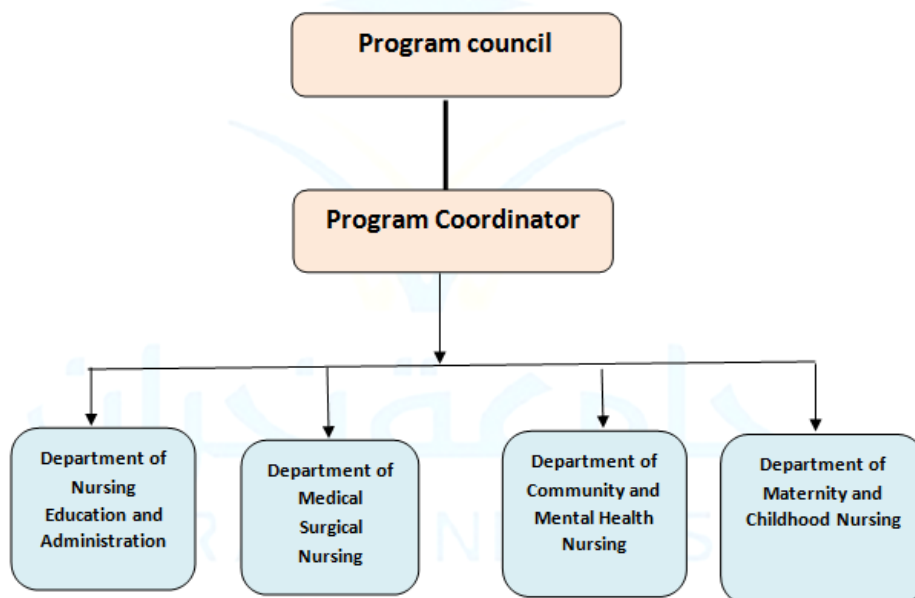


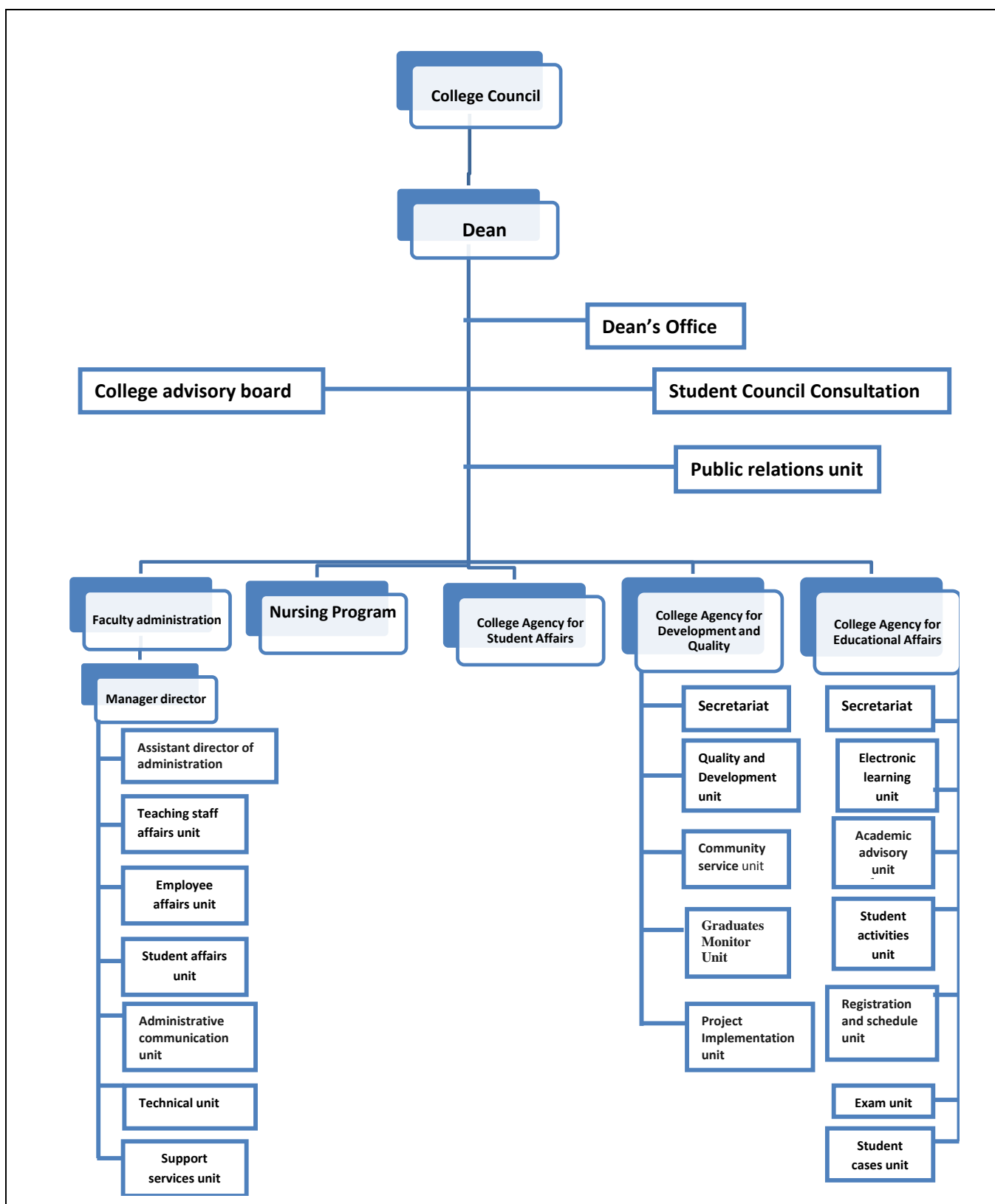
## T4. Program Specification

For guidance on the completion of this template, please refer to Chapter 2, of Part 2 of Handbook 2 Internal Quality Assurance Arrangement and to the Guidelines on Using the Template for a Program Specification in Attachment 2 (b).

1. Institution : Najran University Date: 1438-1439 H
2. College/Department: College of Nursing / Nursing program
3. Dean/ Department Head: Dr. Awad Mohammed Al Qahtani
4. Insert program and college administrative flowchart: **For the organizational chart of nursing program please refer to the nursing program manual – <http://nursing.nu.edu.sa/94>**

Organizational chart for nursing program





5. List all branches offering this program :

Branch/**Location 1**. Najran university new campus (medical science campus) for female students.

Branch/**Location 2**. Najran University – new campus (College of Applied medical sciences) for male students.

#### A. Program Identification and General Information

1. Program title and code :Nursing program – "NUR"
2. Total credit hours needed for completion of the program: 123 credit hours
3. Award granted on completion of the program: The Bachelor of Nursing B.sc
4. Major tracks/pathways or specializations within the program (eg. transportation or structural engineering within a civil engineering program or counselling or school psychology within a psychology program):  Only one track.
5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program):  Not applied.
6. Professional occupations (licensed occupations, if any) for which graduates are prepared. (If there is an early exit point from the program (eg. diploma or associate degree) include professions or occupations at each exit point):  Graduates of the program are qualified to work in the followings: a- Hospitals as nursing specialist and in occupational health centers. b- Primary health care centers c- Health research centers. d-Educational hospitals e- General and private hospitals.

<p>7. (a) New Program <input type="checkbox"/></p> <p>(b) Continuing Program: <input checked="" type="checkbox"/></p> <p>Year of most recent major program review : July 2015</p> <p>Organization involved in recent major review (eg. internal within the institution)</p> <p>Accreditation review by :</p> <p>Akkreditierungsagenturim Bereich Gesundheit und Soziales (Accreditation Agency in Health and Social Science- AHPGS). <b>(refer to the full report Annex 1)</b></p> <p>Other : _____</p>	<p>Planned starting date <input type="text"/></p> <p><input type="text"/></p>									
<p>8. Name of program chair or coordinator. If a program chair or coordinator has been appointed for the female section as well as the male section, include names of both.</p> <p>Dr. Nahed khalil (College and program coordinator for Female).</p> <p>Dr. Samy Ismaiel (program coordinator for male)</p>										
<p>9. Date of approval by the authorized body (MOE)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Campus Location</th> <th style="width: 30%;">Approval By</th> <th style="width: 30%;">Date</th> </tr> </thead> <tbody> <tr> <td>Najran university new campus (medical sciences campus for female students).</td> <td>Ministry of higher education</td> <td>1430 H</td> </tr> <tr> <td>Najran university new campus (medical sciences collage for male students).</td> <td>Ministry of education</td> <td>1436</td> </tr> </tbody> </table>		Campus Location	Approval By	Date	Najran university new campus (medical sciences campus for female students).	Ministry of higher education	1430 H	Najran university new campus (medical sciences collage for male students).	Ministry of education	1436
Campus Location	Approval By	Date								
Najran university new campus (medical sciences campus for female students).	Ministry of higher education	1430 H								
Najran university new campus (medical sciences collage for male students).	Ministry of education	1436								

## B. Program Context:

### 1. Explain why the program was established:

a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.

- Job opportunities available for Saudi nursing specialist in hospitals and health centers.
- The governmental decision for restriction of employment in governmental nursing positions to baccalaureate degree holders.
- Lack of Saudi nursing staff specially female nurses staff with the urgent need for them especially in the southern region in the Kingdom
- The labor market need for all qualified graduates in the nursing field, whether in governmental or private health institutions to work in the following areas:
  - Both public and private hospitals and health care centers.
  - Private institutions and non-governmental organizations
  - Health research centers
  - Educational institutions

### b. Explain the relevance of the program to the mission and goals of the institution.

Important elements of Najran University mission	Relevance of the program
Offering teaching and learning that address the needs of society and the labor market;	The program aims to provide the community with qualified graduates in the field of nursing. Curriculum and study plan of the program were designed to meet the needs of the society and job market, reviews and periodic improvements are generally based on meeting of those needs.
Effective contribution to sustainable development through conducting applied research and optimal use of modern technologies;	The program offers a variety of research activities to improve the education process, improve qualifications of the students and offer up to date scientific information via its well-constructed set of courses. The teaching staff of the program conducts and publishes research in the field of nursing according to the directions of the Najran University research plan.
Establishing partnerships at the local, regional and global levels"	The program offers an integrated community service via participation in increasing health awareness and sharing in vaccination campaigns and other activities of the ministry of health. The program offers research and community service activities in the health field and on the light of both the research and community services plans of the University.

2. Relationship (if any) to other programs offered by the institution/college/department.

a. Does this program offer courses that students in other programs are required to take?

Yes ☐

No ☒

If yes, what has been done to make sure those courses meet the needs of students in the other programs?

b. Does the program require students to take courses taught by other departments?

Yes ☒

No ☐

The program requires students to take courses like Islamic culture, Arabic language, "University requirement", and other supportive courses like English language, physics, chemistry, computer science .... and others "collage requirement"

If yes, what has been done to make sure those courses in other departments meet the needs of students in this program?

- Checking the course contents and learning outcomes to make sure it meets our program learning outcomes.
- Reviewing the course specification and discussing it at the level of the department committee before approval.
- Discuss the results of the students and evaluation of the course and teaching performance with the responsible faculty.
- Discuss the course report and suggested improvement plan with the responsible faculty before approval.
- Monitor implementation of the courses' improvement plans.

3. Do students who are likely to be enrolled in the program have any special needs or characteristics? (eg. Part time evening students, physical and academic disabilities, limited IT or language skills).

Yes ☐

No ☒

4. What modifications or services are you providing for special needs applicants?

The program follows the university rules and regulations in this respect, but currently, the program offer no special services or modifications for applicants with physical disabilities as it does not accept special needs applicants because the program depends largely on physical and psychomotor activities to perform the nursing procedures.

### C. Mission, Goals and Objectives:

<p>Program Mission Statement (insert):</p> <p><b>Nursing program at Najran University is committed to:</b></p> <ul style="list-style-type: none"> <li>• Provide the community with qualified graduates at the field of nursing.</li> <li>• Offer a supportive, collaborative learning environment.</li> <li>• Continuous improvement of the program to meet the national standards and to satisfy community and labor market needs.</li> </ul>
<p>List program goals (e.g. long term, broad based initiatives for the program, if any)</p> <p>NA</p>

<p>3. List major objectives of the program within to help achieve the mission. For each measurable objective describe the measurable performance indicators to be followed and list the major strategies taken to achieve the objectives.</p> <p><b>The program has 3 major objectives:</b></p> <ol style="list-style-type: none"> <li>1- Provide a quality education for the students to graduate as competent registered nurses.</li> <li>2- Develop and improve the sense of responsibility towards the community.</li> <li>3- Create and sustain a supportive learning environment to cope with the students' needs and the updates in the nursing field.</li> </ol> <p>For the 1<sup>st</sup> major objective, the learning objectives are:</p> <ul style="list-style-type: none"> <li>• Provide the students with comprehensive knowledge of nursing sciences, including theories and principles related to the field, with reference to the correlated sciences, arts and legislations essential for nursing practice.</li> <li>• Enhance cognitive skills of the students and train them to use critical thinking scientifically and professionally to interpret and solve patient health problems.</li> <li>• Offer well-structured activities for the students to participate and cooperate actively in health teams considering social and cultural issues while providing holistic nursing care to individuals, families and communities.</li> <li>• Train students on using numerical, statistical and communication skills in addressing health problems with appropriate application of suggested solution.</li> <li>• Develop and improve the student competencies in applying nursing procedures and providing competent holistic patient care according to evidence-based practice with respect to Islamic culture.</li> </ul> <p>The program monitors attainment of its learning objectives by evaluating the achievement of its ILOs alongside with other KPIs presented in the following table:</p>
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Measurable objectives	Measurable performance indicators	Major strategies
Provide a quality education for the students to graduate as competent registered nurses	S3.1- Students' overall evaluation on the quality of their learning experiences. (Average rating of the overall quality on a five point scale in an annual survey of final year students.)	<ol style="list-style-type: none"> <li>1- Evaluate compliance with quality standards of NCAAA and monitor fulfilling all the requirements for accreditation.</li> <li>2- Review and improve the program according to the approved mechanism for annual program review, and full improvement cycle taking into account the following points: <ul style="list-style-type: none"> <li>• The changes in community needs.</li> <li>• Requirements of Saudi commission for health specialties "SCHS".</li> <li>• National and international new trends in the field.</li> </ul> </li> <li>3- Improve courses on the light of the periodic evaluation and semester based improvement plans.</li> <li>4- Engage advisory committees (including professionals, academics, students, alumni and representatives from labor market) in: <ul style="list-style-type: none"> <li>• Making decisions related to the program learning outcomes and contents.</li> <li>• Improving teaching strategies and assessment methods and tools.</li> </ul> </li> <li>5- Offer a variety of extracurricular activities and encourage students' participation to enhance their soft skills.</li> </ol>
	S3.2- Proportion of courses in which student evaluations were conducted during the year.	
	S4.2- Students overall rating on the quality of their courses. (Average rating of students on a five point scale on overall evaluation of courses.)	
	S4.4- Retention Rate: Percentage of students entering the program who successfully complete first year.	
	S4.5- Graduation Rate: Proportion of students entering the program who complete the program in minimum time.	
	S4.7- Proportion of graduates from the program who within six months of graduation are: (a) employed (b) enrolled in further study (c) not seeking employment or further study	
	NUR4.1- Satisfaction of the job market with the interpersonal and professional skills of the graduates.	
	NUR4.2- Student achievement of program ILOs by the end of their internship.	
	NUR5.1- Percentage of students participation in extracurricular activities..	
	NUR10.1- Number of courses updated to cope with the new researches in the nursing field.	
Develop and improve the sense of responsibility towards the	S1.1- Stakeholders' awareness ratings of the Mission Statement and Objectives (Average rating on how well the mission is known to teaching staff, and undergraduate and graduate students, respectively, on a five- point scale in an annual survey).	To cope with the shift of the health care system from acute care settings to community-based services nursing program (under supervision of the department of community and mental health nursing) and in collaboration with the community

community.	S10.1- Number of refereed publications in the previous year per full time equivalent teaching staff. (Publications based on the formula in the Higher Council Bylaw excluding conference presentations).	<p>service unit of the collegeadopts the following strategies:</p> <ol style="list-style-type: none"> <li>1- Encouraging students to participate in the campaigns of ministry of health.</li> <li>2- Providing seminars and training sessions to increase the awareness of different sectors of the community about health care issues.</li> <li>3- Organizing visits to the schools and different community settings to increase awareness and address significant health care issues.</li> <li>4- Supporting research activities and proposals addressing community health issues.</li> <li>5- Choosing real nursing issues from the surrounding community to be investigated by the students in their graduation projects at level 8 (456 PRO-2).</li> <li>6- Communicating with other programs in the university or organizations to seek opportunities for cooperation in providing mutual activities.</li> </ol>
	S10.3- Proportion of full time member of teaching staff with at least one refereed publication during the previous year.	
	S10.4- Number of papers or reports presented at academic conferences during the past year perfull time equivalent faculty members.	
	S11.1- Proportion of full time teaching and other staff actively engaged in community service activities during the previous year.	
	NUR10.2- Number of scientific seminars held by the program during the previous year.	
	NUR11.1- Number of activities offered by the program in collaboration with other programs or organizations during the previous year.	
	NUR11.2- Percentage of student participation in community service activities offered by the program during the previous year.	
Create and Sustain a supportive learning environment to cope with the students' needs and the updates in the nursing field	S2.1- Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities (Average rating on the adequacy of the Policy Handbook on a five- point scale in an annual survey of teaching staff and final year students).	<p>To create and sustain a supportive learning environment nursing program adopts two main strategies:</p> <ol style="list-style-type: none"> <li>1- Monitoring sufficiency and efficiency of all the resources and inputs of the program according to the norms.</li> <li>2- Involving students as full partners in the process of evaluation and planning for resources, facilities, equipment and support services,</li> </ol>
	S4.1- Ratio of students to teaching staff. (Based on full time equivalents)	
	S4.3- Proportion of teaching staff with verified doctoral qualifications.	
	S5.3- Student evaluation of academic and career counselling. (Average rating on the adequacy of academic and career counselling on a five- point scale in an annual survey of final year students.)	
	S6.1- Stakeholder evaluation of library and media center. (Average overall rating	

	<p>of the adequacy of the library &amp; media centre, including:</p> <ul style="list-style-type: none"> <li>a) Staff assistance,</li> <li>b) Current and up-to-date</li> <li>c) Copy &amp; print facilities,</li> <li>d) Functionality of equipment,</li> <li>e) Atmosphere or climate for studying</li> <li>f) Availability of study sites, and</li> <li>g) Any other quality indicators of service on a five- point scale of an annual survey).</li> </ul>	
	<p>S7.3- Stakeholder evaluation of facilities &amp; equipment:</p> <ul style="list-style-type: none"> <li>a) Classrooms,</li> <li>b) Laboratories,</li> <li>c) Bathrooms (cleanliness &amp; maintenance),</li> <li>d) Campus security,</li> <li>e) Parking &amp; access,</li> <li>f) Safety (first aide, fire extinguishers &amp; alarm systems, secure chemicals)</li> <li>g) Access for those with disabilities or handicaps (ramps, lifts, bathroom furnishings),</li> <li>h) Sporting facilities &amp; equipment.</li> </ul>	
	<p>S9.1- Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.</p>	
	<p>S9.2- Proportion of teaching staff participating in professional development activities during the past year.</p>	
	<p>NUR9.1- Number of training workshops organized by the program for the teaching staff.</p>	

## D. Program Structure and Organization

### 1. Program Description:

List the core and elective program courses offered each semester from Prep Year to graduation using the below Curriculum Study Plan Table (A separate table is required for each branch IF a given branch/location offers a different study plan).

A program or department manual should be available for students or other stakeholders and a copy of the information relating to this program should be attached to the program specification. This information should include required and elective courses, credit hour requirements and department/college and institution requirements, and details of courses to be taken in each year or semester.

Nursing program manual (1439) <http://nursing.nu.edu.sa/165>

### Curriculum Study Plan Table

\* Prerequisite – list course code numbers that are required prior to taking this course.

### Curriculum Study Plan Table

Level	Course Code	Course Title	Pre requisite	Required or Elective	Credit Hours	College or Department
First year "1 <sup>st</sup> semester"	140 ENGG-2	Reading skills	-	Required	2	Deanship of preparatory year
	141ENNG-2	Writing Skills	-	Required	2	Deanship of preparatory year
	142ENGG-2	Listening and Speaking Skills	-	Required	2	Deanship of preparatory year
	143ENGG-2	Grammars& vocabulary	-	Required	2	Deanship of preparatory year
	140SKL-2	Learning thinking and research skills	-	Required	2	Deanship of preparatory year
	140TEC-3	Computer skills	-	Required	2	Deanship of preparatory year
First year "2 <sup>nd</sup> semester"	111 ISL-2	Introduction to Islamic Culture 1	140ENGG-2 141ENNG-2 142ENGG-2 143ENGG-2 140SKL-2 140TEC-3	Required	2	Sharia and Fundamentals of religion
	201ARAB-2	Skills in Arabic Language	140ENGG-2 141ENNG-2 142ENGG-2 143ENGG-2 140SKL-2 140TEC-3	Required	2	College of science and Art
	143 TRM-2	Medical Terminology	140ENGG-2 141ENNG-2 142ENGG-2 143ENGG-2 140SKL-2 140TEC-3	Required	2	Medicine college
	142 PHY-2	Physics for nursing	140ENGG-2 141ENNG-2 142ENGG-2 143ENGG-2 140SKL-2 140TEC-3	Required	2	Art and science college
	112 ANT-4	Anatomy& Physiology(1)	140ENGG-2 141ENNG-2 142ENGG-2 143ENGG-2	Required	2	Medicine college

Level	Course Code	Course Title	Pre requisite	Required or Elective	Credit Hours	College or Department
			140SKL-2 140TEC-3			
	141 CHT-2	Chemistry for nursing	140ENGG-2 141ENNG-2 142ENGG-2 143ENGG-2 140SKL-2 140TEC-3	Required	2	Medicine college
Second year "1 <sup>st</sup> semester"	112 ISL-2	Islamic Culture	-	Required	2	Sharia and Fundamentals of religion
	202 ARAB-2	Arabic language	140ENGG-2 141ENNG-2 142ENGG-2 143ENGG-2 140SKL-2 140TEC-3	Required	2	Art and science college
	214 ETH -1	Nursing Ethics	140ENGG-2 141ENNG-2 142ENGG-2 143ENGG-2 140SKL-2 140TEC-3	Required	1	Nursing
	213ANT-3	Anatomy and physiology(2)	140ENGG-2 141ENNG-2 142ENGG-2 143ENGG-2 140SKL-2 140TEC-3 112ANT-4	Required	3	Medicine college
	218AID -2	First aid	140ENGG-2 141ENNG-2 142ENGG-2 143ENGG-2 140SKL-2 140TEC-3 112ANT-4	Required	2	Nursing
	220NUR-2	Health Assessment	140ENGG-2 141ENNG-2 142ENGG-2 143ENGG-2 140SKL-2 140TEC-3 112ANT-4	Required	2	Nursing

Level	Course Code	Course Title	Pre requisite	Required or Elective	Credit Hours	College or Department
	222SOC-2	Psychosocial cultural variations of health	140ENGG-2 141ENNG-2 142ENGG-2 143ENGG-2 140SKL-2 140TEC-3	Required	2	Nursing
	225QUA-2	Quality management	140ENGG-2 141ENNG-2 142ENGG-2 143ENGG-2 140SKL-2 140TEC-3	Required	2	Nursing
Second year "2 <sup>nd</sup> semester"	113ISL-3	Islamic culture 3	-	Required	2	Sharia and Fundamentals of religion
	249 BIO-2	Biochemistry	112 ANT-4 213 ANT-3 141CHT-2	Required	2	Medicine college
	211 NUR-8	Fundamentals of nursing	112 ANT-4 213 ANT-3	Required	8	Nursing
	251 NUT-2	Nutrition	112 ANT-4 213 ANT-3	Required	2	Nursing
	250MIC-3	Microbiology & Parasitology	-	Required	3	Medicine college
Third year "1 <sup>st</sup> semester"	321 PAT -3	Pathology	112 ANT-4 213 ANT-3 250 MIC-3	Required	3	Medicine college
	215 PHA -2	Pharmacology	140ENGG-2 141ENNG-2 142ENGG-2 143ENGG-2 140SKL-2 140TEC-3 112 ANT-4	Required	2	Medicine college
	354 LRN-1	Teaching and learning Principles	-	Required	1	Nursing
	316 NUR – 10	Medical Surgical Nursing(1)	211 NUR-8	Required	10	Nursing
	317 NUR-4	Medical Surgical (2)	316 NUR-10	Required	4	Nursing
Third year "2 <sup>nd</sup> semester"	319 NUR-4	Critical care nursing	316 NUR-10	Required	4	Nursing
	323NUR-4	Mental Health Nursing	211 NUR-8	Required	4	Nursing

Level	Course Code	Course Title	Pre requisite	Required or Elective	Credit Hours	College or Department
Fourth year "1 <sup>st</sup> semester"	326EDU-2	Health education	211 NUR-8	Required	2	Nursing
	332GRO-2	Growth & development	112 ANT-4 213 ANT-3	Required	2	Nursing
	114ISL-4	Islamic Culture (4)	-	Required	2	Sharia and Fundamentals of religion
	431NUR-7	Obstetrics & Gynaecology Nursing	317 NUR-4	Required	7	Nursing
	433NUR-7	Paediatrics' Nursing	317 NUR-4	Required	7	Nursing
	424 NUR-5	Community health nursing	431 NUR-7 433 NUR-7	Required	5	Nursing
	425 STA-2	Biostatistics & epidemiology	-	Required	2	Nursing
	452 RES-2	Research Methods for Nursing	-	Required	2	Nursing
	453 ADM-4	Nursing administration	317 NUR-4	Required	4	Nursing
	456 PRO-2	Graduation project	-	Required	2	Nursing
Include additional years if needed. <b>A full year of internship</b>						

**1. Required Field Experience Component (if any, e.g. internship, cooperative program, work experience).**

Summary of practical, clinical or internship component required in the program. Note: see Field Experience Specification.
<p>a. Brief description of field experience activity :</p> <p><b>(for more details please refer to internship guide Annex2) and the website <a href="http://nursing.nu.edu.sa/219">http://nursing.nu.edu.sa/219</a></b></p> <p>A full year of internship (12 months) is the training of nursing students in different departments of health institutions. This course is designed to provide the students with the opportunity to explore and study an area of clinical nursing practice, nursing education or nursing administration, under the guidance of the instructor. The learner is expected to formulate scientific project incorporating advanced nursing knowledge and nursing research.</p>
b. At what stage or stages in the program does the field experience occur? (eg. year, semester):



After Successful completion of 8 <sup>th</sup> level.
c. Time allocation and scheduling arrangement. (eg. 3 days per week for 4 weeks, full time for one semester) 5 days (per week) × 8 hours (per day) × 12 month (52 weeks) = 2080 hours "the number of hours may have a slight variation due to the Hijri calendar"
d. Number of credit hours (if any): No credit hours are allocated for the internship

### 3. Project or Research Requirements (if any):

Summary of any project or thesis requirements in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.):
a. Brief description:  The program includes a research project linking theoretical knowledge and practical experience through theoretical lectures and guiding the students on how to apply scientific research and prepare a research paper. Instructors help the students during the process of data collection and analysis. Students prepare the paper and discuss it in open seminar.
b. List the major intended learning outcomes of the project or research task:  <b>By the end of this course every student is expected to:</b>  <b>A-knowledge:</b> 1) Define all concepts related to nursing graduation research projects. 2) Identify the areas for scientific research. <b>B-Cognitive skills:</b> 1) Explain the importance of clinical nursing researches. 2) Interpret the research findings with up to date research studies. <b>C-Interpersonal skills and responsibility:</b> 1) Enrich self-learning activities by actively participate in scientific research process beside timely submit all needed documents. 2) Maintain privacy and confidentiality of subjects while conduction of nursing research. <b>D- Communication, Information Technology and Numerical Skills:</b> 1) Communicate professionally with the health team members, and study populations to calculate study sample. 2) Search the internet for recent information related to research methodology. <b>E- Psychomotor:</b> 1) Design, formulate and conduct real field research.

c. At what stage or stages in the program is the project or research undertaken? (e.g. level)  
At the 8<sup>th</sup> level.

d. Number of credit hours (if any) :  
Two credit hours.

e. Description of academic advising and support mechanisms provided for students to complete the project.

**The faculty member is responsible for :**

- Observation of students while they are working in groups, in library and during net search as well as in seminar room.
- Follow up students during data collection process and provide the needed guidance and instruction regarding how to distribute the instruments to the selected subjects, how to tabulate the data, use the appropriate statistical tests, and then how to interpret it.

Meeting with students in the seminar room, discuss with them any difficulty that encountered them in any stage of research proposal and follow up of their progress in project.

f. Description of assessment procedures. (including mechanism for verification of standards)

Assessment criteria	Weight	Time	Assessment tool	Range of assessment	Responsibility of evaluation
Assignments	10%	Continuous	Rubrics	Individual "each student will have separate assessment"	Assigned supervisors "at least two faculty members"
Proposals	20%	4 <sup>th</sup> week	Rubrics	Individual	Assigned supervisors
Presentation of proposal	10%	6 <sup>th</sup> week	Observation checklist Oral discussion	Individual	Assigned supervisors
Project final evaluation	40%	11 <sup>th</sup> week	Rubrics	Group evaluation	Assigned supervisors
Final Presentation	20%	16 <sup>th</sup> week	Observation checklist Oral discussion	Individual	Assigned supervisors + external evaluator "a faculty member other than the supervisors"
Total	100%				

#### 4. Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy

Program Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning and teaching.

The *National Qualification Framework* provides five learning domains. Learning outcomes are required in the first four domains and sometimes are also required in the Psychomotor Domain.

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable learning outcomes required in each of the learning domains. **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each program learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.

NQF Learning Domains and Learning Outcomes		Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Explain cultural and ethical issues related to nursing practice and medical field.	<ul style="list-style-type: none"> <li>• Lecture.</li> <li>• Discussion.</li> <li>• Active learning strategies.</li> </ul>	<b>Direct assessment:</b> <ul style="list-style-type: none"> <li>• Class participation.</li> <li>• Written exam.</li> <li>• Exit exam.</li> </ul> <b>Indirect assessment:</b> <ul style="list-style-type: none"> <li>• Self-evaluation survey after completion of the internship.</li> <li>• Evaluation survey by field supervisors.</li> </ul>
1.2	Explain the scientific background of different nursing interventions and procedures.	<ul style="list-style-type: none"> <li>• Lecture.</li> <li>• Discussion.</li> <li>• Active learning strategies.</li> </ul>	<b>Direct assessment:</b> <ul style="list-style-type: none"> <li>• Class participation.</li> <li>• Written exam.</li> <li>• Exit exam.</li> </ul> <b>Indirect assessment:</b> <ul style="list-style-type: none"> <li>• Self-evaluation survey after completion of the internship.</li> <li>• Evaluation survey by field supervisors.</li> </ul>
1.3	Clarify aetiology, clinical picture, diagnosis, complications and nursing	<ul style="list-style-type: none"> <li>• Lecture.</li> <li>• Discussion.</li> <li>• Active learning</li> </ul>	<b>Direct assessment:</b> <ul style="list-style-type: none"> <li>• Class participation.</li> <li>• Written exam.</li> </ul>

	management of health problems affecting patients with different age groups	strategies.	<ul style="list-style-type: none"> <li>Exit exam.</li> </ul> <b>Indirect assessment:</b> <ul style="list-style-type: none"> <li>Self-evaluation survey after completion of the internship.</li> <li>Evaluation survey by field supervisors.</li> </ul>
1.4	Identify health determinants and principles of public health and community nursing	<ul style="list-style-type: none"> <li>Lecture.</li> <li>Discussion.</li> <li>Active learning strategies.</li> </ul>	<b>Direct assessment:</b> <ul style="list-style-type: none"> <li>Class participation.</li> <li>Written exam.</li> <li>Exit exam.</li> </ul> <b>Indirect assessment:</b> <ul style="list-style-type: none"> <li>Self-evaluation survey after completion of the internship.</li> <li>Evaluation survey by field supervisors.</li> </ul>
1.5	Determine principles and concepts of leadership/management, health education and research in nursing field.	<ul style="list-style-type: none"> <li>Lecture.</li> <li>Discussion.</li> <li>Active learning strategies.</li> </ul>	<b>Direct assessment:</b> <ul style="list-style-type: none"> <li>Class participation.</li> <li>Written exam.</li> <li>Exit exam.</li> </ul> <b>Indirect assessment:</b> <ul style="list-style-type: none"> <li>Self-evaluation survey after completion of the internship.</li> <li>Evaluation survey by field supervisors.</li> </ul>
<b>2.0</b>	<b>Cognitive Skills المهارات الإدراكية</b>		
2.1	Compare among different interventions and nursing procedures to conclude the suitable one.	<ul style="list-style-type: none"> <li>Lecture.</li> <li>Discussion.</li> <li>Concept mapping.</li> <li>Active learning strategies.</li> </ul>	<b>Direct assessment:</b> <ul style="list-style-type: none"> <li>Class participation.</li> <li>Written exam.</li> <li>Checking problems solved in homework assignments.</li> <li>Exit exam.</li> </ul> <b>Indirect assessment:</b> <ul style="list-style-type: none"> <li>Self-evaluation survey after completion of the internship.</li> <li>Evaluation survey by field supervisors.</li> </ul>
2.2	Formulate a plan for increasing health awareness	<ul style="list-style-type: none"> <li>Brain storming.</li> <li>Concept mapping.</li> <li>Active learning strategies.</li> </ul>	<b>Direct assessment:</b> <ul style="list-style-type: none"> <li>Class participation.</li> <li>Written exam.</li> <li>Exit exam.</li> </ul> <b>Indirect assessment:</b> <ul style="list-style-type: none"> <li>Self-evaluation survey after completion of the internship.</li> </ul>

			<ul style="list-style-type: none"><li>• Evaluation survey by field supervisors.</li></ul>
2.3	Interpret health information and data related to patients' health problems	<ul style="list-style-type: none"><li>• Brain storming.</li><li>• Case studies.</li><li>• Problem solving.</li><li>• Active learning strategies.</li></ul>	<b>Direct assessment:</b> <ul style="list-style-type: none"><li>• Class participation.</li><li>• Written exam.</li><li>• Exit exam.</li></ul> <b>Indirect assessment:</b> <ul style="list-style-type: none"><li>• Self-evaluation survey after completion of the internship.</li><li>• Evaluation survey by field supervisors.</li></ul>
2.4	Plan for competent, efficient and holistic care of patients with different health problems	<ul style="list-style-type: none"><li>• Demonstration.</li><li>• Assignments.</li><li>• Problem solving.</li><li>• Simulation.</li><li>• Self- learning.</li></ul>	<b>Direct assessment:</b> <ul style="list-style-type: none"><li>• Class participation.</li><li>• Written exam.</li><li>• Exit exam.</li></ul> <b>Indirect assessment:</b> <ul style="list-style-type: none"><li>• Self-evaluation survey after completion of the internship.</li><li>• Evaluation survey by field supervisors.</li></ul>
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility :</b>		
3.1	Collaborate, at all stages of patients' care, with health care team and family members.	1- Self-learning 2- Group discussion.	<b>Direct assessment:</b> 1- Active class and lab participation. 2- Student discussion. 3- Practical exam. 4- Presentation- Case presentation. 5- Internship evaluation sheet. 6- Observation using checklist. 7- Area evaluation.  <b>Indirect assessment:</b> <ul style="list-style-type: none"><li>• Self-evaluation survey after completion of the internship.</li><li>• Evaluation survey by field supervisors.</li><li>• Evaluation survey by head nurses for employed graduates.</li></ul>
3.2	Participate in ongoing self-learning activities related to Profession.	3- Brain storming. 4- Problem solving 5- Assignments. 6- Research projects. 7- Presentation. 8- Coaching during internship. 9- Laboratory sessions. 10- Case studies. 11- Communication and dialogue.	
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Communicate professionally with the health team members, patients, clients and family	1- Self- learning 2- Problem solving. 3- Group research	<b>Direct assessment:</b> 1- Class participation. 2- Presentation- Case

	members.	projects.	presentation.
4.2	Manage reliable health data using modern technology	4- Presentation. 5- Coaching during internship. 6- Assignments and homework. 7- Case studies. 8- Active learning strategies.	3- Graduation project. 4- Internship evaluation sheet. 5- Observation using checklist. 6- Area evaluation  <b>Indirect assessment:</b> <ul style="list-style-type: none"> <li>Self-evaluation survey after completion of the internship.</li> <li>Evaluation survey by field supervisors.</li> <li>Evaluation survey by head nurses for employed graduates.</li> </ul>
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Implement nursing procedures and interventions with respect to patients' right.	1. Demonstration and redemonstration 2. Laboratory sessions. 3. Simulation. 4. Case studies. 5. Training in hospitals and health centres (Internship). 6. Active learning strategies.	<b>Direct assessment:</b> <ol style="list-style-type: none"> <li>Practical exams.</li> <li>Observation using checklist.</li> <li>Area evaluation.</li> </ol> <b>Indirect assessment:</b> <ul style="list-style-type: none"> <li>Self-evaluation survey after completion of the internship.</li> <li>Evaluation survey by field supervisors.</li> <li>Evaluation survey by head nurses for employed graduates.</li> </ul>

### Program Learning Outcome Mapping Matrix

Identify on the table below the courses that are required to achieve the program learning outcomes.

Insert the program learning outcomes, according to the level of instruction, from the above table below and indicate the courses and levels that are required to teach each one; use your program's course numbers across the top and the following level scale.

Levels:

I = Introduction  
 P = Proficient  
 A = Advanced  
 (see help icon)

T4\_Program Specification - Muharram 1437H, October 2015.

outcomes	Level 1						Level 2						Level 3						Level 4				Level 5				Level 6				Level 7				Level 8				Internsh						
	140ENG-2	141ENG-2	142ENG-2	143ENG-2	140SKL-2	140 TEC-3	111ISL-2	201ARAB-2	143TRM-2	112ANT-4	141CHT-2	142PHY-2	112ISL-2	202ARAB-2	214ETH-1	213ANT-3	218AID-2	220NUR-2	222SOC-2	255QUA-2	113ISL-3	249BIO-2	250MIC-3	251NUT-2	211NUR-8	321PAT-3	215PHA-2	316NUR-10	354LRN-1	317NUR-4	319NUR-4	323NUR-4	326EDU-2	332GRO-2	114ISL-4	431NUR-7	433NUR-7	424NUR-5		425STA-2	452RES-2	453ADM-4	456PRO-2		
Cognitive Skills																																													
Apply skills when asked, Creative thinking and problem solving																																													
1-Compare among different interventions and nursing procedures to conclude the suitable one.					I												P	P				I			I	P		I	P			P	P	P		P		P	P	P				A	A
2-Formulate a plan for increasing health awareness.					I		I	I					I	I				I	I	I	I				I	I		I		I	P	P	P	P		I	P	P	P				A	A	
3-Interpret health information and data related to patients' health problems.						I				I	I	I				I	I	P				I	I	I	I	I	I	I	P		P	P	P			P	P	P	P	P	P	I	P	A	
4-Plan for competent, efficient and holistic care of patients with different health problems.															I			I				I			I	P		I	P		P	P	P	P	I		P	P	P	I		P	P	A	



Program learning outcomes	Courses																																Internsh														
	Level 1					Level 2					Level 3					Level 4				Level 5			Level 6			Level 7		Level 8																			
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Interpersonal Skills and Responsibility																																															
1-Collaborate ethically, at all stages of patients' care, with health care team and family members.															I		I		I					I				P		P	P	P	I			P	P	P			P		A				
2-Participate in ongoing self- learning activities related to Profession.																		I	I	I		I	I	I	P	I		P	P	P	P	P	P		P	P	P	I	P	P	A	A					

Program learning outcomes	Courses																																Internsh											
	Level 1						Level 2						Level 3						Level 4					Level 5			Level 6			Level 7				Level 8										
	140ENG-2	141ENG-2	142ENG-2	143ENG-2	140SKL-2	140TEC-3	111ISL-2	201ARAB-2	143TRM-2	112ANT-4	141CHT-2	142PHY-2	112ISL-2	202ARAB-2	214ETH-1	213ANT-3	218AID-2	220NUR-2	222SOC-2	255QUA-2	113ISL-3	249BIO-2	250MIC-3	251NUT-2	211NUR-8	321PAT-3	215PHA-2	316NUR-10	354LRN-1	317NUR-4	319NUR-4	323NUR-4		326EDU-2	332GRO-2	114ISL-4	431NUR-7	433NUR-7	424NUR-5	425STA-2	452RES-2	453ADM-4	456PRO-2	
Communication IT and Numerical Skills																																												
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2-Manage reliable health data using modern technology.						I											I	I	I	I					I	I			P		P	P	P	P			P	P	P	I	P	P	A	A

Program learning outcomes	Courses																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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## 5. Admission Requirements for the program

Attach handbook or bulletin description of admission requirements including any course or experience prerequisites

**"Please refer to attached rules and regulation for study and exams-Annex 3".**

<http://nursing.nu.edu.sa/165>

Admission to the nursing collage requires the students to have a minimum of 75% at high school. All the rules and regulations for admission, registration, attendance, progression and completion are available as "Education regulations" at:

<Portal.nu.edu.sa/web/guest/education-regulations>

## 6. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

**"Please refer to student records and data analysis- Annex 4 in addition to the rules in Annex 4"**

a. Attendance.

The student should attend at least 75% of the classes and labs and training sessions. Student who fails to meet this ratio will be prevented from attending the final exam for the respective courses, hence they will get grade "F" and have to attend these courses again.

b. Progression from year to year.

Admission, registration and monitoring progress are all controlled centrally by the deanship of admission and registration at:

<Portal.nu.edu.sa/web/deanship-of-admission-and-registragtion/home>

Education regulations including the regulatory guidelines for admission and registration can be reviewed at:

<Portal.nu.edu.sa/web/guest/education-regulations>

Students have access to their academic files at the online academic portal:

<edugate.nu.edu.sa/nu/ui/home.faces>

c. Program completion or graduation requirements. .

For program completion, students should meet all the requirements set by the deanship of admission and registration and its decree. Students have to complete all the required courses mentioned in the study plan with 123 credit hours in addition to successful completion of a full year of internship training to be eligible for the degree.

#### E. Regulations for Student Assessment and Verification of Standards:

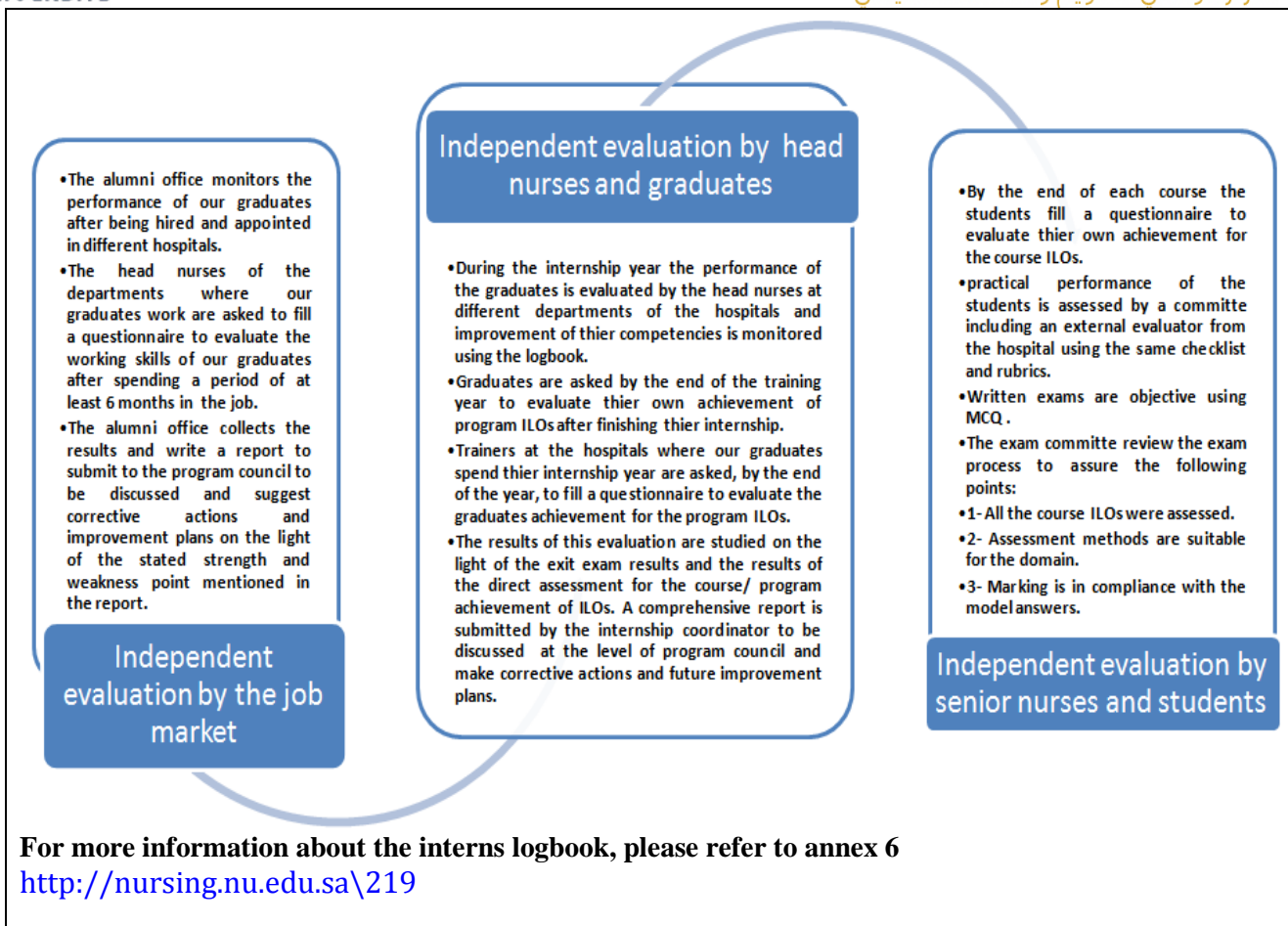
What processes will be used for verifying standards of achievement (e.g. verify grading samples of test or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)

"For direct assessment please refer to student assessment matrix- Annex 5"  
<http://nursing.nu.edu.sa/documents/46861/0/Student+Exam+Manual>.

Exam papers and evaluation process are reviewed by the Exams' evaluation committee; reports are discussed in the program committee to take corrective actions.

- 1- For practical exams (to assess' achievement of psychomotor, communication and interpersonal skills): Students' performance is evaluated by the exam committees, which involve at least two teaching staff members using the observation checklist.
- 2- For the final written exam (to assess knowledge and cognitive skills): Final written exams are in the form of MCQ and results are checked using scanner and data processing machine and the exam committee is responsible for verifying the following:
  - Compliance of the question paper with the rules approved by the faculty council.
  - Compliance of the weight for each question and its relevant ILO and domain of learning with the approved assessment matrix in manual of processes and procedures.
- 3 For overall achievement of the course ILOs Indirect evaluation for student's overall achievement of each course ILO's is conducted by the end of the course and before final exams using self-assessment survey (to be filled by the students).

Program management is eager to monitor the achievement of its students and graduates to assure quality and plan for improvement. Independent assessment by the trainers in the hospitals is a part of the direct assessment process for students performance and achievement, in the meantime indirect independent evaluation is carried out by students self-evaluation, graduates self-evaluation, and head nurses evaluation for appointed and hired graduates. The following chart explains the involvement of independent assessment of performance for our students and graduates "as interns and in workplace".



## F Student Administration and Support :

### 1. Student Academic Counselling :

Describe the arrangements for academic counselling and advising for students, including both scheduling of faculty office hours and advising on program planning, subject selection and career planning (which might be available at college level).

**"Please refer to Academic advising system Annex 7" <http://nursing.nu.edu.sa/230>**

- The students are distributed to faculty members for the academic advising at a rate of thirty to thirty five students per faculty member.
- Academic advisor is responsible for providing academic support via implementation of periodic individual and group meetings according to the approved policy and procedures.

**Objectives of academic advising includes:-**

- Giving the students detailed explanation for college systems and regulations.
- Provide students with academic information and instructions that enhances the educational process.
- Help the students to identify and overcome their academic problems hindering their achievement.
- Monitor student academic progress and achievement, and help them to choose suitable courses according to their academic state.
- Provide support for talented students and for those who need further academic improvement.

Each staff member has to declare her office hours for different courses she teach (one – two hours/week/ course). Each academic advisor must declare an hour / week for academic advising of her group.

## 2. Student Appeals:

Attach the regulations for student appeals on academic matters, including processes for consideration of those appeals.

The re-correction of the student test paper please refer to  
(The regulation of the study and tests of najran university (Annex 3)  
<http://nursing.nu.edu.sa/documents/46861/0/Student+Exam+Manual>.

Students' suggestions and complaints are received via suggestion box and electronic mail (nursing@nu.edu.sa/).

An approved committee deals with different suggestions and complaints according to the approved policy, system and bylaws of the university.

## G. Learning Resources, Facilities and Equipment :

1a. What processes are followed by faculty and teaching staff for planning and acquisition of textbooks, reference and other resource material including electronic and web based resources?

- 1- By the end of the semester each faculty is requested to submit a course report in which he/she should evaluate the currently available books allocated for the course, he/she also has to give recommendations regarding the improvement of the resources including text books and references. Text and references should include topics aligned with the course learning outcomes. Changing list of texts and/ or references of the course requires justification from the faculty member.
- 2- Course reports will be discussed in the program committee to approve recommendations of different course coordinators.

A list containing titles and numbers of the approved recommended texts and references is to be submitted to the dean to communicate with the deanship of library affairs to

make the required textbooks available by the beginning of the next academic year.

1b. What processes are followed by faculty and teaching staff for planning and acquisition resources for library, laboratories, and classrooms. **(please refer to laboratory guide Annex 8)**

<http://nursing.nu.edu.sa/178>

- 1- By the end of the semester each faculty is requested to submit a course report in which he/she should evaluate the currently available resources, facilities and equipment for the courses they teach. He/she also has to give recommendations regarding the improvement of these resources and facilities.
- 2- Course reports will be discussed in the program committee to approve recommendations of different course coordinators.

A list of the required resources, equipment and facilities is to be submitted to the dean to be considered in the next annual financial plan of the university.

2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?

- 1- Availability and adequacy of texts and references is judged through the course report. The reports also include student's evaluation for the books and their contents.
- 2- Faculty members are required to respond to an annual questionnaire about their satisfaction with the available resources by the end of the academic year.
- 3- Results of the questionnaire and course reports are to be discussed at the level of the program committee to take actions.

3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?

Students are required to respond to annual electronic questionnaire about their satisfaction with the available resources by the end of the academic year.

Results of the questionnaire are discussed at the level of the program committee to take actions.

5. What processes are followed for textbook acquisition and approval?

After being approved by the program council a list containing titles and numbers of the required and essential textbooks and references is to be submitted to the college dean to communicate with the deanship of library affairs to make the required textbooks available by the beginning of the next academic year.

## H. Faculty and other Teaching Staff:

### 1. Appointments

Summarize the process of employment of new faculty and teaching staff to ensure that they are



appropriately qualified and experienced for their teaching responsibilities.

**"For regulations governing recruitment and appointment of Saudi and non-Saudi staff please refer to Annex 9 and 10"**

- The program defines numbers and qualifications for the required staff members.
- Reviewing the C.Vs of the applicants on the light of the specific needs of the program.
- Interviewing the suitable applicants.
- For non- Saudi applicants arrangements for employment will be conducted via the embassy.
- Regulations for appointing Saudi members are followed.

## 2. Participation in Program Planning, Monitoring and Review:

a. Explain the process for consultation with and involvement of teaching staff in monitoring program quality, annual review and planning for improvement.

- All faculty members are required to submit a course report by the end of each semester, including her recommendations for improvement of the course, they also have to submit reports on the achievement of students to course ILOs (refer to the Process and procedures for monitoring student achievement of course-program ILOs- A guide manual for teaching staff).
- Program coordinators review all the reports and submit a collective report including improvement plan for the most common weak areas in courses.
- All staff members participate in discussing improvement plans via the program committee.
- All staff members are participant in the quality assurance unit.
- All results for monitoring program KPIs are discussed with the faculty members to design an improvement plan.

b. Explain the process of the Advisory Committee (if applicable)

Advisory board of the program includes:

- Academic members.
- Representative for the graduates "working graduate".
- Representative for the working place "Head nurses from Najran hospitals".

The committee meets at least once each semester to:

- Discuss issues raised in the program report and plans for improvement.
- Receive feedback about progress in achieving program goals and plans.

The program also has a student committee which is reformed each semester to include student representative for each level, this committee meets with the management of the program once at least per semester to:



- Discuss issues related to the students and challenges facing them.
- Receive feedback from the program management about corrective actions in response to their previous concerns and progress in implementation of improvement plans.

Both committees' contributions are considered and discussed in the periodic meetings of the program council, on the light of the program mission and its objectives, to make final decisions about corrective actions and improvement plans.

### 3. Professional Development

What arrangements are made for professional development of faculty and teaching staff for:

**"For policy of the program to improve performance of the teaching staff please refer to Annex 11"**

a. Improvement of skills in teaching and student assessment.

By the end of each semester all staff members are encouraged to fill the electronic questionnaire about their training needs. The university designs an annual plan for staff training on the light of their needs taking into account the recent trends in teaching and learning. The program also performs an assessment study to determine the specific requirements of its staff to include them in an internal annual training plan.

b. Other professional development including knowledge of research?

- The university encourages staff members to participate in scientific researches by offering funds for research projects.
- Electronic library service is available for staff members providing them with the recent resources.
- The University offers workshops and training sessions to improve staff skills in areas of writing research proposals, modern teaching strategies... etc.
- The program offers training sessions regarding the needs of the staff.

By the end of each academic year performance of all teaching staff is evaluated according to the system of the university, the evaluation includes all the essential criteria including research and community service activities of the staff member.

### 4. Preparation of New Faculty and Teaching Staff :

Describe the process used for orientation and induction of new, visiting or part time teaching staff to ensure full understanding of the program and the role of the course(s) they teach as components within it.

**(refer to Orientation program for newly appointed members Annex 12)**

- All new teaching staff joins an orientation program in which they get familiar with their colleagues, they also will have access to important materials as course files for the courses they are going to teach, rules and regulations of the College and program, and they also get a copy from the program and college guide handbook.
- All new members will be under supervision for a period of three months during which they get all the support they need to cope with the new environment.

All new members will have the priority to attend the University training workshops regarding modern teaching strategies and evaluation methods.

## 5. Part Time and Visiting Faculty and Teaching Staff

Provide a summary of Program/Department/College/institution policy on appointment of part time and visiting teaching staff. (ie. Approvals required, selection process, proportion to total teaching staff, etc.)

- The program has part time teaching staff only for the supportive courses (Humanities and basic sciences).
- The program coordinator communicates with the departments responsible for teaching these topics in the University to supply the program with its need from the teaching staff to teach the courses.

## I. Program Evaluation and Improvement Processes

### 1. Effectiveness of Teaching

- a. What QA procedures for developing and assessing learning outcomes?

"Process and procedures for monitoring student achievement of course/ program ILOs- Annex 4"

#### QA measures for developing learning outcomes:

- National Qualifications Framework for Higher Education in the Kingdom of Saudi Arabia was the main reference and both learning objectives and intended learning outcomes of the program comply with its requirements.
- ILOs meet all the learning objectives of the program.
- ILOs reflect the updates in the field and community needs.
- All the courses provided by the program have a clear contribution to the learning outcomes of the program.
- Clear teaching strategies were defined for each learning outcome.
- Advisory board and stakeholders are complete partners in process of developing the program ILOs.
- Review of the program ILOs in the light of the results of annual program reports, updates in the field, community needs, and other peer programs at national and international level is conducted by the end of each full assessment cycle of the

program.

### QA measures for assessing learning outcomes:

Assessment is based on both direct and indirect methods

#### A-Direct methods:

- Assessment method, tool and weight were assigned for each program ILO under the five learning domains.
- A matrix has been developed to link the learning outcomes of the program to the learning outcomes of the courses where each learning outcome of the program is achieved through a number of courses.
- Exit exam is conducted for the students after successful completion of their internship.

#### B- Indirect methods:

- A self-evaluation survey is used to monitor graduates achievement of the program learning outcomes after successful completion of their internship.
- Field trainers assess the extent to which nursing program graduates achieve program learning outcomes after completion of their full year internship.
- A survey is filled by head nurses in hospitals to evaluate the performance of employed graduates.

b. What processes are used for evaluating the skills of faculty and teaching staff in using the planned strategies?

The program applies an approved policy and process for staff evaluation "Annex 13", in which teaching skills are evaluated via:

- Students' evaluation for the course and teaching performance.
- Student achievement.
- Teacher portfolio.
- Peer evaluation.
- Evaluation by the program coordinator.

## 2. Overall Program Evaluation:

a. What strategies are used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:

(i) From current students and graduates of the program?

The program has a clear strategy for involving the students and graduates as real partners in the program evaluation and improvement they participate via:

- Self-evaluation for the achievement of the courses ILOs (Paper questionnaires).

- Self- evaluation for the achievement of the program ILOs (Paper questionnaires).
- Evaluation of the courses and teaching performance (Electronic questionnaire).
- Evaluation of the facilities and equipment (Electronic questionnaire).
- Evaluation of teaching resources and library (Electronic questionnaire).
- Evaluation of student support system (Electronic questionnaire).
- Evaluation of the academic counselling activities (Paper questionnaire).
- Evaluation of extracurricular activities (Electronic questionnaires).
- Evaluation of internship (Paper questionnaire).
- Evaluation of student experience in the program (Electronic questionnaire).
- Evaluation of the program (Paper questionnaire).
- Student committee actively participate in the continuous process of evaluation and improvement.

Results of all the questionnaires and meetings with the student committee are discussed in the program and college council and improvement plans are designed on the light of the results in addition to the results of other questionnaires and meetings with other stakeholders.

(ii) From independent advisors and/or evaluator(s)?

The program received an accreditation award after being externally reviewed by the German agency Akkreditierungsagentur im Bereich Gesundheit und Soziales (Accreditation Agency in Health and Social Science- AHPGS). Accreditation was awarded in July, 2015 for five years.

(iii) From employers and/or other stakeholders.

- Employers and stakeholders participate in the evaluation and improvement process of the program by responding to the questionnaires; and by sharing their ideas in meetings and focus group discussions.
- The job market is represented in the advisory committee of the program.
- Head nurses in the hospitals participate in evaluating the performance of our senior students and interns in different areas at the hospital during field training.
- Employers and stakeholders evaluate graduates achievement of program ILOs, and performance of hired and appointed graduates in the workplace.
- Employers and stakeholders are active partners in evaluation of program aims and contents from the perspective of its compliance with the recent community needs.
- Surveys to assess community and job market needs are conducted every three-five years to track changes, which may require modifications of the study plan.

Reports about employers and other stakeholder's satisfaction are discussed at the level of the program council meetings.

#### Attachments:

**Annex 1:** Accreditation Agency in Health and Social Science- AHPGS).

**Annex2:** Internship guide

**Annex 3:** Rules and regulation for study and exams

**Annex 4:** student records and data analysis

**Annex 5:** Process and procedures for monitoring student achievement of course/ program ILOs

**Annex 6:** The interns' logbook

**Annex 7:** Academic advising system

**Annex 8:** Laboratory guide

**Annex 9-10:** "For regulations governing recruitment and appointment of Saudi and non-Saudi staff"

**Annex 11:** Policy of the program to improve performance of the teaching staff

**Annex 12:** Orientation program for newly appointed members

**Annex 13:** The University system for staff evaluation

### Authorized Signatures

Dean / Chair	Name	Title	Signature	Date
<b>Program Dean or program chair Main Campus</b>	Dr. Awad mohammed Al Qahtani	Assistant professor in medicine college and dean of nursing colleges		
<b>Vice Dean for Academic and Educational Affairs</b>	Dr.Maged Saed El shahrany	Assistant professor of gynaecological and obstetric medicine		
<b>Branch 1 (female section)</b>	Dr. Nahed khalil	College and program coordinator for female section.		
<b>Branch 2 (Male section)</b>	Dr. Samy Ismaiel	College and program coordinator for male section.		