

# CERTIFICATE IN ACADEMIC GOVERNANCE

FOR LEADERS IN HEALTH EDUCATION

## THE AIM OF THE PROGRAM

The Executive Certificate in Academic Governance for Leaders in Health Education seeks to empower pivotal figures in the health education sector, furnishing them with robust knowledge and skills specific to academic governance, necessary to navigate the national and international accreditation and regulation landscapes. Through this initiative, our objective is to instil a standard of excellence, unwavering commitment to quality, and a drive for continuous improvement in health education institutions.

## RATIONALE

As the pioneer program of its kind, both domestically and globally, the Executive Certificate in Academic Governance is uniquely positioned to elevate the stature of health education. Within the dynamic realm of healthcare, there's an imperative need for specialized training that centres on academic governance. This initiative is crafted with precision by renowned experts who bring a wealth of experience to the table. Its inception is rooted in the vision to cultivate

uniformity in educational standards and to propel institutions towards global competitiveness.

The program serves as a beacon for leaders to pro-actively engage with governance entities, assimilate evolving policies, and ensure their institutions remain at the forefront of academic excellence. Our flexible online sessions cater to the modern leader, allowing seamless integration of learning with other professional obligations.

## TARGET AUDIENCE

- 1 Vice-Chancellors from universities with medical faculties who are at the helm of shaping institutional direction.
- 2 Pro-Vice Chancellors focused on health education, requiring comprehensive insight into academic governance.
- 3 Registrars tasked with upholding academic standards and ensuring regulatory compliance.
- 4 Deans, Directors, and Principals aiming to stay informed about the latest in academic governance.
- 5 Administrators, especially those ensuring compliance with governing benchmarks.
- 6 Medical Educationists in charge of curriculum strategies in line with governance norms.
- 7 Other senior leadership roles in health education institutions who aspire to drive their entities based on global governance standards.

## GOALS

Upon completion of the Executive Certificate in Academic Governance, participants will:

- Master Governance Standards: Grasp national and international health education benchmarks and their implications.
- Steer with Expertise apply best practices in academic governance to lead their institutions effectively.
- Promote Academic Excellence: Foster a commitment to quality improvement, ensuring optimal educational outcomes.
- Champion Institutional Progress: Implement strategies that not only adhere to but surpass academic governance standards.
- Build Influential Networks: Engage actively with global health education leaders and governance entities for mutual growth.
- Adapt to Global Trends: Continuously align institutional strategies with evolving tenets of global academic governance.

## PROGRAM OUTCOMES

The Executive Certificate in Academic Governance for Leaders in Health Education is a focused three-month program, structured around three (3) meticulously designed modules. These modules collectively offer a total of 6 credit hours, which include time devoted to online sessions as well as periods earmarked for self-directed learning. Each module extends

over roughly one month, interspersed with weekly online meetings lasting 2 hours. Through this framework, the program bestows a perfect fusion of theoretical insights and real-world skills essential for influential leadership in the realm of academic governance in health education.

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- **Module I: Foundations of Academic Governance**
  - This module delves into the core principles of academic governance, highlighting both national and global standards, and delineating their significance in health education.
- **Module II: Strategic Approaches to Academic Governance**
  - A holistic view of how to seamlessly integrate academic governance norms within institutional strategic blueprints. It also emphasizes ways to effectively liaise with governance entities and champion the cause of premier health education. Furthermore, it underscores techniques to adeptly navigate and adapt to evolving regulatory and accreditation landscapes.
- **Module III: Continuous Quality Enhancement in Health Education**
  - Stressing the imperativeness of relentless quality enhancement, this module offers participants methodologies and strategies to cultivate a pervasive ethos of excellence within their educational precincts.

## TEACHING METHODOLOGY

- **Analytical Review:** Undertaking a critical examination of each case to unravel its central issues and challenges.
  - **Group Discussions:** Engaging in collaborative deliberations to brainstorm solutions and crafting a shared understanding.
  - **Decision-making Simulation:** Projecting themselves in leadership scenarios, participants will strategize actionable steps.
- This teaching paradigm not only fosters a profound comprehension of the subject matter but also refines participants' capacity for problem-solving and decision-making, preparing them to lead with insight and efficacy.

## SPEAKERS

The panel of speakers for our Executive Certificate in Academic Governance for Leaders in Health Education represents a distinguished assembly of thought leaders and professionals. The cadre is a judicious blend of academic luminaries with profound insights into academic governance, veteran administrators having effectively steered educational institutions through the multifaceted maze of academic governance, and policymaking stalwarts at the forefront of formulating and refining the governance paradigms. Together, this eclectic team ensures that participants are provided with a panoramic view of academic governance, equipped with the tools, strategies & knowledge to lead with distinction



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Chairperson  
Institute of Medical Education - JSMU



**PROF. DR. SHAHID SHAMIM**

Director Graduate Studies –  
Aga Khan University Medical College.



**DR. SYED MOIN ALI**

Director Academics – JSMU  
Former Member Education – PMC/PM&DC



**MR. IMRANULLAH MARWAT**

Director Quality Assurance – HED – KPK Govt  
Member of Committee for Academics & Accreditation - HEC  
BoG Member - NAHE



**DR. ABDUL WAHID USMAN**

Director – Quality Enhancement Cell  
Jinnah Sindh Medical University (JSMU)



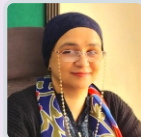
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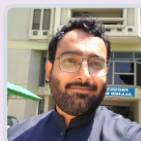
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**DR. MUHAMMAD MUNEEB**

Former Manager Standards & Evaluation – PMC/PM&DC  
Former In charge Foreign Qualifications – PMC/PM&DC



**PROF. DR. LUBNA BAIG**

Former - Pro VC & Dean,  
JSMU

## TIMELINES

Admissions Open  
Admissions Close  
Session Starts  
Session Ends

Open August 28, 2023  
November 24, 2023  
January 2024  
March 2024

## FEE STRUCTURE

Application Fee  
PKR 5,000/- Only  
Course Fee  
75000/- only

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## ASSESSMENT POLICY

- **Formative Assessments:** These are designed as periodic checkpoints to gauge students' comprehension and discern areas requiring additional focus. Key tools include:
  - **Reflective Essays:** Allowing participants to articulate their insights, reflections, and learning from each case.
  - **Interactive Polls:** Snap surveys to measure understanding and stimulate thoughtful discussions.
  - **Concept Mapping:** Illustrating the interplay of key ideas, their relationships, and practical applications.
  - **Case Study Analyses:** Comprehensive evaluations of cases to derive foundational principles and implications.
- **Summative Assessments:** At the end of each module, a low-stakes assessment ensures participants' holistic grasp of the content. The program concludes with a comprehensive exit examination, encapsulating all the core tenets of the course.
- **Continuous Evaluation:** A dynamic, ongoing assessment process includes:
  - **Class Participation:** Recognizing the value of active involvement in case discussions and collective activities.
  - **Routine Quizzes:** Serving as regular touchpoints to bolster learning and validate comprehension.
  - **Module Assignments:** Challenges that compel the application of theoretical learning to pragmatic scenarios.

The aggregated score, derived from these multifaceted assessment strategies, is a testament to participants' command over the intricacies and nuances of academic governance in health education.

## EDUCATIONAL CONTENTS

**Module Title: Foundations of Academic Governance**    **Course Lead: Dr. Sadaf Saleem**

**Rationale:** The bedrock of any comprehensive program on academic governance is a deep and nuanced understanding of its fundamental principles, origins, and modalities. In a world where health education institutions operate in diverse socio-political and cultural environments, it's paramount for leaders to comprehend both national and global standards. This module aims to build a foundational knowledge of academic governance, ensuring that participants can appreciate its history, engage with its standards, and ethically apply its tenets. It sets the stage for the subsequent modules, giving participants the essential tools, they need to understand more complex governance strategies and approaches in the evolving realm of health education.

By the end of this course, participants should be able to:

### Topic 1: The Genesis and Rationale of Academic Governance

- 1 Identify and explain the historical evolution and milestones that shaped the concept of academic governance.
- 2 Evaluate the fundamental guiding principles of academic governance and their application in modern health education.
- 3 Differentiate between various models of governance and their relevance in differing geographical and cultural contexts.

### Topic 2: National vs. Global Standards in Governance

- 1 Outline the primary components of national governance standards and explain their significance in local contexts.
- 2 Describe key global governance norms and assess their influence on international health education standards.
- 3 Synthesize insights from both national and global governance standards to recommend harmonized practices.

### Topic 3: Role of Stakeholders in Academic Governance

- 1 Enumerate primary stakeholders in academic governance and describe their roles and contributions.
- 2 Design strategies for stakeholder engagement to foster collaboration and synergy in academic settings.
- 3 Propose resolutions to common governance challenges through active stakeholder participation.

### Topic 4: Ethical Considerations and Governance

- 1 Define the ethical frameworks and guidelines pertinent to academic governance.
- 2 Analyze real-life scenarios to discern and address ethical dilemmas in decision-making.
- 3 Advocate for transparency and integrity in governance through the incorporation of ethical standards.

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## Modules Title: Strategic Approaches to Academic Governance

Course Lead: Dr. Sumera Saeed

Rationale: As institutions navigate the intricacies of the 21st century, the union of strategic foresight with governance becomes crucial. Academic governance is not a siloed activity; it deeply intersects with an institution's broader strategic initiatives, policymaking, and leadership directives. Leaders must, therefore, be adept at weaving governance into the fabric of their institutional strategies, ensuring alignment with both internal goals and external regulations. This module underscores the need for proactive and strategic approaches to governance, equipping participants with skills to interface with regulatory bodies, champion health education, and anticipate changes in the regulatory landscape. By focusing on the 'strategic' in governance, the module ensures that participants can align short-term actions with long-term visions in academic governance.

By the end of this course, participants should be able to:

### Topic 01: Integrating Governance in Institutional Strategy

- 1 Explain the interrelation between governance and strategic institutional planning.
- 2 Formulate strategies that incorporate governance as a core component of institutional development.
- 3 Analyze case studies to identify best practices in integrating governance within strategic planning.

### Topic 02: Liaising and Advocacy in Academic Governance

- 1 Enumerate methods to establish and strengthen relations with key regulatory bodies.
- 2 Formulate and apply advocacy techniques that champion the significance of health education.
- 3 Evaluate the outcomes of advocacy initiatives using scenario-based analyses.

### Topic 03: Navigating the Regulatory and Accreditation Landscape

- 1 Recognize key regulatory entities and understand their impact on health education institutions.
- 2 Apply techniques for successfully navigating the accreditation process, from application to audit.
- 3 Predict potential regulatory changes and devise strategies to adeptly adapt to them.

### Topic 04: Leadership and Governance

- 1 Differentiate among leadership styles and analyze their influence on governance practices.
- 2 Develop leadership strategies that foster a governance-centric institutional culture.
- 3 Assess leadership challenges in governance using the case method and propose viable solutions.

## Module Title: Continuous Quality Enhancement in Health Education

Course Lead: Mr. Imranullah Marwat

Rationale: Quality in education is an ever-evolving target. In the dynamic domain of health education, resting on laurels is not an option. Institutions must foster a relentless drive for quality — both in terms of academic delivery and institutional governance. However, aspiring for quality is one thing; methodically achieving it is another. This module delves into the systematic methodologies, tools, and strategies that can help institutions cultivate a pervasive quality culture. By spotlighting the symbiotic relationship between academic governance and continuous quality enhancement, this module offers participants a clear roadmap to lead their institutions towards excellence, ensuring that their education deliverables are not just current but are also future-ready.

By the end of this course, participants should be able to:

### Topic 01: Conceptualizing Continuous Quality Enhancement (CQE)

- 1 Define CQE and elucidate its underlying principles in the context of health education.
- 2 Illustrate the synergy between CQE and academic governance, emphasizing their co-dependence.
- 3 Benchmark current practices against global best practices to gauge alignment and areas of improvement.

### Topic 02: Tools and Methodologies for Quality Enhancement

- 1 List and explain popular tools used for quality enhancement in academic settings.
- 2 Design and implement strategies for effective application of these quality enhancement tools.
- 3 Monitor the efficacy of implemented strategies, making timely adjustments as needed.

### Topic 03: Fostering a Quality-centric Institutional Culture

- 1 Design interventions for cultural change, emphasizing the significance of quality in education.
- 2 Engage varied institutional stakeholders in quality enhancement initiatives to ensure comprehensive adoption.
- 3 Troubleshoot and resolve common barriers to fostering a culture of continuous quality improvement.

### Topic 04: Assessing the Impact of Quality Initiatives

- 1 Establish key performance indicators (KPIs) tailored to specific quality initiatives.
- 2 Employ data-driven methodologies to assess the impact and success of quality enhancement projects.
- 3 Critically evaluate real-world cases, highlighting successes and pitfalls in quality enhancement.