المملكة العربية السعودية
وزارة التعليم
جَامِعَةُ أُمّ الْقُرىٰ

Faculty of Nursing
كلية التمريض
وكالة كلية التمريض للتطوير والجودة

Quality Assurance Manual

Faculty of Nursing

Umm Al-Qura University

1443H (2021-2022).

Updated and Reviewed: 1443H/ 2021- 2022
By
Vice Dean of the Development and Quality

Dr. Sanaa Alsulami

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Glossary of Terms

Terms	Definitions
Assessment	Critical evaluation of the processes and outcomes of teaching, based on detailed examination of the curricula, structure and effectiveness through internal review and quality control mechanisms.
Audit	A review of an institution, faculty, or program to determine if its curriculum, staff, students and infrastructure meet its stated aims and objectives, through measurement of key performance outcomes.
Benchmark	Subject benchmark statements describe the agreed scope and characteristics of specific subjects in the programs. Indicate standards of the qualifications awarded, at a given level and articulate the attributes and attainments of qualification holders.
Certification	to check this term has been used in doc in the context of quality accreditation, an award-authorizing body provides their certificate of approval for the quality standard data. It is based on evidence presented for effectiveness and the certificate is an acknowledgement of success.
Criteria	Domains for standards that are identified as indicators about quality, effectiveness and measures of best practice.
Intended learning Outcomes	Statements of what a learner is expected to know, understand, and/or be able to demonstrate after completion of a process of learning as well as the specific intellectual and practical skills and competencies gained by the successful completion of a course or program.
National Commission for Academic Accreditation and Assessment (NCAAA)	Expanded Established in the Kingdom of Saudi Arabia in 2004, the NCAAA has responsibility for determining standards and criteria for academic accreditation and assessment for postsecondary institutions and the programs offered. The Commission evaluates the quality assurance processes of postsecondary institutions to ensure that quality of learning and management of institutions are equivalent to the highest international standards.
Peer Review	External review and evaluation of the quality and effectiveness of the academic curricula, examination processes, student performance and staffing by external evaluators with specialism in higher education and the specialism under review.
Performance Indicators	Metrics related to process and/or outcomes of the educational programs. Examples include admission and graduation data, graduate employment, examination performance, resources and attainment of levels of particular quality standards. Data should be contextualized for informed interpretation.

Glossary of Terms

Terms	Definitions
Professional Accreditors	Professional bodies such as the Saudi Commission for the health Sciences; Ministry of Health have a statutory responsibility to approve or recognize programs in terms of academic standards and professional practice components of academic qualifications.
Quality	Totality of features and characteristics of the delivery of the education program with evidence on its ability to satisfy stated its stated goals to an agreed high standard.
Quality Assessment	A rigorous and systematic review of education provision, learning environment and outcomes based on detailed analysis of the curricula and the level of student achievements and satisfaction. Designed to monitor standards for excellence.
Quality Assurance	A systematic review process to determine that acceptable standards of education, program delivery and stakeholder satisfaction are being achieved and enhanced. Mechanisms for accredited quality control are in place.
Quality Audit	An evaluation of the quality control system through self-evaluation and review of its program's achievements, progress milestones and staff activities. Through internal review processes, evaluation of effectiveness is undertaken and compliance with recognized external quality assurance body is undertaken.
Quality Improvement	An ongoing quality assurance system in place to monitor and improve the quality of the programs.
Self-Study	a formal process during which the program is critically examined in terms of its overall effectiveness relative to its goals and learning domains; identifies specific strengths and deficiencies and indicates a plan for necessary modifications and improvements.
Saudi Commission for the Health Specialties (SCHS)	To provide oversight of a competent health community through protection and promotion of health which is led by compassionate and competent practitioners. The KSA based professional body provides recognition and registration for eligibly qualified and non-qualified healthcare practitioners. Guided by values of professionalism, patient safety, innovation, quality and fairness.

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Glossary of Terms

Terms	Definitions
Standards	The level of performance that must be achieved to receive accreditation by a certified agency. The criteria involved relates to grading of perspectives of quality, grade attainment, effectiveness, financial viability, and sustainability.
Validation	Independent review of a self-assessment process by an external quality assurance agency recognized by NCAAA. The degree awarding standards meet that of similar higher education organization in terms of quality, content, and standards.

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Section I: Framework for Quality Assurance

1.Introduction

Umm Al-Qura University has in place governance systems that ensure its effectiveness and efficiency; and in policy implementation, regulations and procedures to support its mission, goals, and strategic and operational plans. A clear and functioning organizational structure with defined authorities and responsibilities for all jobs is in place with an operational approach which exemplifies positive supportive leadership and a strong administrative system.

Quality systems are in place to manage continuous performance development, within a framework of integrity, transparency, equality and fairness. The process is designed to integrate key institutional performance indicators as quality objectives within the faculty. The institution has clear policies and procedures for reviewing, assessing, and improving the academic programs and courses, and for the quality assurance of teaching and learning in all sites and in different modes of learning (e.g., blended learning and distance learning), including the identification of related responsibilities and authorities at all levels.

2. Vision, Mission, Values, and Goals

2.1 Vision of the Faculty of Nursing

To be pioneers locally and distinguished regionally among other faculties of nursing in nursing education, scientific research, and community services.

2.2 Mission of the Faculty of Nursing

Faculty of Nursing has put upon itself the responsibility of graduating highly qualified, well-trained nursing cadres, to provide a safe, best-quality medical service for our society, and promoting the theoretical knowledge, research, and real-world practices, by way of providing a supportive, innovation-friendly learning environment.

2.3 Vision of Bachelor of Nursing Program

Leadership locally and excellence regionally in nursing education and training, scientific research, and community service

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2.4 Mission of Bachelor of Nursing Program

Equipping qualified and distinguished nursing cadres in the care of the individual and

society through theoretical sciences, applied skills and scientific research.

2.5 Values and Guide of the Faculty of Nursing:
1. Excellence.
2. Collaboration.
3. Credibility.
4. Effectiveness.
5. Professionalism.
6. Integrity.

2.6 Faculty of Nursing Goals
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.
5. Provide leadership in the community services and to the profession.

3. Academic Programs Quality Assurance and Enhancement

3.1: Quality Assurance System

This manual outlines the general quality assurance framework for Faculty of Nursing at Umm Al-Qura University including the planning, quality assurance system, and performance improvement strategies. The approach of Faculty of Nursing to quality assurance is based on its Vision, Mission and Values statements which are aligned to the Umm Al-Qura University's vision, mission, and values. The Faculty of Nursing aims to ensure that its quality assurance system functions well and is delivered by competent people who are committed to integrating quality approaches into the university's systems and processes.

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The core of the annual self-assessment is aligned with the Umm Al-Qura University's Quality Assurance Manual and based on the National Commission for Academic Accreditation and Assessment [NCAAA]'s Self-Study requirements . The Faculty of Nursing's Quality Procedures and strategies are annually reviewed and evolve in line with the principles of continuous improvement and guided by supervision from the Deanship of the Development and Quality at Umm Al-Qura University. Furthermore, the Faculty of Nursing uses both internal and external auditors to ensure that its systems are robust, and its work complies with the required NCAAA's standards.

In an academic working environment, which seeks to achieve continuous improvement, the faculty system will naturally be responsive to external changes and receptive to the feedback from the annual self-assessment of quality. The institution applies periodic review, by appropriately appointed program committees, to ensure the quality of its educational processes, including content of all program's annual reports, and takes appropriate actions for enhancement and development (see Figure 3.1.1).
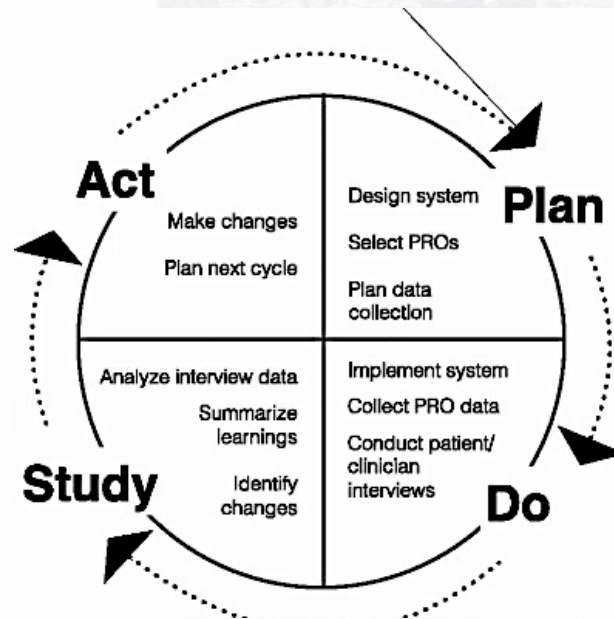
Figure 3.1.1: Faculty of Nursing-Umm Al-Qura University Framework for Quality Improvement

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3.2 The Quality Cycle

The Quality Cycle, at the core of our quality assurance strategy, is drawn from the principles of the 'Plan, Do, Study, Act' (PDSA) system. The purpose of the PDSA method lies in learning as quickly as possible whether an intervention works in a particular setting and to adjusting accordingly to increase the chances of delivering and sustaining the desired improvement. PDSAs allows for new learning, as it is identified, to be integrated into the educational process and its impact will be captured in the next iteration of the cycle rather than at some distant future point in the program (see Figure 3.2.1).

Figure 3.2.1 The Quality Cycle Implemented in the Faculty of Nursing: PDSA Model

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As an example, the PDSA cycle is applied to one of the academic conductions in the Faculty of Nursing; such as the (Scientific Committee) as described below in Figure (3.2.2)

**Figure 3.2.2: The Quality Cycle for the Scientific Committee: Closing the Loop**
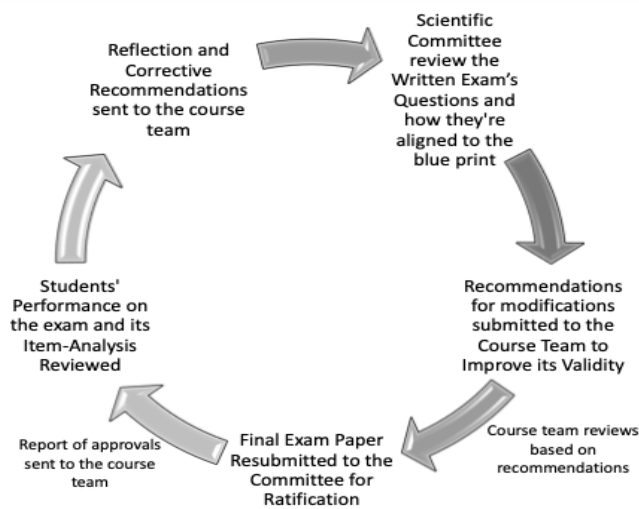
The Faculty of Nursing has a comprehensive team and infrastructure of specific functioning committees aligned to the six standards for program accreditation. These include the faculty of nursing's mission and goals, program administration and quality assurance, teaching and learning, students, teaching staff, and learning resources, facilities, and equipment. Identification of the measurable KPIs for all standards and their monitoring play an essential role for assessing the quality of the academic program. Such data is used to monitor performance, thus contributing to continuous development processes and decision-making support. In addition, operational teams such as the Vice Deanships and departments within the Faculty of Nursing, are empowered to take responsibility for 'quality' in their areas of practice. Other committees/ units/ working groups can be established to drive forward particular areas and activities, as required. An example would be an alumni unit which may work to enhance communication with graduates and establishing the principle of the exchange of views and ideas. Information shared between the Faculty of Nursing staff and graduates as well as among graduates themselves are communication channels aimed at strengthening the Faculty of Nursing's support for its graduates.

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3.3 Scope of Quality Assurance Processes

Quality assurance activities at the Faculty of Nursing are applied to all aspects of programs planning, student engagement, education provision and community service including all teaching and other staff involved in those processes. In accordance with evidence from literature a communication and management system are in place to ensure engagement of the faculty's staff and students with the implementation, management and evaluation of the quality standards used to monitor effectiveness of the Faculty's education provision (see Figure **3.3.1**).

Figure 3.3.1: Committees Structures and Activities for Monitoring Quality Standards
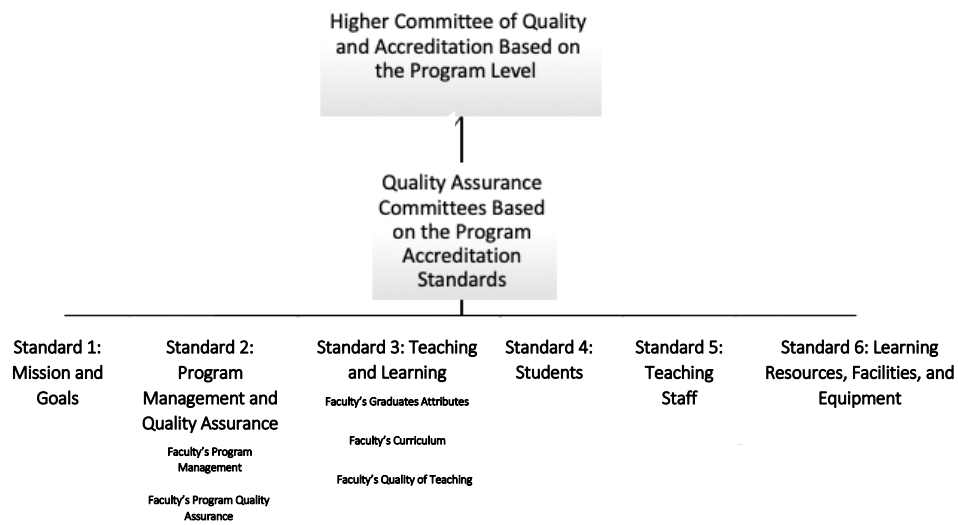
The Higher Committee for Quality Assurance and Accreditation has been established to discuss the strategies of teaching and Ministry of Health, or any other relevant overseas bodies for learning and sharing good practice (see Figure 3.3.1). Output from these discussions can be used to inform and enhance educational practices and disseminate a culture of quality matters. Furthermore, this Higher Committee could also support the work to embed quality systems within the faculty and identify key areas of quality assurance that are required to meet criteria from external agencies such as the Ministry of Higher Education.

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3.4 Quality Assurance Perspectives: Summary Schematic of the Scope of Quality Assurance

3.4.1 Processes

1. Quality incorporated in all aspects of programs planning, delivery, and evaluation.
2. Guided by quality theories that help identify and align structures, learning processes and student outcomes.
3. Quality assurance processes adhere to NCAAA's standards and process cycles to ensure delivery standards are transparent with focus on continuing performance improvement.
4. The program is delivered to male and female students' sections in a consistent and standardized manner with quality standards and KPIs sensitive to performance to ensure equitable standards.

4.1: Planning and Reviewing Process

The planning framework for Faculty of Nursing includes a series of plans and policies that guide the implementation of strategic priorities for Umm Al-Qura University and Faculty of Nursing.

In alignment with Umm Al-Qura University's quality system, the Faculty of Nursing has conducted a strategic and operational planning review process for faculty staff, students, and employees considering, for instance, the results of the assessment of students, students' achievement of learning outcomes, students' retention rate, faculty members' reports, and the results of all stakeholders' surveys. As a result of its findings, plans to analyze this evidence-based, strategic review of performance against key performance indicators is underway. The results will be submitted to the departments and faculty's councils for consideration. The results will be then used as the means to identify desirable improvements, and direct implementation of strategic actions. Strategic plans always operate on a five-year cycle, whereas operational plans operate on a one-year/ three-year cycle. The Faculty of Nursing conducts periodic comprehensive evaluation for the Bachelor of Nursing program once every year and every five years and prepares reports on the overall level of quality of the programs. This is considered as an assessment for the progress and evaluation for the educational activity comprehensively over the previous years, thus points of strength, weakness areas for improvement, and significant levels of quality discrepancies among departments and units will be identified.

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4.2: Professional Accreditation

Professional (national and international) accreditation brings external quality assurance for the Faculty of Nursing and its programs at Umm Al-Qura University, as it certifies that nursing graduates meet the requirements of other higher educational institutions and professional standards. Inputs from national and international bodies, as well as from employers, and other stakeholders to the program will help ensure the relevance of the nursing curriculum to the practice and the competencies of its graduates.
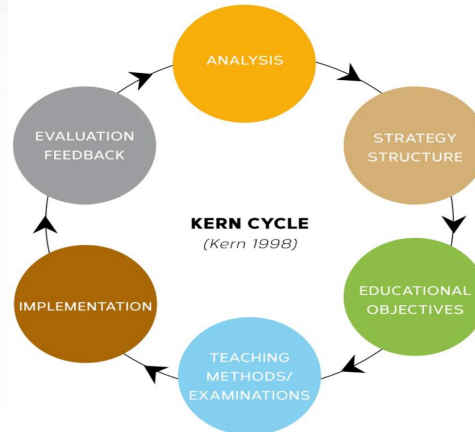
4.3: Program Management
4.3.1 Design and Development of Academic Programs

The Bachelor of Nursing degree program is designed to provide a smooth transition to the University curriculum for new students mainly high school leavers. Thereafter there is measurable progression in terms of complexity and autonomy and learning style with an increasing focus on practical and student-centered learning as the program advances.

The degree learning program is designed based on standards outlined by the National Qualifications Framework "NQF", and according to their criteria, the Bachelor of Nursing programs are at level 6. This composes of four years of academic and practical study and one year of internship. Furthermore, cognizance is also taken from Kern's six-step curriculum design process, which recommends specific processes in the curriculum design that is most appropriate to the healthcare sciences (see Figure 4.3.1).

Figure 4.3.1 Kern Cycle of steps in curriculum design

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4.3.2 The 'Cycle' Approach to Educational Curricular Design is Based on Four Assumptions:

1- Educational programs have aims or goals which are articulated.

2- Educators in the healthcare professions have a professional and ethical obligations to meet the needs of their learners, patients, and society.

3-Educators in the healthcare professions should be held accountable for the outcomes of their interventions.

4- A logical and systematic approach to curriculum development will help achieve these ends.

5. Teaching and Learning Evaluation and Review

A combination of assessments, evaluations and reviews are undertaken to monitor performance informed by NCAAA standards. Contributors (stakeholders) include current students, faculty members, professional bodies, alumni, and employers. They are involved periodically in the program planning, evaluation, and development. The suggestions from stakeholders are utilized in the overall planning and revision process to make improvements were indicated to the program. The input is grouped into two categories of internal and external review processes.

5.1 Internal Evaluation

5.1.1 Coordinator Reports

Each course and program coordinator are required to present monitoring reports at the end of each module (per semester). These reports include data from assessment of the implementation of each course and the whole program's performance against a set of key institutional and NCAAA performance indicators. Standard validated questionnaires are used to collect this information. Individual module and program reports are then reviewed alongside the results from the other evaluation surveys to produce a final report with comprehensive perspectives on course performance. These results (data) allow measures of KPIs attainment to be measured and used as part of the overall course and program's improvement plans. These data collection procedures provide evidence that systems and procedures are in place to monitor and assess the extent to which graduate attributes and intended learning outcomes, across the curriculum in university and clinical practice, are achieved and aligned.

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5.1.2: Surveying

These include regular surveys of current students and alumni and current faculty members conducted to measure satisfaction and to identify areas in need of improvement. Faculty deans and leaders and heads of departments and units' coordinators, carry out faculty/department-wide surveys. The results of these surveys are reported in the course reports and Quality documents and to the faculty council with recommendations for improvement. Program KPIs are specifically measured in this domain in accordance with NCAAA standards [7]. The institution selects mechanisms for independent verification of validity and objectivity of assessment of these data collection processes annually.

5.1.3 Feedback methods

1. There is authentic direct assessment such as the grading rubrics, students' portfolios, exams, and checklist for performance evaluation.

2. There are indirect assessment methods such as the following:

3. A questionnaire which is prepared and provided to the students by the Deanship of the Development and Quality to evaluate the program in general through the distribution of the following; Course Evaluation Survey, Program Evaluation Survey, and Learning Experience Survey.

4. Surveys of graduates from the program using a standard form distributed after graduation.

5. Focus group discussion with randomly selected groups of graduates.

6. Focus group discussion/ Employers Surveys with randomly selected hospitals about the graduate'sperformance and behaviors.

7. Analysis of the Distribution of the GPA of the graduating students.

Faculty of nursing and during its reviewing and continuous improvement process, particularly for the curriculum and courses, follows   Umm Al-Qura University's Policies and Procedures for Approving, Modifying, and Reviewing Academic Programs and Courses . There are some updates are under the responsibility of the Departments' Councils and Faculty Council such as modifying the teaching strategies in a course, changing the timetable and ways of assessment methods in a course, partial changes in the courses' terms, changing the number of contact hours for each topic in a course, updating the required textbooks and scientific references in a course. Those modifications will be considered based on the stakeholders' surveys and focus groups results. Any other changes such as a request to change the prerequisite of any course, or a request to calculate the teaching load for courses, or to modify the level of a course in an approved plan after being presented to the curriculum committees, Departments' Councils and Faculty Council, a submission should be raised to the Higher Permanent Committee for Curricula and Study Plans in the University (see Table 5.1.3-1).

Table 5.1.3-1: Modifications Authorities for Academic Programs

Adjustment Items	Department Council Authority	Faculty of Nursing Authority
Changing teaching strategies.	Must not exceed 25% of the total number of the teaching strategies for one course – the same percentage for the whole program.	Must not exceed 50% of the total number of the teaching strategies for one course – the same percentage for the whole program.
Changing assessments methods and timeline.	Must not exceed 50% from the specified ones in the course specification or the program, must not include mid-term or final assessment.	Must not exceed 100% from the specified ones in the course specification or the program, must not include mid-term or final assessment.
Partial changes of course wording.	Must not exceed 25% from the course content and should not affect the course or other pre-requisite courses linked to the modified course.	
Changing course contact hours allocated for every topic in the course.	It is allowed to change the contact hours for every topic in the course along the semester and that should not change the total credit hours for the course, or the percentages of the theoretical and the practical hours. It should also consider the actual learning hours.	
Changing references and learning resources.	Must not exceed 25% for every course or the whole program.	Must not exceed 50% for every course or the whole program.

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5.2 External Evaluation

External evaluation of the performance of graduates of the programs and external accreditation of the programs are undertaken in several ways.

5.2.1 Higher Education Experts/Accreditors in the discipline

1. External evaluation for the program by an experienced nursing faculty member from another higher education institution.

2. International accreditation by recognized educational validated agency.

3. Assessment by independent faculty familiar with the NCAAA and Quality framework.

4. Percent of students passing the SHCHS licensure exam compared to other nurse graduates from other faculties of Nursing in Saudi Arabia.

5.2.2 Employers and Other Stakeholders.

1. Receiving feedback from hospitals' nursing directors and healthcare centers on theperformance of graduates.

2. Stakeholder satisfaction survey

3. Percent of graduates recruited or employed by the selected healthcare organizations

4. Advisory Committee has been established and convened as a formal group to scrutinize quality aspects of the nursing program.

5.3 Special Support

5.3.1 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 Faculty's activities and encourage them to highlight their talents.

3. The student club official will discover the talented and creative students in variousaspects and submit their names to the academic supervisor.

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4. 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 Faculty and the Vice Dean of the Faculty's Agency for Educational Affairs and the Deanship of the Faculty 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 faculty.

7. The names of the creators will be announced on the faculty's website.

5.3.2 The policy of dealing with the outstanding students

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

2. It is the responsibility of the Deanship of Admission and Registration and the Deanship of the Faculty to identify the names of outstanding students at the Faculty.

3. The value of the material prizes will be determined in coordination between the Vice Dean for Educational Affairs and the Deanship of the Faculty.

4. In addition to the reward of excellence awarded to the student by 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. Announcement are made of the names of the outstanding students at 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 with 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 Faculty and Student Affairs for the development of students' skills.

8. Invitations are given to the top five students to attend scientific lectures and seminars.

5.3.3 The Deanship Honorary List

The Faculty of Nursing has established an annual system to praise the distinguished effort of its students based on an approved criterion of assessment. These criteria are accepted to the Dean's honorary list. The Approved Criteria of Assessment.

- **The Criteria for Selecting the Dean's Honorary List**

Annually, 5% of the students who are in the last phase of the Bachelor of Nursing program (the second semester of the fourth year), who are expected to graduate at the end of the year, are selected for the Dean's Honorary List as per the recommendations of the Saudi Commission for the Health Specialties.

- **Application Requirements for the Dean's Honorary List at the Faculty of Nursing:**

1. The male or female student should be a regular student of the Faculty.

2. The male or female student should not have committed a violation necessitating a warning or imposing a penalty at the level of the Faculty or the University.

3. The GPA (Grade Point Average) of the male or female student should not be less than (2.75) out of (4).

4. The male or female student should not have failed or be deprived from any course in the study plan during the study period.

- **The Differential Criteria Between the Submitted Applications:**

1. Academic excellence.

2. Adherence to morals and university's regulations and bylaws.

3. Practical excellence.

4. Research activity

5. Volunteering work.

6. Awards received.

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- **The Mechanism for Selecting Students for the Dean's Honorary List:**

1. The student should fill in the e- form on the faculty's website under the section of the Vice Deanship of the Faculty for Educational Affairs, after preparing the required documents., and submit all the papers to the office of the Vice Deanship of the Faculty for Educational Affairs (for the male section) or Her Excellency the Vice Dean (for the female section).

2. Nomination is performed by the Dean's Honorary List Committee, Headed by the Dean of the Faculty of Nursing, in the presence of the committee members.

3. Names of the male and female students selected for the Dean's Honorary List are announced on the faculty website and the Faculty's social media networks.

4. Certificates of honor are distributed by the Dean of the Faculty to those who are selected to be on the honorary list.

5.4. The policy of dealing with students with academic difficulties (defaulters)

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 faculty and identifying 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 students who are defaulting on his Excellency the Vice Dean for Academic Affairs to take the necessary measures such as identifying and setting up appropriate courses.

4. Meeting with academic advisors to discuss the implementation of plans to address the causes of 'lapses in performance' and overcoming students' failures.

5. Every academic advisor immediately after the announcement of the results of the examinations follow up with the improvement of the level of achievement for these students and report to the Academic affairs.

6. Students who have overcome their difficulties/ failures are honored.

6. Student Advice, Guidance, and Counselor
6.1 Guidance and Orientation Programs for New Students

The new student orientation program is provided on different levels:

- Institutional level
- Faculty of Nursing level.

Orientation programs always begin before classes start. New students might need some direction and guidance in enrolling for classes, therefore 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 students to meet the challenges of collegiate academics.

Therefore, both an academic and social component will 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 could help them to be socially integrated into the culture of Faculty and community too.

6.2: Student Counseling Services

Academic counselling and advising is one of the most important inputs of the university educational system. It is an 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.

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 Faculty level) is described. 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 Faculty of Nursing follows the policy of Umm Al-Qura University for students' support and guidance as mentioned in the university student guide.

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Faculty members and students are oriented with the academic advising groups through different ways; a special email for academic advisors in the Faculty. The lists of academic advising groups are present in the Faculty of Nursing's e-bulletin board. Also, each academic advisor has access to the list of students he/ she is academically supervising through e-services on the University's webpage called "Student Correspondence System". Further details of the student advisory system are included in **Appendix II**. As an example, the conduction of Students Council has been started as a way of supporting the nursing students, see Figure 5.2.1

Figure 5.2.1: Quality Cycle for the Students' Council: Closing the Loop

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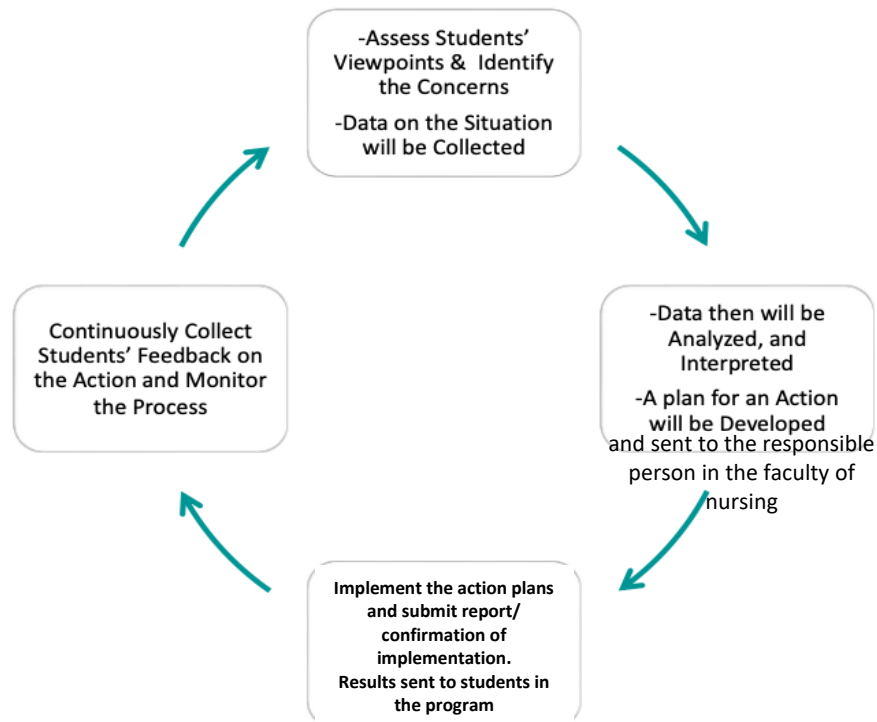
6.3: The Academic Advising System at the Nursing Faculty

The Faculty of Nursing supports students through the academic advising system, this system is initiated and activated to help students and support them to achieve their educational goals and to combat any stressors they can face during their studying at the faculty.

1. Providing academic information to students and orientation regarding the policy and procedures of the university and the faculty.

2. To prepare students to identify and adapt to university life and reduce chance sof academic failure.

3. Help students to overcome difficulties in their educational process to obtain success in their studies.

4. Help student to make appropriate decisions regarding their academic and professional future, and to benefit from the courses and programs offered at the Faculty and the University.

5. Encourage and support the outstanding and talented students and help students with difficulties to improve their scientific level.

6. Develop 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 evaluating of student progress in the field of education.

9. Ensure that students continue with academic mentors who show the highest levels ofcare and respect for them.

10. Help students achieve positive attitudes towards lifelong learning.

11. Enhance 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.

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7. Health, Safety, and Security

The program is working on providing safe and healthy study environment and facilitating students' studies and providing equal opportunities to all students and staff.

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.

Section II: The Effectiveness of the Faculty of Nursing

1- Staff Performance Improvement Programs

1.1: Orientation of New Teaching Staff

Orientation and induction of new, visiting or part time teaching staff is provided to the University and the Faculty to ensure full understanding of the program and their role within the course(s) they teach. Components include:

1. Dean of Faculty and Head of department orientation of new academic staff
2. A copy of the student guide which includes a historical overview of the university and faculty, educational program, vision, mission, and the study system.
3. Course specifications of the courses they will participate in as educators
4. Handbook with faculty rules and regulations for teaching, examinations, and evaluation of students.
5. Tools and format for course evaluation.

1.2 Professional Development for Teaching Staff

Professional development provision for 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.

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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 are scheduled for all members throughout the academic year.

3. Empowerment of academic staff in their field of experience to present academic courses for staff development particularly new staff in the faculty.

4. University support for new academic staff

5. Deanship for e-learning support- seminar series online and support helplines.

b. Other professional development including knowledge of research

1. A plan for staff members to work aligned to research theme groups within their field and in their departments is established at the beginning of every academic year.

2. Academic staff are allocated 'research time' in their work plan for writing in preparation to publish their work in national and international academically recognized nursing journals.

2.Assessment of Teaching Effectiveness

2.1 Teaching and Learning Strategies to Achieve Program Learning Outcomes

At the college level teaching and learning delivery is designed based on the NQF [6] recommendations, focused on the three components of credits hours, level and domains of learning. Program intended learning outcomes (PILOs) are defined according to the subject

area, learning methods and outcome domains. Thereafter aligned course intended learning outcomes are informed from the PILOs and translated into specific knowledge, learning approaches and intended learning outcomes within the educational program.

The component domains of learning ie. in knowledge and understanding, skills and values are explicitly identified in the subject content and teaching methods selected appropriate to the specific learning domain. To facilitate the integration of this complex matrix of educational perspectives into the course design, 'blueprint' templates have been designed to facilitate the integration of best educational practice into the delivery of the education courses in the classroom/laboratory and further into the assessment of student learning (see **Appendix I**).

A variety of teaching and active learning approaches which are appropriate for the subject being studied and encourage students to work on their own or in groups (active learning). Teaching strategies are as follows:

- Interactive lectures and virtual lectures.
- Open classroom and virtual discussions (e.g. Blackboard).
- Case study analysis and application of the nursing process.
- Concept map utilization in the systematic analysis and documentation of clinical cases.
- 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

Students are informed by academic staff about the course intended learning objectives, teaching approaches employed in the learning environment, subject content, and assessment methods. Knowledge, analysis, appraisal in topic areas are presented in a manner that stimulates critical thinking, focused on nursing perspectives that integrates students' prior learning. The learning process is dynamic with the teacher engaging with students to stimulate discussion inputs, providing feedback and clarification of key learning points. Each course includes at least one group assignment; thus students have the opportunity to engage in teamwork (team leader and team player role exemplars) during practical training and group assignment.

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2.2 Psychomotor Skills Education

For the psychomotor skills, students are informed of the skills to be learned and a description of how they will be evaluated. Faculty members provide clinical demonstrations of practical skills being taught, guide practice, monitor performance and provide feedback after each step, and ask students to undertake independent practice, monitor practice and provide corrective feedback, then evaluate attainment at performance of the skill.

2.2.1: Assessment Methods for program

There are assessment methods (Direct and Indirect) used to measure achievements of program learning outcomes in every domain of learning (Knowledge and understanding, skills and values) as follows:

- Quizzes (orally and /or written in the form of objectives tests in each course with results carrying towards a specific percent of final assessment.
- Written assignments.
- Group and individual presentation.
- Final oral and written examination with a combination of multiple choice and essay items.
- Group projects
- Case study considering legal and ethical issues in nursing practices
- Observation checklist for interpersonal skills and responsibilities toward healthcare team, peers, teachers, patients and their families
- End-of-group work evaluation for participation of all team members
- Computerized statistical methods of analyzed data and information.
- A tool for assessing students' communication skills/ abilities in school and clinical settings.
- Observation checklist and logbook for assessing the clinical practice.
- Hospital practical training through the semester using observation checklist, nursing care plans, medication cards, concept maps, nursing records and nursing notes.
- Periodic Formal Practical Evaluation (OSCE).
- Final Practical Evaluation (OSCE).

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As an example of assessing the effectiveness of the Bachelor of Nursing Program, Exit Exam has been conducted as one of the direct assessment methods. (See Figure 2.2.1 for more details).

Figure 2.2.1: Quality Cycle for the Exit Exam: Closing the Loop
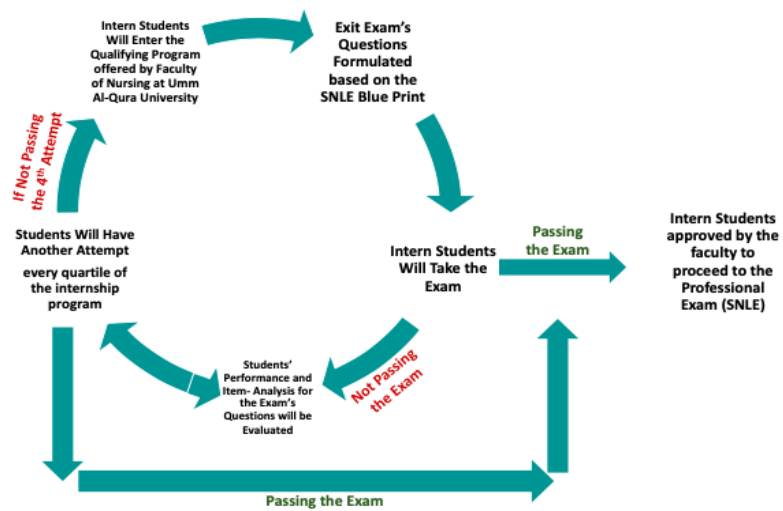
*Documentation for collection of evidence for quality assurance purposes are based on NCAAA guidelines, here is a link to forms and documents.

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Appendix I: Updated Blueprint System in Aligning with the National Qualification Framework (NQF) Domains

Course BluePrint

Name of Department: ---------------------------
Course Name: --------------------
Course Code: --------------

Course Coordinator: -----------------------------

#	Course's Topics	Aligned CLOs	Aligned PLOs	Contact Hours	Number of Lectures	Allocated Weight	Allocated Marks	Knowledge and Understanding		Skills		Values	
								Midterm Exam	Final Exam	Midterm Exam	Final Exam	Midterm Exam	Final Exam
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
	Total			30 hrs	15 Lectures	100%	100 Marks						

Number of the Questions Based on the Allocated Mark for Each Topic and the Learning Domains

Notes:

1	How to measure the allocated weight	Number of Lectures given about A Topic	X 100
		Total Number of Lectures During the Semester	
2	Please fill out the table above according to the course guide.		
3	The lectures and assessment methods must be aligned with the CLOs and PLOs		

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Appendix II: Objectives of the Academic Advising Systems at the Nursing Faculty

The faculty of Nursing supports students through the academic advising system, this system is initiated and activated to help students and support them to achieve their educational goals and to combat any stressors they can face during their studying at the Faculty.

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

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- Ensure that students continue with academic mentors who show the highest levels of care and respect for them.
- Help students achieve positive attitudes towards lifelong learning.
- Enhance the academic achievement of students, raising their abilities and overcoming the obstacles they face during their studies.
- Provide advice and assistance to academic problems of Faculty students.

Academic Advising Policy:

- The division of students of each academic year into small groups appropriate with the number of faculty members at the Faculty.
- Each group of students is assigned to a faculty member as the academic advisor of the group.
- Lists of academic advisors are sent to all students through university e-mails.
- Faculty members are informed of academic guidance groups in an academic advisingorientation meeting.
- Faculty members consider meeting hours with students either as office hours for each course they provide, or hours for academic advising in the schedules of faculty members and inform students regarding them.
- Academic advising sessions are held with a minimum of two sessions persemester or according to students' needs.
  - Documentation of all academic counselling and advising sessions according toacademic advising forms.
- Preparation of a file for academic advisor by each faculty member for each student individually containing the following:
  - Student's academic record and, if possible, a recent photograph.
  - Student application form.

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o A recent copy of the academic record for each academic year (identification of marks).

o Detection by absenteeism and warnings.

o A copy of the student's certificate such as attending conferences, workshops, training courses, letters of thanks, and a copy of student portfolio.

o Discuss some of the academic problems facing the student with the academic advisor, the coordinator of the course, and then the department head or supervisor if necessary.

o The problem of the student may be referred to the academic Supervisor of the Faculty if it cannot be resolved during the academic advising/ counselling meetings.

o The matter presented to the Academic Supervisor of the Faculty may be submitted to the Vice Dean for Educational Affairs if the problem cannot be resolved.

o The academic advisor will be informed of the solution reached by the undersecretary of the Faculty for educational affairs and will be kept in the student's file.

o A periodic report of each student is submitted at the end of the semester to the Academic Supervisor of the Faculty.

Prepared and Revised By
Vice Dean of Development and Quality

Dr. Sanaa Awwad Alsulami