



Program Specification

Program Name: Bachelor of Nursing Program
Qualification Level: Bachelor's degree
Department: -
College: Faculty of Nursing
Institution: Umm AlQura University

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A. Program Identification and General Information

1. Program Main Location:		
Faculty of Nursing (Alabdiya_Campus) Umm AlQura University Makkah City, Saudi Arabia		
2. Branches Offering the Program:		
The program is only provided on the main campus (Alabdiya_Campus)		
3. Reasons for Establishing the Program:		
(Economic, social, cultural, and technological reasons, and national needs and development, etc.)		
Economically: Having national nursing manpower to reduce the shortage of professional nurses at different health care settings that will positively affect the country economy as it will decrease the need for recruiting international nurses.		
Social and cultural: Having Saudi nurses, with the same cultural and social characteristics as patients, will improve the quality of nursing care as they will understand patients, predict their needs and offer better care to the Saudi patients according to their culture.		
Technological developments: Having nurse with highly technological skills in which they have the ability to deal with new advanced machine and equipment to improve quality of patient care, reduce errors, increase efficiency, decrease time-consuming and decrease paperwork, and enhance communication		
National policy development: To graduate national nurses in Makkah region as this is the first university nursing program in the region.		
4. Total Credit Hours for Completing the Program: (140 credit hours)		
5. Professional Occupations/Jobs:		
When nursing students graduate with a bachelor's degree and passed the Saudi Nursing Licensed Exam, they will be able then to work in different healthcare settings as registered nurses (A specialist).		
6. Major Tracks/Pathways (if any): Not Applicable		
Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
1.		
2.		
3.		
4.		
7. Intermediate Exit Points/Awarded Degree (if any):		
Intermediate exit points/awarded degree	Credit hours	
1.		
2.		
3.		

B. Mission, Goals, and Learning Outcomes

1. Program Mission:	
Equipping qualified and distinguished nursing cadres in providing care for an individual and society through theoretical sciences, applied skills and scientific research.	
2. Program Goals:	
<ol style="list-style-type: none"> 1) Prepare students with a quality education that equip them with professional requirements to achieve career success through licensure and certification. 2) Promote professionalism in nursing profession. 3) Enhance the transition in the nursing profession upon the graduation. 4) Promote excellence in research and creative endeavors. Provide leadership in the community services and to the profession. 	
4. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.	
<ol style="list-style-type: none"> 1. Consistency between Missions of Umm Al-Oura University and Faculty of Nursing 2. Consistency between Missions of Umm Al-Qura University & Bachelor of Nursing Program 3. Consistency between Missions of Faculty of Nursing and Bachelor of Nursing Program 4. Alignment between Bachelor of Nursing Program Mission and its goals 	
4. Graduate Attributes:	
As a result of the learning and experiences the nursing students engage with, while at university, the following graduate attributes which are aligned to the university graduates' attributes, " will enable them to work and thrive within complex and ever-changing health work environments.	
<ol style="list-style-type: none"> 1. The Consistency between Graduate Attributes of Nursing Graduates and University Graduates.pdf 2. The Consistency between Graduate Attributes of Nursing Graduates and Program ILOs.pdf 	
5. Program learning Outcomes*	
Knowledge and Understanding	
K1	Demonstrate understanding of concepts, theories and principles of nursing sciences and social and medical sciences that support nursing practices.
K2	Determine physiological, psychological, social, spiritual, cultural needs of individuals, families, and communities in relation to disease prevention, health promotion and health education.
K3	Recognize the relevant technology to appropriately use the Evidence- Based Practice (EBP) in nursing sciences.
Skills	
S1	Apply critical thinking and clinical judgement based on evidence from nursing sciences and other disciplines in the provision of safe and quality care to individual, family and community.
S2	Conduct research projects and scholarly activities through critiquing, analyzing, interpreting, and disseminating the findings.

S3	Construct and provide competently patient- centered and culturally sensitive nursing care plan based on best practices and prioritized patients' actual needs and potential risks.
S4	Implement essential nursing procedures safely to various gender and age groups from different cultural background at healthcare settings.
S5	Communicate effectively with patients, families, and interdisciplinary team members to enhance shared decision making of patient care and reduce the risk of harm of self or others.
S6	Utilize current and evolving technologies and information systems to support safe delivery of nursing practices and improve patient outcomes.
Values	
V1	Adhere to principles of safety, ethics, rules and regulations of nursing practice and quality nursing care at various healthcare settings.
V2	Demonstrate leadership, professional autonomy, accountability, commitment, and collaboration to enhance nursing care and self- development (lifelong learning)

* Add a table for each track and exit Point (if any)

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	4	21	15%
	Elective	0	0	0
College Requirements	Required	6	29	20.71%
	Elective	0	0	0
Program Requirements	Required	27	90	64.29%
	Elective	0	0	
Capstone Course/Project	Required	Research Proposal, which is part of the Introduction to Nursing Research, is one of the requirement for the Nursing program.		
Field Experience/ Internship	Required	Internship Year	12 months	
Others	-	-	-	
Total				

* Add a table for each track (if any)

2. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Cred it Hou rs	Type of requirements
Level 1	4800170-6	English language	Required by the Preparatory Year- <u>The</u> Nursing <u>Stream</u>		6	Institution
	4800150-2	Computer Skills I			2	
	4800104-3	Learning Skills			3	
	4810120-2	Fundamental of Biochemistry I			2	
	4810110-2	Fundamental of Human Genetics			2	
Level 2	4800173-4	Medical English language	Required by the Preparatory Year-		4	Institution
	4800153-3	Computer programming skills			3	
	4810121-2	Fundamental of Biochemistry II			2	
	4810111-3	Physiology			3	

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements
	4800131-4	Introduction Medical Physics	The Nursing Stream		4	
Level 3	605101-2	Quran	Required		2	Institution
	102101-2	Prophet Curricula			2	
	601101-2	Islamic Culture			2	
	501101-2	Arabic Language			2	Faculty of Nursing
	5601211-6	Fundamentals of Nursing I			6	
	5603221-2	Human Physiology for Nursing			2	
	5603222-2	Human Anatomy for Nursing			3	
5603223-2	Biochemistry for Nursing		2			
Level 4	601201-2	Islamic Culture	Required	Islamic Culture 601101-2	2	Institution
	605201-2	Quran		Quran 605101-2	2	
	5601212-6	Fundamentals of Nursing II		Fundamentals of Nursing I 5601211-6	6	Faculty of Nursing
	5602251 - 3	Microbiology for Nursing			3	
	5601213-3	Health Assessment		Human Physiology for Nursing 5603221-2	3	
	5602343-2	Evidence-Based Nursing Practice			2	
	5602241-2	Nutrition in Health & Illness		Biochemistry for Nursing 5603223-2	2	
Level 5	605301-2	Quran	Required	Quran 605201-2	2	Institution
	5601314-6	Medical-Surgical Nursing I		1-Microbiology for Nursing 5602251 - 3 2- Fundamentals of Nursing I 5601211-6 3- Fundamentals of Nursing II 5601212-6 4- Evidence-Based Nursing Practice 5602343-2	6	
	5603324-3	Pharmacology and Drug Calculation for Nurses			3	
	5603325-2	Pathophysiology for Nursing			2	
	5601331-5	Maternal & Gynecological Nursing		1- Fundamentals of Nursing I 5601211-6 2- Fundamentals of Nursing II 5601212-6	5	
	Level 6	601301-3		Islamic Culture	Required	Islamic Culture 601201-2
5601315-6		Medical-Surgical Nursing II	Medical-Surgical Nursing I 5601314-6	6		
5602343-2		Introduction to Growth and Development	1- Fundamentals of Nursing I 5601211-6 2- Fundamentals of Nursing II 5601212-6	2		Faculty of Nursing
5601341-5		Pediatric Nursing	Medical-Surgical Nursing I 5601314-6	5		
5602342-2		Health Education	1- Fundamentals of Nursing I 5601211-6 2-Fundamentals of Nursing II 5601212-6 3-Medical-Surgical Nursing I 5601314-6 4-Maternal & Gynecological Nursing 5601331-5 5- Nutrition in Health & Illness 5602241-2	2		
Level 7	605401-2	Quran	Required	Quran 605301-2	2	Institution
	5602411-5	Community Health Nursing		All Nursing courses were taken earlier	5	
	5602452-2	Epidemiology & Biostatistics for Nursing			2	Faculty of Nursing
	5602421-2	Geriatric Nursing		1-Medical-Surgical Nursing I 5601314-6 2-Medical-Surgical Nursing II 560131456 3- Introduction to Growth and Development 5602343-2	2	
	5601451-5	Critical Care & Emergency Nursing		1-Medical-Surgical Nursing I 5601314-6 2-Medical-Surgical Nursing II 560131456	5	

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements
				3- Pharmacology and Drug Calculation for Nurses 5603324-3		
Level 8	601401-2	Islamic Culture	Required	Islamic Culture 601301-2	2	Institution
	5603411-5	Leadership and Management in Nursing		1-All Nursing courses were taken earlier 2- Evidence-Based Nursing Practice 5602343-2	5	Faculty of Nursing
	5602431-5	Psychiatric and Mental Health Nursing			5	
	5603413-2	Intro to Research		1-All Nursing courses were taken earlier 2- Epidemiology & Biostatistics for Nursing 5602452-2	2	
	5603414-2	Ethics in Nursing		1-All Nursing courses were taken earlier	2	
Level 9&10	Internship Program Duration: 12 months					

* Include additional levels if needed. ** Add a table for each track (if any)

3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template

[Course Specifications for 1443](#)

4. Program learning Outcomes Mapping Matrix

Align the program learning outcomes with program courses, according to the following desired levels of performance (I = Introduced P = Practiced M = Mastered)

	Levels	Courses' Names	Program Learning Outcomes										
			Knowledge and Understanding			Skills						Values	
			K1	K2	K3	S1	S2	S3	S4	S5	S6	V1	V2
1 st YEAR	LEVEL 1	English Language	I	I		I		I	I			I	I
		Computer Skills			I	I	I				I		
		Learning Skills	I		I			I		I	I	I	I
		Medical Biochemistry I	I	I		I	I	I	I				
	LEVEL 2	Genetics	I	I									
		Medical English Language	I				I	I	I			I	I
		Computer Program Skills			I		I				I		
		Medical Biochemistry II	I	I		I	I	I	I				
2 nd YEAR	LEVEL 3	Cell Physiology	I										
		Medical Physics	I		I						I		
		Fundamental of Nursing I	P	P			I	I	I	I	I	I	I
		Human Physiology for Nursing	P			I							
LEVEL 4	Human Anatomy for Nursing	P											
	Biochemistry of Nursing	P	P					I					
	Fundamentals of Nursing II	P	P		I	I	I	I	I	I	I	I	
	Microbiology for Nursing		P										
3 rd Year	LEVEL 5	Health Assessment	P		P	I			I		P	I	I
		Evidence-Based in Nursing			P		P				P		
		Nutrition in Health and Illness		P		P	P						
		Medical-Surgical Nursing I	P	P		P		P	P	P	P	P	P
	LEVEL 6	Pharmacology and Drug Calculation for nurses		P		P		P	P		P	P	P
		Pathophysiology for Nursing	P			P							
		Maternal and Gynecological Nursing	P	P		P		P	P		P	P	P
		Medical-Surgical Nursing II	P	P		P	P	P	P	P		P	P
4 th YEAR	LEVEL 7	Introduction to Human Growth & Development	P	P					P				
		Pediatric Nursing	P			P		P	P	P		P	P
		Health Education		P				P	P	P	P		
		Community Health Nursing	M	M		M		M	M	M		M	M
LEVEL 8	Epidemiology & Biostatistics for Nursing			M				M			M		
	Geriatric Nursing		M		M		M	M	M			M	
	Critical care & Emergency Nursing		M	M	M	M		M		M	M	M	
	Leadership & Management in Nursing	M			M	M		M	M		M	M	
LEVEL 8	Psychological and Mental Health in Nursing			M	M		M	M	M		M	M	
	Introduction to Research			M		M					M		
	Ethics in Nursing		M					M	M		M	M	

* Add a table for each track (if any)

5. Teaching and learning strategies to achieve program learning outcomes

Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes.

A variety of teaching and learning approaches which are appropriate for the subject being studied and encourage students to work on their own or in groups. The teaching strategy are as the following:

- Classroom and virtual Lectures.
- Open classroom and virtual discussions
- Case studies.
- Role playing exercises.
- Drop in techniques:
 - Question and answer method
 - Think, Pair, Share.
- Problem-based learning including coursework assignments (Present practical situations or questions related to the topic, then students are asked to apply problem solving and critical thinking skills to respond to the situations or questions).
- Self-directed learning using web-based material and library
- Videos & computer assisted learning
- Projects and presentation/ assignment

The teacher should inform the students about the course, its objectives and assessment methods. Then the specific knowledge is made available to students, the teacher takes and provide feedback from the students through discussion.

Each course also should include at least one group assignment, thus the students could play a role of team leader and engaged in a teamwork during practical training and group assignment.

For the psychomotor skills, the students are informed of the skills to be learned and describe how they will be evaluated. Faculty members provide a demonstration of the skill, guide practice monitor performance and provide feedback after each step, and aske the students to do independent practice, monitor practice and provide corrective feedback, then evaluate performance of the skill.

6. Assessment Methods for program learning outcomes.

Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.

- Quizzes/ Midterms Exams (electronic/ written).
- Written assignments.
- Group and individual presentation.
- Final oral and (electronic/ paper) written examination with a combination of multiple choice and essay items.
- Group projects.
- Case study considering legal and ethical issues in nursing practices
- Case scenario/ role-playing exercise
- Observation checklist for interpersonal skills and responsibilities toward healthcare team, peers, teachers, patients and their families
- End-of-group work Evaluation for all team members Participation
- The computerized statistical methods of analyzed data and information.
- A tool for assessing the students' communication skills/ abilities in the school and clinical settings.
- Observation checklist and Logbook for assessing the clinical practice.
- Hospital practical training through the semester using observation checklist, plans, medication cards, nursing records and nursing notes.
- Periodic Formal practical evaluation.
- Self-peer evaluation.
- Final practical evaluation.

D. Student Admission and Support:

1. Student Admission Requirements into the Nursing Program

1. The applicant must submit the High School Certificate or its equivalent from (inside or outside) the Kingdom of Saudi Arabia.
2. The applicant should be recently graduated from high school (maximum two years since graduation) received a minimum grade of 90% with an overall average of 90% on the scientific and English high school courses.
3. The equivalent cumulative ratio (40% of the general cumulative average for the secondary year-40% of the General Aptitude Test - 20% of the Academic Achievement Test) should be equal or higher than 85 degrees.
4. The applicant must not to exceed 30 years of age for female applicants and 25 years of age for male applicants.
5. The applicant must be of a good conduct.
6. The applicant must not be expelled from any other university for disciplinary reasons.

2. Guidance and Orientation Programs for New Students

The new student orientation program is provided on different level: one on the institution level and another on the faculty of nursing level. The orientation program always begins before classes start.

New students might need some direction and guidance in enrolling for classes, therefore the academic affairs leaders and faculty members should be prepared to provide some academic advising during orientation. A strong overview of academic expectations is given in order to better prepare the students to meet the challenges of collegiate academics.

Therefore, both an academic and social component will also be provided during the orientation program to encourage creating a kind of atmosphere that promotes ongoing student involvement and higher retention rate. Students are made aware of the opportunities that would help them to be socially integrated into the culture of faculty and community too.

3. Student Counseling Services

(academic, career, psychological and social)

Describe arrangements for academic counseling 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).

Academic counselling and advising is one of the most important inputs of the university education system. It is the important link for directing students to achieve the best performance in the teaching and learning processes to achieve the best educational outcomes and the best possible academic achievement. The academic advising service helps students adapt to the university and college environment and seize the opportunities available to them. By providing them with the knowledge and basic skills that raise the level of their educational attainment. The college of Nursing follows the policy of Umm Al-Qura University for students' support and guidance as mentioned in the university student guide (<https://uqu.edu.sa/studaff/156>)

The college of Nursing support the students through the academic advising system, this system is initiated and activated and to help students and support them to achieve their educational goals and to combat any stressors they can face during their studying in the college. (academic advising guide)

Objectives of the academic advising system in the college

1. Providing academic information to students and orientation regarding the policy and procedures of the university and the college.
2. To prepare students to identify and adapt to the university life and reduce the chances of academic failure.
3. Help students to overcome the difficulties in their educational process to obtain success in their studies.
4. Help the student to make appropriate decisions regarding their academic and professional future, and to benefit from the courses and programs offered at the college and the university.
5. Encourage and support the outstanding and talented students and help students with difficulties to improve their scientific level.
6. Develop the student's self-abilities in solving their problems and correcting their academic career.
7. Encourage students to play a positive role in the educational process and participate in extra-curricular activities.
8. Regular monitoring and evaluation of student progress in the field of education.

9. Ensure that students continue with academic mentors who show the highest levels of care and respect for them.
10. Help students achieving positive attitudes towards lifelong learning.
11. Enhancing the academic achievement of students, raising their abilities and overcoming the obstacles they face during their studies.
12. Provide advice and assistance to academic problems of college students.

Academic advising policy:

1. The division of students of each academic year into small groups appropriate with the number of faculty members in the college.
2. Each group of students is assigned to a faculty member as the academic advisor of the group.
3. Students and faculty members are oriented with the academic advising groups through different ways; a special email for academic advisors in the college (nursingadvising@uqadmin.onmicrosoft.com), the lists of academic advising groups are present in the college's bulletin board, the leaders of students in all studying years has the lists of academic advising and sent them to all students through university e-mails.
4. Inform faculty members of academic guidance groups in an academic advising orientation meeting.
5. Faculty members consider meeting hours with students either as office hours for each course they provide or hours for academic advising their students in the schedules of faculty members and inform students regarding them.
6. Conduct academic advising sessions with a minimum of two sessions per semester or according to students' needs.
7. Documentation of all academic counselling and advising sessions according to academic advising forms.
8. Preparation of a file for academic advisor by each faculty member (academic advisor) for each student individually contains the following:
 - The student's academic record and, if possible, a recent photograph.
 - Student application form.
 - A recent copy of the academic record for each academic year (identification of marks).
 - Detection by absenteeism and warnings.
 - A copy of the student's certificate such as attending a conference, a workshop, a training course, and a letter of thanks, and a copy of student portfolio.
9. Discuss some of the academic problems facing the student with the academic advisor, then the coordinator of the course and then the department head or supervisor if necessary.
10. The problem of the student may be referred to the academic Supervisor of the college if it cannot be resolved during the academic advising/ counseling meetings.
11. The matter presented to the Academic Supervisor of the College may be submitted to the Vice Dean for Educational Affairs if the problem cannot be resolved.
12. The academic advisor will be informed of the solution reached by the undersecretary of the college for educational affairs and will be kept in the student's file.
13. A periodic report of each student is submitted at the end of the semester to the Academic Supervisor of the College.

4. Special Support

(low achievers, disabled, gifted and talented)

The policy of dealing with talented and creative students

1. At the beginning of each semester, the student club supervisor prepares a quarterly program for the various extracurricular activities, including the cultural, sports and social activities that will take place during the semester.
2. Each academic advisor will encourage students to participate in the college activities and encourage them to highlight their talents.
3. The student club official will discover the talented and creative students in various aspects and submit their names to the academic supervisor.
4. The talented and creative students are encouraged to participate in courses to develop their mental, creative and innovative abilities.
5. The Student Club official coordinates with the Academic Supervisor of the College and the vice dean of the college Agency for Educational Affairs and the Deanship of the college to determine the value and type of prizes awarded to talented and creative students.
6. Talented and creative students are honored in a celebration inside the college.
7. The names of the creators will be announced on the college website.

The policy of dealing with the outstanding students

1. The top five students in each academic year in the college are selected according to their average and are honored with financial prizes and certificates of excellence.

2. It is the responsibility to identify the names of outstanding students in the college on the Deanship of Admission and Registration and the Deanship of the College.
3. The value of the material prizes will be determined in coordination between the Vice Dean for Educational Affairs and the Deanship of the College.
4. In addition to the reward of excellence awarded to the student from the Deanship of Student Affairs, the outstanding student who receives a high excellent rating during two consecutive semesters is awarded a material or monetary award.
5. Announcing the names of the outstanding students in the faculty honor plate containing the names and pictures of the first students distinguished.
6. A ceremony is held in the first or second week of each semester to honor distinguished students and award them certificates of appreciation and monetary or material awards.
7. Priority is given to the top five students who excel in attending the training programs held by the College and the Student Affairs for the development of students' skills.
8. Invitation to the top five students to attend scientific lectures and seminars.

The policy of dealing with students with academic difficulties:

1. Each academic advisor will prepare a report on the cases of stumbling in his / her group to guide them and identify the causes of the stumbling block.
2. Examining the reports of failure by the academic supervisor of the college and identify the needs of students defaulting.
3. The Academic Supervisor presents the appropriate plans to address the causes of stumbling, especially in the development of the self-capacity of the students who are defaulting on his Excellency the Vice Dean for Educational Affairs to take the necessary measures such as identifying and setting up appropriate courses.
4. Meeting with academic advisors to discuss in the implementation of plans to address the causes of tripping and overcoming students' failures.
5. Every academic advisor immediately after the announcement of the results of the examinations follow up improvement of the level of achievement for these students and report to the Academic Supervisor.

Students who have overcome their difficulties/ failures are honored.

The policy of dealing with students having special conditions while studying in the Faculty of Nursing:

1. Nursing students' fitness to practice should be addressed with the student in consultation with the student's academic advisor.
2. Assessments of fitness to practice should rely on both the student's medical information and the core skills and competencies required by the nursing students.
3. The student with disability should be assessed regarding their ability to safely and effectively practice the nursing profession, pass the minimum standards of competency in nursing, as well as act in the best interests of the patients.
4. The decision regarding a student's level of condition/ disability and his/ her ability to continue the education in the faculty of nursing should be made by negotiation among members of a specific committee that has the ability and authority to take the proper decision for the student's future.

E. Teaching and Administrative Staff

1. [Available Teaching and Administrative Staff](#)
2. The following link is about the [Required Numbers from Faculty Members](#)

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	Nursing					
Associate Professors	Nursing					
Assistant Professors	Nursing					
Lecturers	Nursing					
Teaching Assistants	Nursing					
Technicians and Laboratory Assistants	Nursing					
Administrative and Supportive Staff	Secretary					
Others (specify)						

2. Professional Development

2.1 Orientation of New Teaching Staff

Describe briefly the process used for orientation of new, visiting and part-time 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.

- A copy of the student guide is given to the new teaching staff which includes a historical over view of the university and faculty, educational program, vision, mission, and the study system.
- The course specifications of the courses they will teach are given.
- Provide the new staff with a form on the faculty rules and regulations for teaching, examinations, and evaluation of students.

Tools and format for course evaluation.

2.2 Professional Development for Teaching Staff

Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

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

a. Improvement of skills in teaching and student assessment:

1. Feedbacks from students' surveys (course evaluation survey, staff evaluation survey) utilized to enhance the professional performance of academic members.
2. Nomination by the head of department for academic staff members to attend academic development courses related to strategies of teaching, innovative method of teaching and

- quality related courses conducted by different departments in the university is scheduled for all members throughout the academic year.
3. Empower academic staff in their field of experience to present academic courses for staff development particularly new staff in the faculty.

b. Other professional development including knowledge of research

1. A plan for staff members to work in research groups within their field and in their departments in established at the beginning of every academic year.
2. Encourage staff to publish their work in national and international nursing journals.

F. Learning Resources, Facilities, and Equipment

1. Learning Resources.

Mechanism for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

By the end of each academic year, each faculty member is requested to submit a list of required textbook and other related resources including electronic digital and web-based resources that ensure the benefit of the program.

Curriculum development committee would advise and monitor acquisition of lists aforementioned by coordination with the concerned authority inside the university. Textbooks, reference and other resource materials will be provided electronically in order to make it available for the students.

2. Facilities and Equipment

(Library, laboratories, medical facilities, classrooms, etc.).

Each faculty member is requested to make survey in order to find out the appropriate updated new resources and references for library and would be made available for students at the digital library.

Feedback from each faculty member is obtained to review the adequacy of lab equipment, supplies and necessary classroom furniture in terms of the quantity and specialization.

Experts of the subjects are consulted to evaluate the quality and suitability of textbooks and reference books. Besides that, the Internet option is also available to get latest knowledge and material about the particular topic in each course.

Academic office regularly monitors and maintains the lists aforementioned through the concerned entities in order to be made available for the students.

3. Arrangements to Maintain a Healthy and Safe Environment (According to the nature of the program)

The program is working on providing safe and healthy study environment and facilitating the students' studies. It is also responsible on treating all students equally in most respects.

Generally, the University and program are obligated to prevent health risk and injury as well as to promote a satisfactory study and work environment entailing, for instance, adapting study circumstances to suit different needs, enabling participation in the shaping and development of study circumstances, and enabling variation, cooperation, personal and professional development, autonomy and professional responsibility.

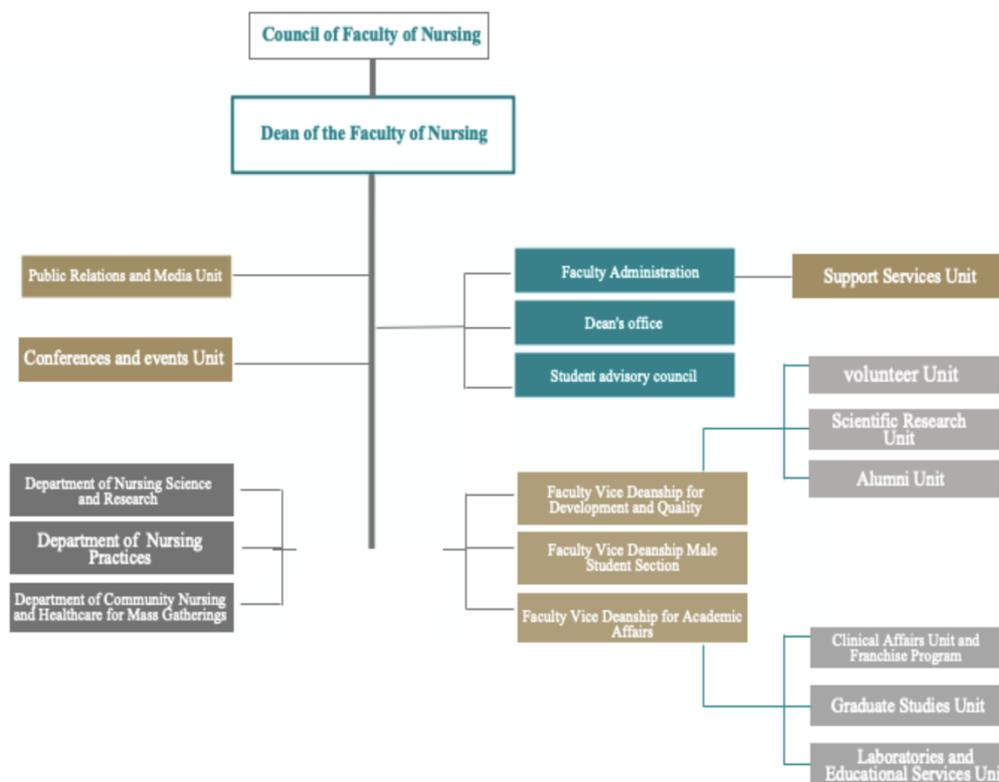
Also, for promoting the school-students relationship/ communication and as a way of minimizing the spread of infection, the program developed an electronic ticket on the program's web page, thus the students are able now to submit their questions / issues using the electronic tickets then they are expecting to receive the answer / solutions on their issues within three days of submission. The virtual office hours for meeting the faculty members also are activated currently. Moreover, If the students are feeling worried or if they are experiencing other health issues relating to their studies, they will have support through the academic counseling and advising.

G. Program Management and Regulations

1. Program Management

1.1 Program Structure

(including boards, councils, units, committees, etc.)



1.2 Stakeholders Involvement

Describe the representation and involvement of stakeholders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, etc.)

Regular internal surveys of students, staff and employers are conducted in order to measure satisfaction and to identify areas in need of improvement. Faculty deans and leaders and units' Coordinators, as well as departments will carry out faculty/department-wide surveys. The results of these surveys will be reported to the dean of faculty with recommendations for improvement.

The stakeholders including students, faculty members, professional bodies, alumni, and employers are being involved periodically in the program planning and development.

(1) from current students and alumni of the program:

- There is an authentic direct assessment such as the grading rubric, students portfolio, exams, and checklist for performance evaluation.
- There is indirect assessment methods such as the following:
A questionnaire is prepared and provided to the students by an independent body to evaluate the program in general through the distribution of the following checklists Course Evaluation Survey:
 - * Program Evaluation Survey
 - * Analyse the end of course surveys provided by students in the program.
 - * Surveys of graduates from the program using a standard form distributed six months after graduation.
 - * Focus group discussion with randomly selected groups of graduates.
 - * Focus group discussion with randomly selected hospital staff about the graduate's performance and behaviours.
 - * Analysis of the Distribution of the GPA of the graduating students.

- (2) From independent advisors and/or evaluator.
- External evaluation for the program by an experienced nursing faculty member.
 - Percent of students passing the licensure exam with graduates of other similar program
 - International accreditation by a accrediting agency.
 - Independent assessment by independent faculty familiar with the National Qualifications Framework.

- (3) From employers and other stakeholders.
- Receiving feedback from hospitals' nursing directors and healthcare centres on the performance of graduates.
 - Stakeholder satisfaction survey
 - Percent of graduates recruited or employed by the selected health care organizations
 - Formation of an advisory group made up of leading practitioners in the nursing profession.
 - Considering their suggestion to improve the program.

2. Program Regulations

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

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

The Nursing college policy for dealing with students' appeals follows the directions of Umm Al-Qura University in dealing with students' appeals and protecting students' rights as mentioned in Umm Al-Qura university policy of student rights and duties https://drive.uqu.edu.sa/_studaff/files/qanon.pdf

As part of the University's student appeals policy framework, the Student Appeals Policy and Procedure provide a framework for the college to respond to appeals in a way that contributes to the college's supportive and fair learning environment, and is consistent with the principles of fairness, equal opportunity and natural justice.

Student Appeals Policy

The college is committed to providing a fair, safe and productive study environment. However, the College recognizes that from time to time, decisions made by the college and its staff may adversely affect a student, and that students may wish to appeal such decisions. In all instances, the College will respond to appeals in a way that contributes to the college and the University's supportive and fair learning environment, and consistent with the principles of fairness, equal opportunity and natural justice.

At all stages of the Student Appeal Procedure, the College is committed to:

- an accessible, impartial, fair and equitable process;
- transparency and consistency;
- resolution of appeals at the earliest possible stage; and
- privacy and confidentiality.

The College considers students' appeals in a timely manner, while keeping the parties fully informed of the progress of the matter. All staff and students cooperate with the Student Appeal Procedure fully, openly and in good faith, with the aim of reaching a mutually satisfactory resolution.

**Any student who uses the Student Appeal Procedure to make a frivolous or vexatious claim may be subject to disciplinary action. The College reserves the right to decline to pursue an appeal, including but not limited to circumstances where another process is more appropriate, or where the student does not have sufficient grounds to lodge an appeal.*

Grounds for appeal

Appeals may occur because of decisions made including, but not limited to, the following:

- Appeal against a selection decision
- Appeal of a final grade;
- Student discipline (including cheating, unfair advantage and plagiarism);
- Examinations;
- Unsatisfactory progress;
- Exclusion;
- Admission, enrolment, transfer and withdrawal;
- Privacy; and
- Conduct that has an unreasonable negative impact on the student.

Student Appeals Procedure:

In case of an individual problem or issue,

- If student appeals from anything in a specific issue or course, the student discusses his/her appeal with the academic advisor to help and support the student. As the academic advisor may explain and solve the issue with the student or guides the student to present his/ her appeal to the course teacher, if the students' issue is not solved, then it will be reached to the course coordinator, if there is no definite solution it will be discussed with the head of the department to be solved.
- Student appeal should be discussed and solved within a week.
- The student should be informed regarding the solution in the appeal in a period not more than 3 weeks.
- The student can present the appeal to the students' support committee in the college, if the response of the head of the department does not convince the student.

In case of a general issue for students like appeal from the schedules or time or certain arrangement for courses, place of lectures students can appeal directly to the students' support committee in the college to discuss the issue and solve it.

H. Program Quality Assurance

1. Program Quality Assurance System

Provide online link to quality assurance manual

[The University's Quality Assurance Manual](#)

[The Faculty of Nursing's Quality Assurance Manual](#)

2. Program Quality Monitoring Procedures

The program is extensively evaluated internally through the vice deanship of development and quality assurance periodically via the following: (Online survey system at UQU website has been well established) Specific survey designed for the faculty members, current and graduated student's survey (For both Theory and clinical experiences). Internal audit (self-assessment), internal audit (self-evaluation) of the courses, Various internal course review committee decisions are also conducted. Based on the analysis via the lists aforementioned survey, workshop will be conducted to discuss the various strategies and their improvements. This process forms part of the curriculum review conducted by course teams.

Upon the completion of courses and submitting course reports, the vice dean for quality improvements and community service also conducts a focus group / meeting to discuss feedbacks from these reports and future plans for improving these courses. Based on the discussion and changes needed, a program improvement plan is issued.

Every five years faculty committee members from different nursing departments and specialty revise and modify the faculty policy.

The nominated members of the Advisory Committee are invited annually in a meeting conducted in the faculty. Challenges of the program discussed with these members. The reported feedback from the annual meeting is addressed in order to modify and upgrade in the provided nursing program.

3. Arrangements to Monitor Quality of Courses Taught by other Departments.

Courses Syllabus prepared by both external educators teaching courses in and educators from the faculty of nursing. This is to guarantee that the ILOs meet students' needs in undergraduate nursing program. Course specification and study guide of courses were prepared by educators teaching the courses in the faculty of nursing.

Collaboration between external department educators and the faculty of nursing is made during the conduction for external courses so that educators in the nursing faculty can teach these courses for students in the nursing program.

The faculty of nursing recruited specialized educators in medical sciences courses to teach the non-nursing courses to the faculty of nursing students. This process assures that these educators are part of the nursing faculty team and are aware about the program requirements.

The quality assurance process in the faculty of nursing assures that the non-nursing courses were conducted according to the faculty of nursing expectations and ILOS through the end of course survey analysis filled by students and course reports.

4. Arrangements Used to Ensure the Consistency between Main Campus and Branches (including male and female sections)
Not applicable
5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).
The program follows the Institutional regulations while performing the educational and research partnership that serve different fields including academic, clinical, research, training, and community that could achieve the kingdom’s vision 2030 and its goals in sustainable improvements. The dean of the faculty of nursing lead the process of the collaboration agreements considering the Institutional regulations, including the unit of the international collaboration and the legal affairs.
6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes
Discussed above.

7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
The program management / leadership	Faculty and administrative staff and program leaders	Surveys	At the end of the academic year
Quality of teaching	Students and peer evaluation	Surveys	At the end of each semester
Assessment methods	Students and peer evaluation	Surveys	At the end of each semester
Learning resources	Students and faculty members	Surveys	At the end of the academic year
Facilities and requirements	Students and faculty members and administrative staff	Surveys	At the end of the academic year
Achievement of the Courses’ LOs	Students and faculty	Surveys	At the end of the academic year
Achievement of the PLOs	Students, alumni, and external stakeholders	Surveys	At the end of the academic year
Students Performance	Students	Exit Exam	After Passing the 4 th Year

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)

Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify))

Evaluation Methods (e.g., Surveys, interviews, visits, etc.)

Evaluation Time (e.g., beginning of semesters, end of academic year, etc.)

8. Program KPIs*

The period to achieve the target (5) year.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
St 1	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	90%	Surveys	At the end of the academic year
St 3	KPI-P-02	Students' evaluation of the quality of learning experience in the program	4.5	Surveys	At the end of the academic year
	KPI-P-03	Students' evaluation of the quality of the course	4.5	Surveys	At the end of each semester
	KPI-P-04	Completion rate	97%	The registrar (Academic Affairs)	At the end of the academic year
	KPI-P-05	First-year students retention rate	99%	The registrar (Academic Affairs)	At the end of the academic year
	KPI-P-06	Students' performance in the professional and/ or national examinations	97%	Analysis report on the SNLE from the SCFHS	At the end of the academic year
	KPI-P-07	Graduates' employability and enrollment in the postgraduate programs	-	Surveys	Minimum after 6 months of graduation
	KPI-P-08	Number of students in the class	45/ theoretical calss 10/ practical session	E-registrar Academic Affairs	At the end of the academic year
	KPI-P-09	Employers' evaluation of the program graduates proficiency	4	Surveys	At the end of the academic year
	St 4	KPI-P-10	Students' satisfaction with the offered services	4	Surveys
St 5	KPI-P-11	Ratio of students to the teaching staff	1:8-10	E-registrar Surveying the departments	At the end of the academic year
	KPI-P-12	Percentage of teaching staff distribution	There should be variation among all academic ranks	Surveys	At the end of the academic year
	KPI-P-13	Proportion of teaching staff leaving the program	0	The faculty documents	At the end of the academic year
	KPI-P-14	Percentage of publications of faculty members	50%	Research Database	At the end of the academic year
	KPI-P-15	Rate of published research per faculty member	1.5	Research Database	At the end of the academic year
	KPI-P-16	Citations rate in refereed journals per faculty members	7	Research Database	At the end of the academic year
St 6	KPI-P-17	Satisfaction of beneficiaries with the learning resources	Staff: 4.5 Students: 4	Surveys	At the end of the academic year

* including KPIs required by NCAAA

I. Specification Approval Data

Council / Committee	DR. SANAA AWWAD ALSULAMI VICE DEAN FOR DEVELOPMENT AND QUALITY FACULTY OF NURSING
Reference No.	

Date	1/ 5/ 1443
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