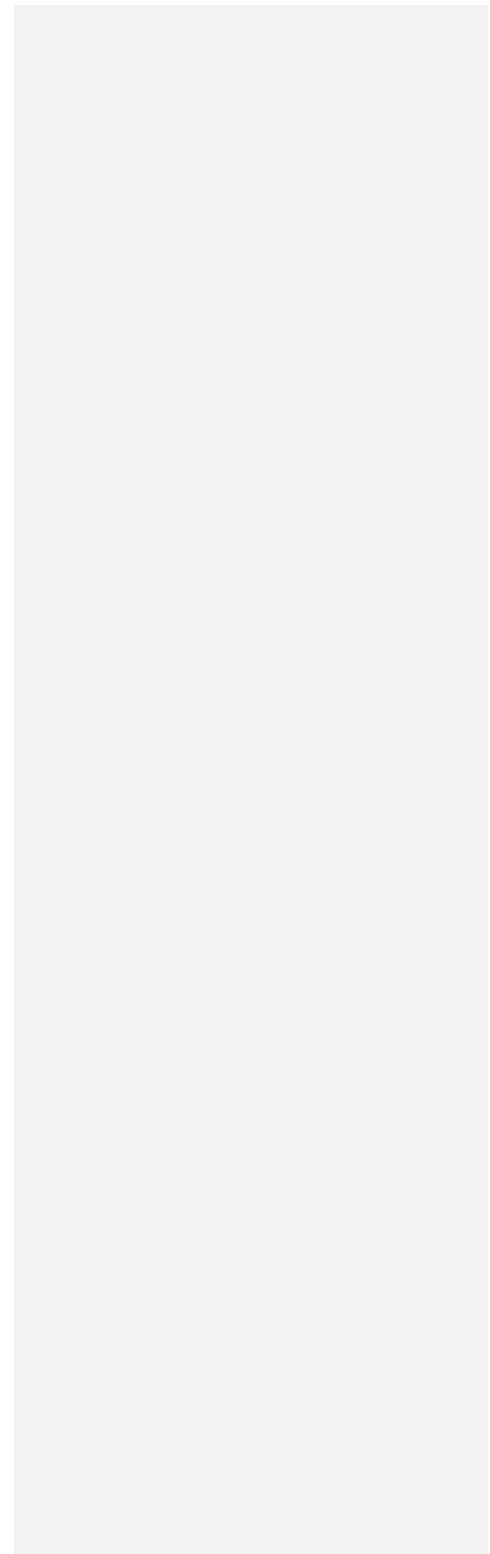


**Alawi Alsheikh-Ali**  
Provost



**Mutairu Ezimokhai**  
Senior Advisor –  
Vice Chancellor's Office  
Professor – Obstetrics  
and Gynecology

# BOARD OF DIRECTORS



## 27. BOARD OF DIRECTORS



**H.H. Sheikh Ahmed bin Saeed Al Maktoum**

Chancellor of MBRU  
Chairman of the Board of Directors



**H.H. Sheikh Mansoor Bin Mohammed bin Rashid Al Maktoum**

Vice Chairman of the Board of Directors



**H.E. Dr. Raja Easa Al Gurg**

Chairperson of Easa Saleh Al Gurg Group



**Dr. Amer Sharif**

CEO of Dubai Academic Health Corporation

President of MBRU



**H.E. Awadh Seghayer Al Ketbi**

Director General of Dubai Health Authority



**Professor Alawi Alsheikh-Ali**

Chief Academic Officer of Dubai Academic Health Corporation

Provost of MBRU



**Abdullah Abdul Rahman Al Shaibani**

Chairman of Mohammed Bin Rashid Housing Establishment Board of Directors



**Waleed Saeed Al Awadhi**

Chief Operating Officer of Dubai Financial Services Authority



**Mohamed Hassan Al Shehhi**

Acting CEO, Business Registration and Licensing sector in Department of Economy and Tourism

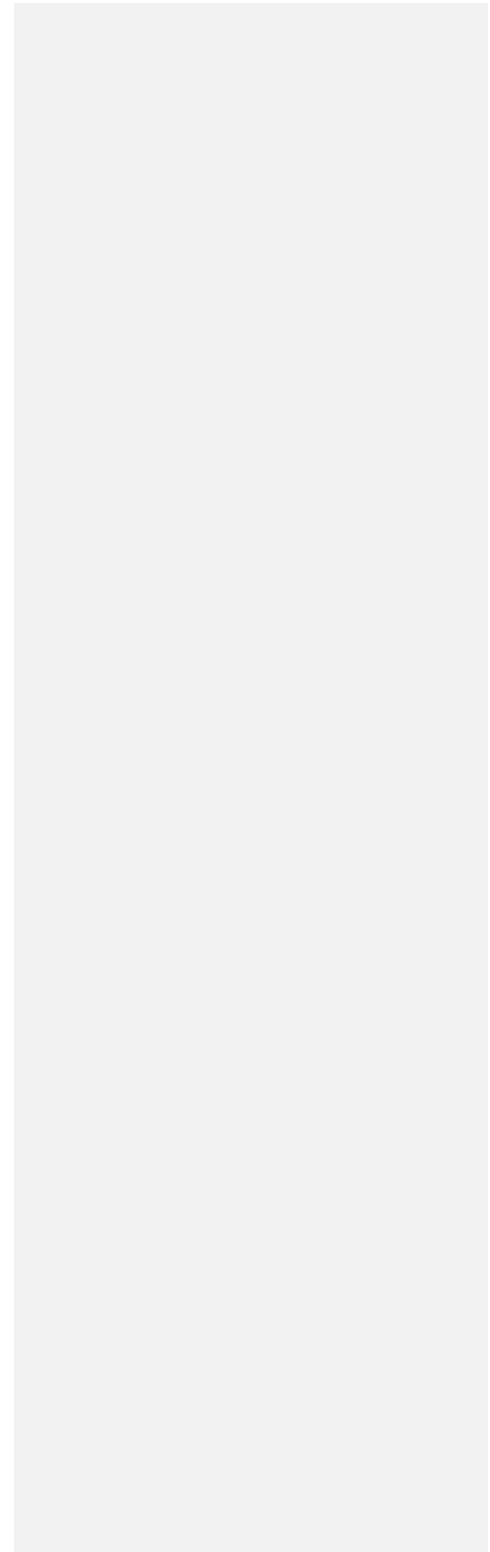
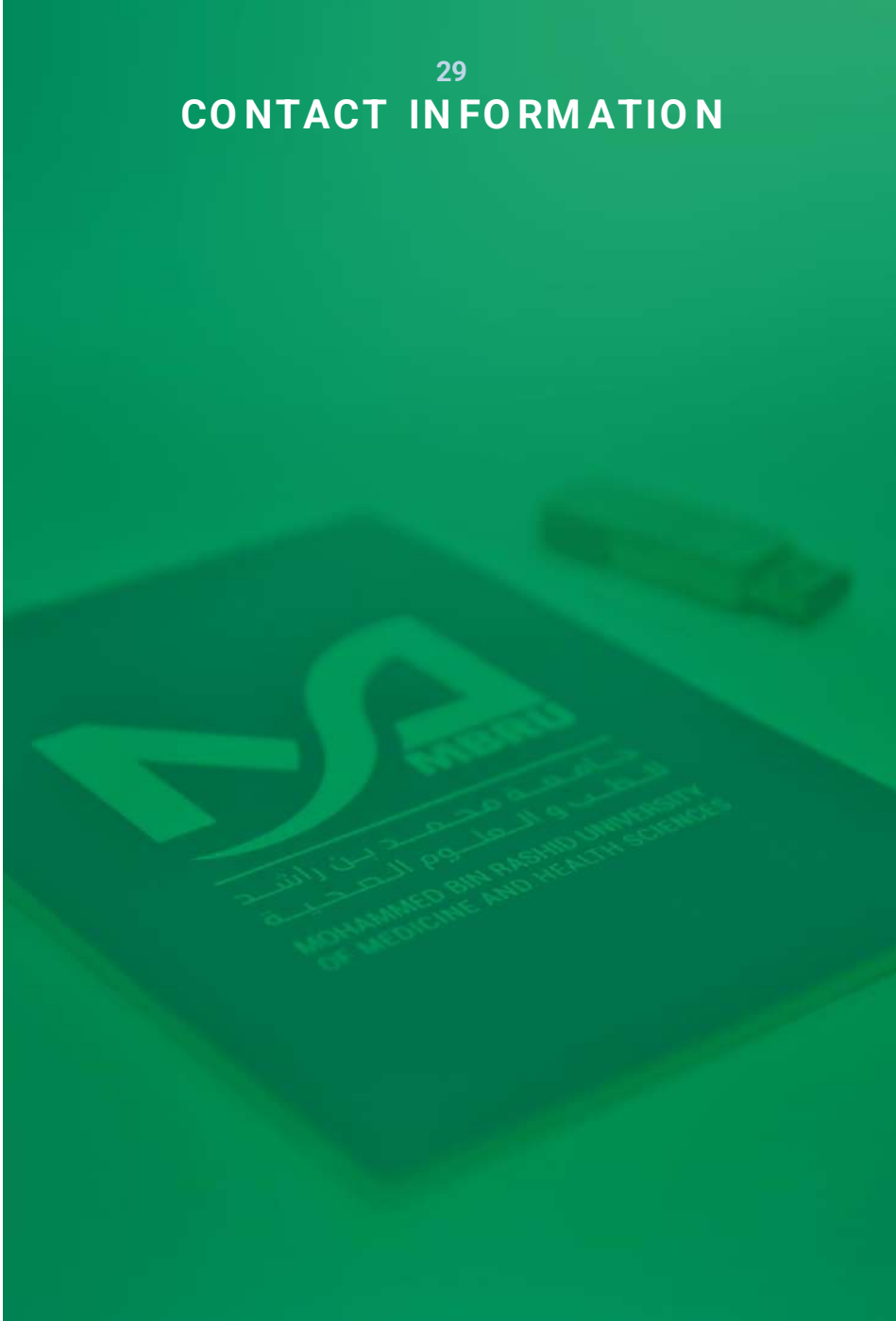


**Professor Ian Greer**

President & Vice-Chancellor of Queen's University Belfast



## CONTACT INFORMATION





## 28. CONTACT INFORMATION

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### ADDRESS

Mohammed Bin Rashid University of Medicine and Health Sciences (MBRU)  
Building 14, Dubai Healthcare City  
P.O. Box 505055, Dubai, United Arab Emirates

### WEBSITE

[www.mbru.ac.ae](http://www.mbru.ac.ae)

### EMAIL ADDRESSES

[info@mbru.ac.ae](mailto:info@mbru.ac.ae)

### PHONE NUMBERS

800-MBRU (800-6278)



جامعة محمد بن راشد  
للطب و العلوم الصحية  
MOHAMMED BIN RASHID UNIVERSITY  
OF MEDICINE AND HEALTH SCIENCES

## College of Nursing & Midwifery

MASTERS IN CARDIOVASCULAR NURSING &  
MASTERS IN PEDIATRIC NURSING

