هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

اعتماد NCAAA T3 2020

Program Specification

Program Name: Bachelor of Science in Nursing
Qualification Level : LEVEL (6) BACHELOR
Department: Nursing Department
College: College of Nursing
Institution: Jazan University

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A. Program Identification and General Information

1. Program Main Location:

College of Nursing, Jazan University, Jazan, Kingdom of Saudi Arabia

2. Branches Offering the Program:

- Branch 1. Department of Nursing, Darb University College.
- Branch 2: Department of Nursing, Sabya University College.
- Branch 3: Department of Nursing, Farasan University College.
- Branch 4: Department of Nursing, Dayer University College.

3. Reasons for Establishing the Program:
(Economic, social, cultural, and technological reasons, and national needs and development, etc.)

Jazan is a city in the southern part of Saudi Arabia and the capital of the Jazan region. It comprises 13 districts with a total population of approximately 1.5 million. It is a border area with Yemen and health statistics from the area indicate high rates of morbidity, mortality, and low health care coverage compared to other regions in Saudi Arabia.

The nursing program at Jazan University has gone through several transformations. The program was established as an academic department in the College of Medical Applied Sciences in 2007. Then, in 2015, the program along with other programs was moved to the College of Nursing and Allied Health Sciences. In 2017, the name of the college was changed from the College of Nursing and Allied Health Sciences into 'The College of Nursing'. The College of Nursing provides a bachelor's degree in nursing sciences which runs at four additional locations in the Jazan region: Al- Dayer, Farsan, Al-Darb, and Sabya. The nursing program at Jazan University is aiming to achieve Saudi Arabia Vision 2030 (A vibrant society, a thriving economy, and an ambitious nation).

4. Total Credit Hours for Completing the Program: (128 Credit Hours)

5. Professional Occupations/Jobs:

Up on completion of the course, the students earn a graduate degree, and are expected to work in the capacity of Nursing Specialist.

6. Major Tracks/Pathways (if any)**:**

Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
1. **Not applicable**	Not applicable	Not applicable
2.		
3.		
4.		

7. Intermediate Exit Points/Awarded Degree (if any)**:**

Intermediate exit points/awarded degree	Credit hours
1. **Not applicable**	Not applicable
2.	
3.	

B. Mission, Goals, and Learning Outcomes

1. Program Mission:

The program Mission is to achieve excellence in nursing education through the development of specialized nurses capable of providing quality nursing care through clinical practice and participation in scientific research to meet the health care requirements of society within the framework of international standards.

2. Program Goals:

1. Integrate best practices in nursing education to promote student success.
2. Prepare graduates to provide safe, evidence-based, patient-centered care that reflects ethical clinical judgment and inter-professional collaboration.
3. Participate in the delivery of care within a variety of environments to reduce health disparities.
4. Use the latest technological innovations to enhance access to our programs.
5. Offer innovative programs of study that are responsive to the changes in the health care environment.
6. Cultivate in students an intellectual desire for advanced study and inquiry.
7. Contribute to the profession of nursing by engaging in leadership, scholarship, and practice activities.

3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.

Jazan University Mission

Achieve academic excellence and prepare graduates to become regional and national leaders in business, industry, health, education, and government. Serve the community by addressing its problems and supporting its social and economic development.

Produce internationally recognized research and new knowledge that meet the needs of Jazan Province, the Kingdom, and the world.

College of Nursing Mission

To prepare qualified academic and professional graduates to provide specialized nursing care focused on the patient in health institutions through the provision of educational programs and scientific research with a commitment to the values and customs and community norms.

Jazan University Mission	College of Nursing Mission	Nursing Program Mission
Achieve academic excellence and prepare graduates to become regional and national leaders in business, industry, health, education, and government. Serve the community by addressing its problems and supporting its social and economic development. Produce internationally recognized research and new knowledge that meet the needs of Jazan Province, the Kingdom, and the world.	To prepare qualified academic and professional graduates to provide specialized nursing care focused on the patient in health institutions through the provision of educational programs and scientific research with a commitment to the values and customs and community norms.	Is to achieve excellence in nursing education through the development of specialized nurses capable of providing quality nursing care through clinical practice and participation in scientific research to meet the health care requirements of society within the framework of international standards.

Alignment between the Strategic Goals of the Jazan University, Nursing College and the Nursing program

Direction	Jazan University Strategic Goals	Nursing College Strategic Goals	Nursing Program Strategic Goals
Building world-class management	1. Complete campus infrastructure (new campus, upgrades on remote campuses).	Complete the infrastructure of the college and remote branches	
	2. Decentralization of decision-making to enhance the responsiveness and speed and to create a culture of accountability (especially in the area of financial management).		
	3.Develop formal job descriptions and informal performance expectations of all university officials and staff.		
	4.Build a shared university culture through transparency and communication within the university's hierarchy and across campuses, schools, and academic disciplines	Improve transparency and communication within the Nursing Program to build a shared university culture	
	5.Continue the adoption of innovative infrastructure, especially in the area of e-management, digital libraries, and e-learning	Adoption of innovative IT infrastructure	

Direction	Jazan University Strategic Goals	Nursing College Strategic Goals	Nursing Program Strategic Goals
Achieving Intellectual Excellence	6. Demand increased preparation from Incoming Students and Increased Performance from existing students	Demand increased preparation from Incoming Students in medical specialization, existing students, and increased performance	Demand increased preparation from Incoming Students in medical specialization, existing students, and Increased Performance.
	7. Require the use of world-class methods and technologies in teaching and learning.	Require the use of world-class methods and technologies in teaching and learning.	To require the use of world-class methods and technologies in teaching and learning.
	8. Establish a center for teaching and learning focused on student retention and success, as well as faculty professional development		
	9. Foster a culture of independent thinking, innovation, and entrepreneurship among students and faculty	Foster a culture of independent thinking, innovation, and entrepreneurship among students and faculty	
	10. Encourage International Studies, International Partnerships, and International Research Agendas	Encourage International Studies, International Partnerships, and International Research Agendas.	To Encourage International Studies, International Partnerships, and International Research Agendas.
	11. Develop a comprehensive system to recruit, evaluate, and reward faculty.	Develop a comprehensive system to evaluate, and reward faculty	To develop a comprehensive system to evaluate and reward faculty.
Direction	**Jazan University Strategic Goals**	**Nursing College Strategic Goals**	**Nursing Program Strategic Goals**
Delivering social & economic impact	12.Invest in an analytical capability to understand and assess the regions, needs continuingly.		
	13.Establish academic units (departments or technical schools)		

	in key fields of importance to the region and the Kingdom such as agriculture, fisheries, tourism management, etc.		
	14.Engage industry and potential employers in curriculum development.	Engage employers in curriculum development	
	15.Invest heavily in academic and research units of regional or national importance.		

4. Graduate Attributes:

After completing the requirements of the bachelor's program in nursing science, including passing the compulsory clinical year (the internship year), graduates are expected to:

- Being respectful, team-oriented, and approachable in social and professional contexts.
- Developing a personal attitude towards values and ethics.
- Applying theories, concepts, and principles of nursing as a basis for logical thinking, problem-solving, and decision-making.
- Applying the nursing process to provide safe and high-efficiency nursing care for individuals, families, and communities using appropriate technology.
- Promoting professional nursing practice by integrating scientific research and evidence-based practice.
- Providing holistic nursing care based on a person-centered approach.
- Applying nursing theories and communication skills in clinical practice to enhance the health of individuals, families, and communities.
- Applying the principles of interdisciplinary collaboration to promote people's health and to enhance the healthcare system.
- Displaying leadership skills and professionalism in the practice of nursing.

Alignment between Saudi Arabian Qualifications Framework (SAQF) Graduates Attributes, Jazan University Graduates & Nursing program Graduates Attributes

	Nursing program Graduates Attributes	**Jazan University Graduates Attributes**	**Saudi Arabian Qualifications Framework (SAQF) Graduates Attributes**
1.	Being respectful, team-oriented, and approachable in social and professional contexts.	Career and leadership readiness	Being respectful, team-oriented, and approachable in social and professional contexts.

2.	Developing a personal attitude towards values and ethics.	Career and leadership readiness	Developing a personal attitude towards values and ethics.
3.	Applying theories, concepts, and principles of nursing as a basis for logical thinking, problem-solving, and decision-making.	Critical thinking and problem solving	
4.	Applying the nursing process to provide safe and high-efficiency nursing care for individuals, families, and communities using appropriate technology.	Technology and ethical competency	
5.	Promoting professional nursing practice by integrating scientific research and evidence-based practice.	Technology and ethical competency	
6.	Providing holistic nursing care based on the person-centered approach.	Deep discipline knowledge	
7.	Applying nursing theories and communication skills in clinical practice to enhance the health of individuals, families, and communities.	Critical thinking and problem solving	
8.	Applying the principles of interdisciplinary collaboration to promote people's health and to enhance the healthcare system.	Deep discipline knowledge	Awareness relating to the importance of building professional relationships.
9.	Displaying leadership skills and professionalism in the practice of nursing.	Career and leadership readiness	Displaying the confidence and the potential for leadership and entrepreneurialism.

5.Program learning Outcomes*

Knowledge and Understanding	
K1	Demonstrate the broad understanding and critical view of the principal theories, concepts and terminology in the field of nursing education
K2	Apply the principles and concepts of appropriate nursing care that are tailored to diverse populations.
K3	Explain contemporary nursing practices based on knowledge and technological advances to promote patient-centered care.
Skills	
S1	Evaluate any findings of research conducted in related healthcare within the community.

S2	Perform essential and advanced nursing practices skillfully.
S3	Integrate technology and information systems skills in healthcare practices effectively.
S4	Communicate effectively in written and spoken English as well as the Arabic language with patients, their families, colleagues, and other professionals.
S5	Solve problems arising in nursing practices critically, creatively and innovatively for effective decision making.
Values	
V1	Comply to professional and academic values, standards and ethical code for nursing practice.
V2	Display teamwork, management and leadership skills for professional development.

* 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	**3**	**6**	**5%**
	Elective	**0**	**0**	**0**
College Requirements	Required	**15**	**39**	**30%**
	Elective	**0**	**0**	**0**
Program Requirements	Required	**18**	**77**	**60%**
	Elective	**3**	**6**	**5%**
Capstone Course/Project	**None**			
Field Experience/ Internship	Upon the completion of the 12th level of the Nursing program, students start the internship year (intensive clinical training year).			
Others				
Total		**39**	**128**	**100%**

* Add a table for each track (if any)

2. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or department)
Level 1	101ISLM-2	Islamic Culture 1	Required		2	Institution
	102ARAB-2	Arabic Writing	Required		2	Institution
	181ENG-4	English Language for Health Specialties	Required		4	College
Level 2	105PHYS-4	Physics for Health Specialties	Required	181ENG-4	4	College
	182ENG-4	English Language for Health Specialties	Required	181ENG-4	4	College
Level 3	183ENG-3	English Language for Health Specialties	Required	182ENG-4	3	College
	105CHEM-4	Chemistry for Health Specialties	Required	181ENG-4	4	College
	105BIO-4	Biology for Health Specialties	Required	181ENG-4	4	College
Level 4	220ANAT-3	Introduction to Human Anatomy	Required	105BIO-4	3	Department
	211NUR-2	Physiology	Required	105BIO-4	2	Department
	221NUR-6	Fundamental of Nursing 1	Required	105BIO-4	6	Department
Level 5	201HLT-2	Biochemistry	Required	105CHEM-4	2	Department
	212NUR-2	Pathology	Required	211NUR-6	2	Department
	223NUR-3	Health Assessment	Required	220ANAT-3 211NUR-2	3	Department
	213NUR-3	Microbiology	Required		3	Department
Level	222NUR-6	Fundamental of Nursing 2	Required	221NUR-6	6	Department

6	243PHCL-2	Introduction to Ethics in Health Profession	Required		2	College
	102ISLM-2	Islamic Culture 2	Required		2	Institution
Level 7	331NUR-6	Adult Care Nursing 1	Required	222NUR-6	6	Department
	315NUR-2	Pharmacology	Required	211NUR-2	2	Department
	314NUR-2	Nutrition	Required		2	Department
	371NUR-2	Health Informatics	Required		2	College
Level 8	332NUR-6	Adult Care Nursing 2	Required	331NUR-6	6	Department
	352NUR-6	Obstetrics and Gynecology Nursing	Required	222NUR-6	6	Department
	354NUR-1	Nursing Education	Required		1	College
Level 9	353NU-6	Pediatric Nursing	Required	352NUR-6	6	Department
	222STAT	Fundamental of Biostatistics	Required		2	College
	301ELEC-2	Health Economics	Elective		2	Department
	302ELEC-2	Human Genetics in Nursing Practice		212NUR-2		
Level 10	433NUR-6	Critical Care and Emergency Nursing	Required	332NUR-6	6	Department
	473NUR-2	Epidemiology	Required		2	College
	472NUR-1	Evidence-Based Nursing	Required		1	College
	403ELEC-2	Lifestyle Change in Chronic Diseases	Elective	332NUR-6	2	Department
	404ELEC-2	Palliative Care		332NUR-6		
Level 11	455NUR-5	Community Health Nursing	Required	352NUR-6 353NUR-6	5	Department
	456NUR-2	Geriatric Nursing	Required	455NUR-5	2	Department
	352GPH-3	Scientific Research Methodology	Required	222STAT	3	College
	462NUR-1	Total Quality Management	Required		1	College
Level 12	461NUR-4	Nursing Administration	Required		4	Department
	441NUR-5	Psychiatric and Mental Health Nursing	Required		5	Department
	353GPH	Research Writing	Required	352GPH-3	2	College
	405ELEC-2	Fundamentals of Rehabilitation	Elective	433NUR-6	2	Department
	406ELEC-2	Counseling Methods				

* 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

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)**

* Add a table for each track (if any)

Course code & No.	Program Learning Outcomes									
	Knowledge and understanding			Skills					Values	
	K1	K2	K3	S1	S2	S3	S4	S5	V1	V2
101ISLM-2									I	
102ARAB-2							I			
181ENG-4	I						I			
105BIO-4	I			I						
105PHYS-4	I			I						
105CHEM-4	I			I						

Course code & No.	Program Learning Outcomes									
	Knowledge and understanding			Skills					Values	
	K1	K2	K3	S1	S2	S3	S4	S5	V1	V2
182ENG-4	I						I			
183ENG-3	I						I		I	I
220ANAT-3	I			I					I	
211NUR-2	I			I					I	
221NUR-6	I	I	I	I	I		I		I	I
102ISLM-2							I			
201HLT-2	I			I					I	
212NUR-2	I			I				I	I	
213NUR-3	I		I	I	I			I	I	I
222NUR-6	P	P	P	I	I		I	I	I	I
223NUR-3	P	P	P	P	P		P	P	I	I
243PHCL-2	P	P	P				I	P	P	P
314NUR-2	P		P	P				P	I	I
315NUR-2	P	P	I	P				P	I	I
331NUR-6	P	P	P	P	P		M	M	P	P
352NUR-6	M	M	M	M	M		M	M	M	M
301ELEC-2	P	P		P	P			P	P	P
302ELEC-2	P	P		P	P		P	P	P	P
222STAT	P	P		P	P	I		P	P	P
332NUR-6	P	P	P	P	P		M	M	P	P
353NUR-6	M	M	M	M	M		M	M	M	M
354NUR-1	P	P	P	P	P		P	P	P	P
371NUR-2	P	P		P	M	P	P	P	P	P
352GPH-3	M	M	M	P	P	P	P	P	M	M
433NUR-6	M	M	M	M	M		M	M	M	M
455NUR-5	M	M	M	M	M		M	M	M	M
456NUR-2	M	M	M	M	M		M	M	M	M
403ELEC-2	M	M	M	P	P		P	P	M	M
404ELEC-2	M	M	M	P	P		P	P	M	M
441NUR-5	M	M	M	M	M		M	M	M	M
461NUR-4	M	M	M	M	M		M	M	M	M
462NUR-1	M	M	M	M	M		M	M	M	M
472NUR-1	M	M	M	M	M	M	M	M	M	M
473NUR-2	M	M		P	P	P		M	M	M
405ELEC-2	M		M	M			P	M	M	M
406ELEC-2	M		M	P			M	M	M	M
353GPH	M	M	M	M	M		M	M	M	M

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.

Program Learning Outcomes*	Teaching Strategies
Knowledge	
K1: Describe nursing and health-related theories, concepts, and terminologies **K2:** Recognize the principals and concepts of appropriate nursing care that are tailored to a diverse population **K3:** Explain contemporary nursing practice based on knowledge and technological advances to promote patient-centered care	• Traditional lectures • Active Learning • Pre-class assignment • Flow chart • Class discussions & brainstorming learning • Self-learning & library search • Forum & Blackboard Discussion • PowerPoint presentations
Skills	
S1: Apply basic and advanced skills in the nursing field **S2:** Employ technology and information systems skills in the nursing field **S3:** Appraise research conducted in the healthcare and nursing field **S4:** Use communication skills in the nursing field. **S5:** Practice critical thinking and decision-making skills	• Laboratory demonstration • Simulation • Nursing care plans • PBL & Group discussions • Bedside learning & hospital training • Audiovisual material • Case study • Concept map • Blackboard Forum • Written group report • Technology & instructional resources. • Self-learning & library search • Assignment & Research project • Laboratory manual • Outreached programs • Community services programs
Values	
V1: Comply with professional and academic values, standards, and ethical code of conduct for nursing practice	• Bedside learning & hospital training • Group discussion • Research project • Individual& group assignment • Blackboard Forum • Brainstorming & PBL • Seminars • Communication & dialogue • Coaching during internship • Outreached programs • Community services programs
V2: Display teamwork, management, and leadership skills for professional development	

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.

Program Learning Outcomes	Assessment Methods
Knowledge:	
K1: Describe nursing and health-related theories, concepts, and terminologies **K2:** Recognize the principals and concepts of appropriate nursing care that are tailored to a diverse population **K3:** Explain contemporary nursing practice based on knowledge and technological advances to promote patient-centered care	**Direct assessment** ▪ Written Examination (MCQs, short answers questions, long & short essay, true\false, matching type questions & case studies, etc.) ▪ Oral examination ▪ Exit exam ▪ Professional exam ▪ Assignment ▪ Observation & class participation ▪ Hospital (clinical) assessment **Indirect assessment:** ▪ Self-evaluation surveys (ILO & SLO) ▪ Surveys & Questionnaires of stakeholders ▪ Outreached programs ▪ Community services programs ▪ Reflection papers ▪ Survey after completion of an internship.
Skills	
S1: Apply basic and advanced skills in the nursing field **S2:** Employ technology and information systems skills in the nursing field **S3:** Appraise research conducted in the healthcare and nursing field **S4:** Use communication skills in the nursing field. **S5:** Practice critical thinking and decision-making skills	**Direct assessment:** ▪ Active class &lab participation ▪ Students discussions ▪ Practical exam (demonstration, OSCE, OSPE) ▪ Nursing care plans ▪ Observation using checklist\rubrics ▪ Presentation & case presentation ▪ Hospital (clinical) assessment & area evaluation ▪ Internship evaluation sheet ▪ Graduation project **Indirect assessment:** ▪ Self-evaluation surveys (ILO&SLO) ▪ Outreached programs ▪ Community services programs ▪ Surveys & Questionnaires of stakeholders ▪ Reflection papers

	▪ Survey after completion of an internship
Values	
V1: Comply with professional and academic values, standards, and ethical code of conduct for nursing practice. **V2:** Display teamwork, management, and leadership skills for professional development	**Direct assessment:** ▪ Hospital (clinical) assessment & area evaluation. ▪ Nursing documentation ▪ Students discussions ▪ Observation ▪ Group assignment & research projects ▪ Internship evaluation sheet ▪ Graduation project **Indirect assessment:** ▪ Self-evaluation Surveys (ILO&SLO) ▪ Surveys &Questionnaires of stakeholders ▪ Reflection papers ▪ Outreached programs ▪ Community services programs ▪ Survey after completion of the internship.

D. Student Admission and Support:

1. Student Admission Requirements

A. New Student Admission Requirements

1. To have Saudi citizenship or be a son of a Saudi mother or a non-Saudi mother married to a Saudi with at least two children.
2. To hold a Saudi high school degree or equivalent.
3. To hold a high school degree not older than 5 years.
4. To pass a medical examination.
5. To meet any other requirements announced by the university council at the time of application.
6. Not to be expelled from Jazan University or another university for academic or disciplinary reasons.
7. If employed, to provide a letter of approval to enroll in regular university study if working for a government office (not required for distance learning).
8. The maximum age limit for applicants (to regular status) is 25 for males and 30 for females.

B. Internal Scholarships Requirements (for expatriates)

1. To hold a Saudi high school degree or an equivalent thereof, with excellent grades.
2. To hold a high school degree not older than 5 years.
3. To provide a good reference.
4. To pass required exams or interviews set by Jazan University
5. To meet all criteria set by Jazan University at the time of application.
6. The maximum age limit for applicants is 25.
7. To provide a letter of approval from the student country of origin, for countries that require this for Saudi students.
8. To provide a letter of clean security record from concerned government offices in the student country of origin.
9. Not be expelled from any other Saudi university.
10. To have a resident male next of kin (for female applicants) who is not offered a similar scholarship has a valid residency card and is registered for employment where his services if required.
11. To have credentials endorsed by authorities designated by Jazan University.

C. External Scholarships Requirements (International Students)

1. To hold a Saudi high school degree or an equivalent thereof, with excellent grades.
2. To hold a high school degree not older than 5 years.
3. To pass required exams or interviews set by Jazan University.
4. Pass the medical exam.
5. To meet all criteria set by Jazan University at the time of application.
6. The maximum age limit for applicants is 25.
7. To provide a letter of approval from the student country of origin, for countries that require this for Saudi students.
8. To provide a letter of clean security record from concerned government offices in the student country of origin.
9. Not be expelled from any other Saudi university.

10. To have a resident male next of kin (for female applicants) who is not offered a similar scholarship has a valid residency card and is registered for employment where his services if required.
11. To provide good academic and personality references from an academic institution.
12. To have credentials endorsed by authorities designated by Jazan University.

D. Admission Mechanism

1. To apply through the Jazan University web application form:
   http://edugate.jazanu.edu.sa/jazan/init
2. Upon filling and submitting the web application form and ticking the acceptance box, Jazan University has the right to exclude all applications that do not meet the admission requirements and procedures.
3. To fill out all required fields in the web application form.
4. Male Students: The bachelor degree programs will only appear if the applicant has a Qualifying and Grade Point Ration score of 70%, if not the web application form will show distance learning community college diploma options
5. Female Students: The medical bachelor degree programs will only appear if the applicant has a Qualifying score of 70% or more - The science and humanities bachelor degree programs will only appear if the applicant has a Qualifying and Grade Point Ration score of 60% or more, if not the web application form will show distance learning community college diploma options 6.
6. The entry of all available preferred programs not exceeding (30) arranged in order of preference. (It is important to list selected programs in order of preference making the most desired programs number one and the least number 30)
7. Non-Saudi applicants born to Saudi mothers should upload their birth certificates and their mothers' national ID cards where indicated. Failure to provide these documents will result in automatic exclusion from the initial nomination process.
8. The web application form will only display programs to which an applicant qualifies. For example, (in 2016-2017) Medicine only appeared for applicants who met the following conditions: - An applicant must be a graduate of the year 2016-2017 - The minimum high school average is 81% (for male applicants) - The minimum high school average is 80% (for female applicants).
9. At the end of application time acceptance will be competitively decided based on met conditions, priority applicant selected programs, and available seats.
10. Applicants are required to refer to the university admission plan dates and regularly follow up on the status of their application online and confirm their registration once accepted.
11. Applicants must confirm their registration when prompted online.
12. Failure to confirm the registration will result in their exclusion from the admission process.
13. Applicants must show up at times announced for exams and interviews.

E. Admission Procedure

1. Upon primary online nomination, the applicant will see three options:

A. (Accept and Confirm) Pressing this option means that the applicant is accepting the offered primary nomination and confirms it as final acceptance without any competition for other specialties in case seats are available.

B. (Accept and Upgrade) Pressing this option means that the applicant is accepting the offered primary nomination and authorizes the university to upgrade their admission to another program if a seat becomes available.

C. (Withdraw) Pressing this option means that the applicant does not accept the offered primary nomination. This is considered a final withdrawal and a withdrawal form can then be printed online.

2. Not confirming primary nomination within the allowed time means that the applicant does not wish to join Jazan University. This will cause the applicant to lose their right to admission and as well as their access to their online account.
3. At the end of the acceptance process applicant's state online is changed to (primarily accepted) or (finally accepted) and receives college, specialty, and student number online.
4. An applicant can withdraw after receiving a student number by printing a Withdrawal form (a Clearance form) online. In this case, the current admission will be terminated and the applicant will be eligible for admission after two academic years.
5. Accepted students should complete the final acceptance procedure by making a reservation for issuing a University Student card following these steps: - sign in to the online account. - access the University Student Card page (using student number or national ID number) - select a date for issuing student card - print out student card issue date slip - print out notice of admission slip. Having met these conditions, the final admission becomes confirmed.

F. Required Scores for Admission

1. The Qualifying Score, calculated as follows, 30 % of high school score + 30 % of General Aptitude Test (GAT) score + 40 % of The Achievement Test (Tahsili) score.
2. The Grade Point Ration score, calculated as follows, 40 % of high school score + 60 % of General Aptitude Test (GAT) score.

G. College of Nursing Requirements

Currently, to be enrolled in the College of Nursing, applicants must fulfill the university's requirements. There are no extra requirements set by the College of Nursing but could be identified in the future.

2. Guidance and Orientation Programs for New Students

Before the start of classes, an academic orientation is scheduled for all new students to acquaint them with the general academic university regulations, policies, and services. During orientation, the Vice-Deanship for Academic Affairs arranges an agenda in coordination with the various departments to provide an introduction to student's rights and responsibilities, as well as university life through campus tours and visits, meetings, lectures, demonstrations, and other activities. Attendance at these programs is mandatory for all new students. Students' attendance and participation are noted in their files at the Academic Advisory and Counseling Unit. In case of absence, additional sessions will have to be scheduled ensuring that each new student has attended the New Students Orientation Program.

1. Students receive a package that includes:

1. The Student Handbook
2. The Academic Calendar of the College of Nursing.
3. The Student Schedule (students are oriented to reading their schedule (days, times, instructors), locating the classrooms before the beginning of classes; this can be demonstrated during the tours.
4. Guidelines and important tips document that clarifies placement, add and drop, and deadlines.
5. IT guide including an email account, blackboard account.
6. Welcome gifts and giveaways, pens, and pads in a College of Nursing-JU orientation bag.

2. Departmental Participation in the Orientation Agenda:

1. Academic Departments: Prep and Core (Expectations, curriculum, syllabi, attendance, advisor, academic support, contact info)
2. Registrar (Guides, calendar, tips, important registration information, reading your schedule, changing your section, attendance policy)
3. Campus Life (Rights and Responsibilities, Code of Conduct, Campus opportunities, and campus tour).
4. Healthcare and Counseling
5. Library and services.
6. IT (services and important applications).

3. Student Counseling Services
(academic, career, psychological and social)

Student Advising and Counselling

Students will have access to independent and confidential academic, psychological, or social counseling from a dedicated, professional advisor.
Providers of advising and counseling services at the College of Nursing pay attention to the individual circumstances and needs of enrolled students. To encourage the achievement of full potential, counseling addresses personal mental and physical health issues as well as specific learning issues with the intended result that, where a student seeks or is referred for counseling, the student's success and enjoyment of the academic experience will also be improved.
Referrals to the advisor and/or psychological counselor may be recommended/initiated by:

- Self-referral
- Academic staff
- Academic Advisory and Counseling Unit
- Any member of the general staff

The Academic Advisory and Counseling Unit will provide academic advising and psychological support and therapeutic intervention. The Unit may refer students to their advisors to provide academic advising and solve students' issues. In such cases, the student's

advisor may continue to work in collaboration with the student and the Academic Advisory and Counseling Unit.

Interventions

1. In working with a student, the advisor's approach will be flexible, using a variety of professionally recognized interventions to empower the student to bring about change in self or circumstances and to enhance the likelihood of improved personal and/or academic outcomes.
2. The advisor will liaise with relevant academic staff, where appropriate, in responding to requests for assistance and in the provision of support to students deemed to be at academic risk.
3. A joint intervention involving other relevant staff and/or students may also be undertaken in particular situations where the participants agree to meet.

Psychological Services:

The Academic Advisory and Counseling Unit provide the following psychological services:

1. Psychological counseling services to students through the college counseling office.
2. Hold several psychological counseling workshops for faculty member's development.
3. Hold several psychological counseling workshops for students to work on developing their personal and academic skills.

The monthly workshops include:

1. Emotional intelligence
2. Emotion regulation
3. Confronting pressures and crises
4. Confront negative thoughts
5. Internet addiction
6. Psychosomatic diseases.
7. Conducting a psychological five program every two weeks and introducing some psychological issues and exercises through the Zoom program.
8. A periodic meeting will be broadcasted every two weeks to spread the spirits of positive energy and self-esteem in the students and stimulate their motivation towards work and accomplishment.
9. Communicating with some psychological counselors to conduct some psychological workshops in the college
10. Follow-up with the students who have struggled to study by solving some of the problems they might face (psycho-social) and cooperate in this with various related bodies at the university.

Career Counseling

The College of Nursing has an Alumni Affairs Unit which comes under the Vice-Deanship for Academic Affairs and provides several services for expected graduates and alumni. These services include:

1. Constructing an inclusive concerning graduate from each department.

2. Enlarging ways of connection with graduates and organizing periodical and special social activities.
3. Informing graduates about academic and research news inside the college with the aid of the Students Service Unit.
4. Connection between graduates and those who are enrolled in the college such as academics and students with their various specialties in all fields, and contributing to the exchange of views and information.
5. Strengthening the relationship with graduates to take advantage of their expertise in:
    a. Developing the college's academic, research, and training plans in a way that goes with the needs of the labor market through ideas raised by graduates.
    b. Boosting cooperative education with several parties from outside the college to train graduates from that side
    c. Finding opportunities for cooperation and participation in academic and research activities, and in social service held in the college.
    d. Guiding newly graduated students towards job opportunities, academic research, and joining the program of higher studies.
6. Connecting with interested institutions, companies, and ministries and coordinating with them concerning accommodating the largest possible number of graduates.
7. Holding exploratory studies concerning the number of graduates and the percentage of working and jobless ones among them, and providing the concerned parties with the results of these studies to make the necessary procedures.
8. Proposing the idea of developing the unit of training and employment to help the largest possible number of graduates to get job opportunities so that it becomes a sub-unit of the graduate's unit.

4. Special Support
(low achievers, disabled, gifted and talented)

Talented and Gifted Students:
Talented students are those whose skills are distinctly above average in one or more areas of human performance. Those who perform at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. Talented learners are those who have practical skills in areas such as creativity and performing in nursing skills and attributes such as leadership, decision-making, and organization. Gifted learners are those with abilities in one or more academic subjects.

Instructional strategies and activities used with talented and gifted students:
1-Designing lessons with Bloom's Taxonomy.
Constructing activities from the two upper levels: creating and evaluating. For example, activities could include conducting an experiment or writing an editorial about a current events topic.

2-Assigning independent projects.
Exploring in-depth topics that are of special interest to them with the guidance of the faculty members.

3-Ask intellectually stimulating questions.
Critical thinking and problem-based types of questions and assignments that require more thoughtful responses are utilized in the class discussion, assignments, quizzes, and exams.

4-Find mentors.
Gifted students need guides just like other students. The mentor can serve as an advisor, counselor, and role model to the student.

5-Organize cluster groups.
Gifted students of the same area of interest are grouped and work with their mentor to learn about a specific topic in more depth.

Low Achievers:
A low achiever is one whose performance is very dismal in the examination. They are on the lower rungs of the intelligence scale. They learn concepts and achieve developmental milestones at a pace slower than their peers.

Strategies Used with Low Achievers:

1. Combine a variety of tasks to the learning even if it is not assigned such as painting a picture.
2. Ask questions of the student while they are working on the assignment
3. Applying the "Three Transfer" form of learning in which the student must take information and do three things with it besides reading. For example, read it, explain it to someone else, draw a picture of it, and take notes on it.
4. Reward complete task.

Disabled Students:
The central goal of the Nursing Program at the College of Nursing, Jazan University is to prepare graduates capable of providing safe, compassionate, competent, and ethical nursing care consistent with entry-level competencies.
The College of Nursing, Jazan University is committed to reasonable accommodation of the needs of students with proven disability by making efforts to create a barrier-free campus and provide other pertinent support and services within the limits of available resources.
All policies, guidelines, and offered services of the College of Nursing have been made considering that impairment is one's bodily attribute, whereas disability is an outcome of social barriers or personal inhibitions that limit the person with physical impairments from fully participating in society.
The major goal of the College of Nursing is to minimize the barriers for academically bright students through collaboration between the faculty members, college staff, offered disability services, and the student.
Accommodation of Students with Disabilities & Special Needs:
The documents "Nursing Students with Special Needs: Admission and Progression in the Four-Year Baccalaureate Nursing Program" and "Abilities, and Capacities of the Four-Year Baccalaureate of Nursing Program" are disseminated in the following manner:

- Posted on the college website as admission requirements.
- Mentioned in the course specification.
- Stated in seminars of Professional Nursing Foundations

- Discussed in all clinical course orientations
- Discussed in general faculty orientation

The nursing program of Jazan University includes theory, laboratory, and clinical courses. This policy addresses disability-related issues in all courses, with a particular focus on clinical practice courses. To report the council of the College of Nursing, the accommodation team consists of a chair (appointed by the Dean, College of Nursing), coordinator of disability and special needs services, and two full-time faculty members.
The purpose of the accommodations team is:

- To arrange from the beginning of each semester with students of special needs for their fitness for the college requirements through conducting a personal interview.
- To provide a systematic pre-planned collaborative effort to develop reasonable accommodation strategies for courses.
- To communicate with regional agencies & organizations in preparing a suitable environment for students with special needs.
- To prepare assistive technologies required for Individualized Accommodation Plan (IAP).
- Arrangement of socio-psychological services required for the special needs students.
- Encourage academic staff members to research assistive technologies.
- To arrange for disabilities that occur after the enrollment & admission of the students & for temporary needs (fractures, chronic illness, etc.,) during the semester like classrooms, assistive technology, and even during examinations.

When appropriate, the accommodations team develops an Individualized Accommodation Plan (the "IAP"), designed to implement reasonable accommodation and reduce barriers. The accommodation team's recommendations will take into consideration according to the need(s) of an individual student, program requirements, and available resources. If needed, the student may be invited to meet with the Accommodation Team before the commencement of clinical practice courses, or at other times as appropriate. The accommodation team will address other relevant issues with students.

Procedures

Disability-Related Situations Arising before the Academic Term

- Students shall review the requisite skills and attributes list before the commencement of the academic term
- Students with pre-existing disabilities that may affect their clinical and/or classroom experience shall notify disability services of the College of Nursing as soon as possible right after receipt of an admission letter.
- The accommodation team shall receive notification of all accommodations promptly.
- The team must meet twice each semester to review and discuss the situations regarding the requirement of accommodation for the clinical area or some other considerations.
- The accommodation team shall meet with students requiring accommodation for the clinical area to develop an IAP. One copy of IAP shall be given to the student and one copy to the current clinical course leader, who shall discuss it with the clinical education facilitator. The IAP shall not state the student's disability. Only accommodation shall be described.
- Students must be registered with disability services to receive accommodations.

Responsibilities

Student Responsibilities

Students are responsible for practicing in a safe, competent, and ethical manner, part of which is to understand, how their disability requires an accommodation in the clinical and classroom setting. While the student with a disability must be able to demonstrate requisite clinical skills and abilities independently, there may be a few circumstances in which an intermediary may be appropriate. However, no disability can be accommodated if the intermediary has to provide cognitive support, substitute for cognitive skills, perform a physical examination, and/or in any way supplement clinical and ethical judgment.

Faculty Member Responsibilities

All faculty members are expected to:

- Maintain the academic integrity of the nursing program.
- Create a learning environment respectful of diversity, privacy, and confidentiality.
- Work with the accommodation team and the student to implement reasonable accommodation in an accepting, supportive environment.
- Work with the student and accommodation team to evaluate the reasonable accommodation.
- Refer issues related to the IAP that arise during a course to the chair of the accommodations team.

Disability Services Responsibilities

Disability Services is responsible for:

- Appointing an individual who will collaborate with students and faculty members to develop an IAP.
- Directing students to College of Nursing policies as appropriate; and
- Communicating student accommodation letters and IAP to faculty members.

Disability Services creates equal access for students with disabilities by:

- Providing support that recognizes the diverse student environment
- Promoting association among students, faculty, and staff.
- Educating the university community about the accessibility to disability services.
- Disability Services provides accommodations to students with disabilities.
- Accommodation might include any service, equipment, or special arrangement that is put in place to support students' activities at the College of Nursing.
- All accommodations must be recommended and verified by an appropriate professional as designated by disability services.
- As the accommodations are tailored to each individual, the students must first meet with the Accessibility Advisor to determine appropriate accommodations.

E. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors		Medical surgical nursing		1	1	2
		Pediatric nursing		1	1	2
		Obstetric and Gynecological nursing		1	1	2
		Community Health Nursing		1	1	2
		Psychiatric and Mental Health Nursing		1	1	2
		Nursing Administration		1	1	2
Associate Professors		Medical surgical nursing		1	1	2
		Pediatric nursing		1	1	2
		Obstetric and Gynecological nursing		1	1	2
		Community Health Nursing		1	1	2
		Psychiatric and Mental Health Nursing		1	1	2
		Nursing Administration		1	1	2
Assistant Professors		Medical surgical nursing		1	2	3
		Pediatric nursing		1	2	3
		Obstetric and Gynecological nursing		1	2	3
		Community Health Nursing		1	2	3
		Psychiatric and Mental Health Nursing		1	2	3
		Nursing Administration		1	2	3
Lecturers		Medical surgical nursing		4	6	10
		Pediatric nursing		2	3	5
		Obstetric and Gynecological nursing		1	3	5
		Community Health Nursing		1	3	5
		Psychiatric and Mental Health Nursing		1	3	5
		Nursing Administration		1	3	5
Teaching Assistants		Adult Care Nursing 1		1	1	2
		Adult Care Nursing 2		1	1	2
		Emergency and Critical Care Nursing		1	1	2
		Pediatric Nursing		1	1	2
		Obstetric and gynecological nursing		1	1	2
		Community Health Nursing		1	1	2
		Fundamentals of Nursing 1		1	1	2
		Fundamentals of Nursing 2		1	1	2
		Anatomy Lab		1	1	2
		Computer Lab		1	1	2
		Biochemistry Lab		1	1	2

Admin & Support Staff						
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

- All new teaching staff joins an orientation program in which they get familiar with their colleagues, they also will have access to important materials as course files for the courses they are going to teach, academic policies & procedures, rules and regulations of the college and program.
- All new members will be under supervision for three months during which they get all the support they need to cope with the new environment.
- All new members will have the priority to attend the University training workshops regarding modern teaching strategies and evaluation methods.

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.)

Policy of the program to improve the performance of the teaching staff

A. Improvement of skills in teaching and student assessment.

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

B. Other professional development including knowledge of research

The university encourages staff members to participate in scientific researches by

- Offering funds for research projects.
- Digital library services are available for staff members providing them with recent resources.
- The program offers workshops and training sessions to improve staff skills in areas of writing research proposals, modern teaching strategies, etc.
- The program offers training sessions regarding the needs of the staff.
- By the end of each academic year performance of all teaching staff is evaluated according to the system of the university, the evaluation includes all the essential criteria including research and community service activities, academic counseling in addition to the academic ability of the staff member.

C. The program applies an approved policy and process for staff evaluation

The Teaching skills are evaluated via:

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

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.)

Nursing Department provides an environment of gaining knowledge through a mini department library in addition to the Jazan University main library. The Library contains a concentrated collection of nursing and healthcare books, indexes, videos, and computer software. The departmental library is equipped with the most recent and updated collection of National and International Textbooks. The devoted staff is available for consultation and health-related search. The nursing library is located on the first floor of the main campus building. The library includes specific books related to nursing subjects and it opens daily from 7.30 to 2.30 pm. The library is equipped with an internet connection to allow for internet access and computers to allow for web search.

- Student can borrow books from the library for one week and return them to allow it for another student.
- Students can access electronic and web-based resources through the Saudi Digital Library.
- A Digital library for all students is available and contains a lot of books and journals.
- A copy of learning resources for each course is kept in the relevant Course File in the vice college for development and quality.
- A list of learning resources is kept in the vice college for development and quality.
- The list of learning resources is annually updated by the teaching Faculty and gets approval by the department council.
- The updated list of learning resources is then raised to Deanship for Library Affairs.

2. Facilities and Equipment

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

Library: The library of the College of Nursing was established as one of the specialized libraries of the Deanship of Libraries Affairs, to provide its services to students of the College of Nursing, researchers, and members of the faculty. The library acquires Arabic and foreign books, references, periodicals, and letters. The range of services provided by the library is summarized in the guidance service, reference service, loaning, photocopying, and internet search.

The objectives of the library are:

1. Apply international quality standards for libraries to develop college libraries and information sources.

2. Change towards an electronic environment for the college libraries.

3. Continuous development of the faculty employees 'capabilities in the field of libraries and information.

4. Supporting scientific research through information services for library beneficiaries.

5. Constant updating to activate the scientific, training, and economic reciprocal agreements with universities, libraries, and centers locally and internationally.

6. The technical support provided through the digital library in solving the usage problems that students and researchers may face when using the digital library, and guiding them to the correct methods that enable them to use the resources that achieve the maximum benefit for them.

7. Preparing a comprehensive periodic report on the progress of work in the library and submitting it to the deanship

8. Executing the decisions and tasks assigned by the deanship.

9. Supervising the development of the unit page on the university website.

10. Providing reports on training needs.

11. Providing electronic forms for the beneficiaries of the unit's activates.

Teaching laboratories:
Nursing laboratories serve students in all areas of nursing. Our teaching labs are equipped with state-of-the-art instrumentation that students use regularly. Nursing laboratories at the College of Nursing include Fundamental of Nursing 1 lab, Fundamental of Nursing 2 lab, Adult care nursing 1 lab, Adult care nursing 2 lab, Emergency &Critical care nursing lab, Community health nursing, Obstetric, and gynecological nursing lab, Pediatric nursing lab, Anatomy lab, Computer lab, English lab, and Microbiology lab.

Equipment & Instrumentation:
The College of Nursing provides all the necessary equipment, tools, safety aids for labs and classrooms.

Medical facilities:
First aid boxes are available for emergencies inside each Lab and classrooms and across corridors. the college of Nursing has a policlinic that provides primary care under the supervision of the University Hospital.

Classroom Supplies:
Each classroom is fitted with a whiteboard, an overhead projector, and writing pens.

Textbooks and Course Materials:
Each course in the study plan has a required textbook, which has been approved by the department council. Students are required to refer to the required books but may freely adopt other references to supplement teaching material. There are several study open places on all floors, computer rooms, sports activities room, cafeteria, and theatre.

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

The College of Nursing is committed to providing a safe and healthy campus environment. Among its highest priorities are the health and safety of all faculty, staff, students, visitors, and members of the neighboring community. To implement environmental and occupational health and safety and to ensure compliance with all relevant governmental laws and regulations, a variety of health care services to students, faculty, staff, and community members are available.

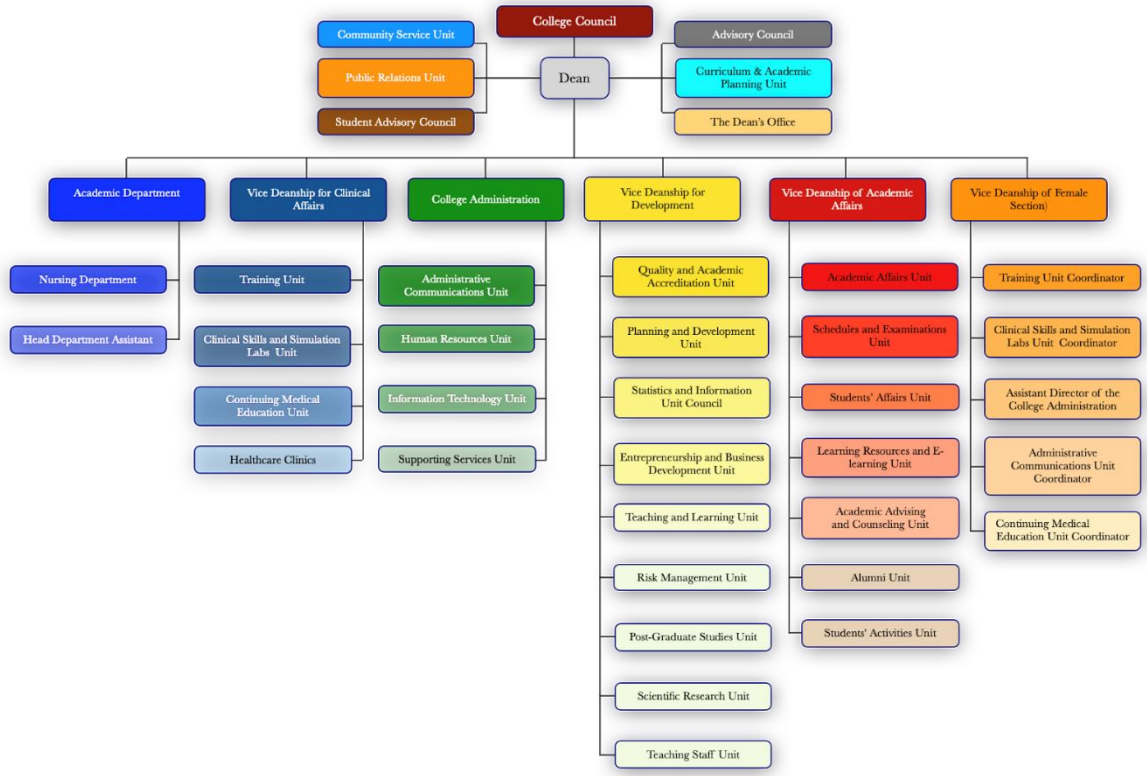
- The polyclinic is located inside the nursing main campus.
- Smoking is prohibited in any University facility and any University college.
- First aids boxes are located in almost all rooms.
- The purpose of the Safety Program is to ensure the proper handling of hazardous equipment and tools, as well as hazardous waste management and disposal. Exposure to hazardous is kept at a minimum by using the appropriate Personal Protective Equipment.
- The Security and Safety Committee oversees lab safety issues and reviews information regarding pertinent regulations and requirements.
- Fire prevention guidelines are listed in all places
- Emergency Exit doors in all parts with sufficient Signboards in all places
- The Security and Safety instructions are announced at the laboratories and the places where students gather.
- Workplace Health and Safety area in nursing college are:
    - Fire Alarm.
    - Fire extinguisher.
    - Infection Control Policy.
    - Safe lifting
    - Immunization Before hospital exposure.
    - Physical Fitness.
    - Handling Workplace Hazardous Materials.
    - Accidents, Injuries, and Work-Related Incidents.
    - Hospital Codes Section.

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.)

The stakeholders essentially include the following:

1. Nursing students and Alumni.
2. Nursing college staff and teaching staff /technicians.
3. Patient and Community members.
4. Employers: Private and governmental healthcare organizations.
5. Professional, educational, healthcare, community-based, and market organizations as NCAAA, SCFHS, etc.
6. Research centers and agencies.

The stakeholders are involved in the program evaluation, updating Program Mission, surveys, graduates' attributes, PLOs achievements, etc.

The stakeholders are representing in the college committee and council like:

1. Advisory Council
2. Student Advisory Council
3. Seeking opinion and views of the stakeholders through written and electronic surveys or interviewing them.

The College of Nursing has adopted a framework for the representation and involvement of stakeholders in program planning and development. The primary objective was to create a structure to receive feedback from various stakeholders through the formation. The first task was to identify a way to involve all stakeholders - current students, staff, faculty, alumni, and representatives of various organizations - in the health, academic, and

community sectors. The second task is to formulate stakeholder recommendations in the program's improvement plan.

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.)

The program is regulated by the following regulations:

1. **Manual of Academic policy and procedure**, College of Nursing, Jazan University, 2020
    a. Students Admission
    b. Courses Registration: Adding and dropping
    c. Attendance
    d. Students Transfer
    e. Students with Special Needs
    f. Students Advising and Counselling
    g. Postponement and Withdrawal
    h. New Students Orientation
    i. Cheating in Assignment, Quiz, or Exam
    j. Examinations
    k. Invigilation
    l. Grading System
    m. Appeals and Complaint Regulations

All the policies identified in the manual are guided by:

- The Statute of Undergraduate Study and Examinations Second Edition 1440 H - 2018 G
- The Statute of Students' Rights and Obligations 2018.

2**. Department manual** includes, Orientation program for new staff, Recruitment, Staff Evaluation Policy, Promotion, and professional development policies, etc.
3. Student Handbook.

H. Program Quality Assurance

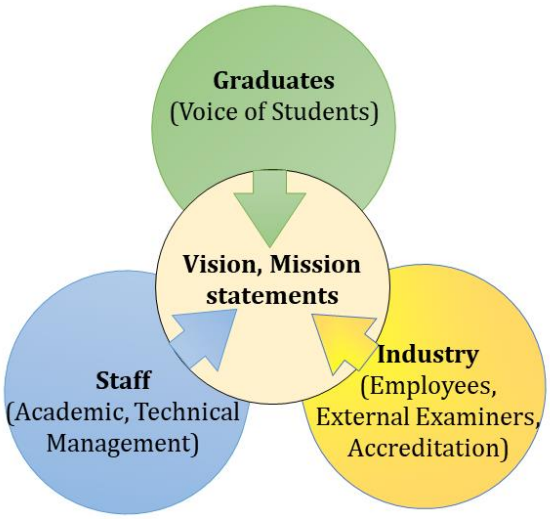
1. Program Quality Assurance System

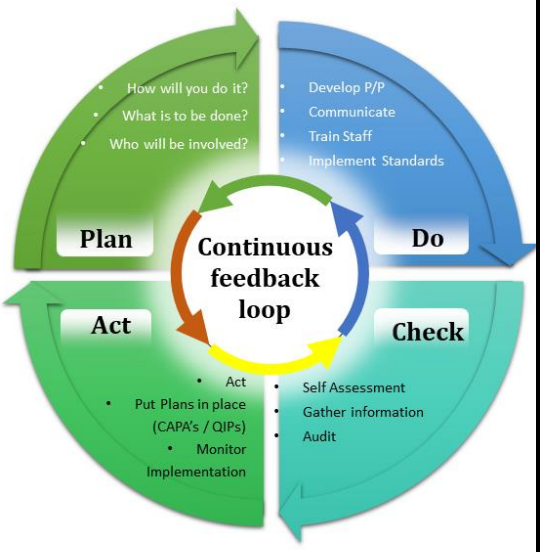
Provide online link to quality assurance manual

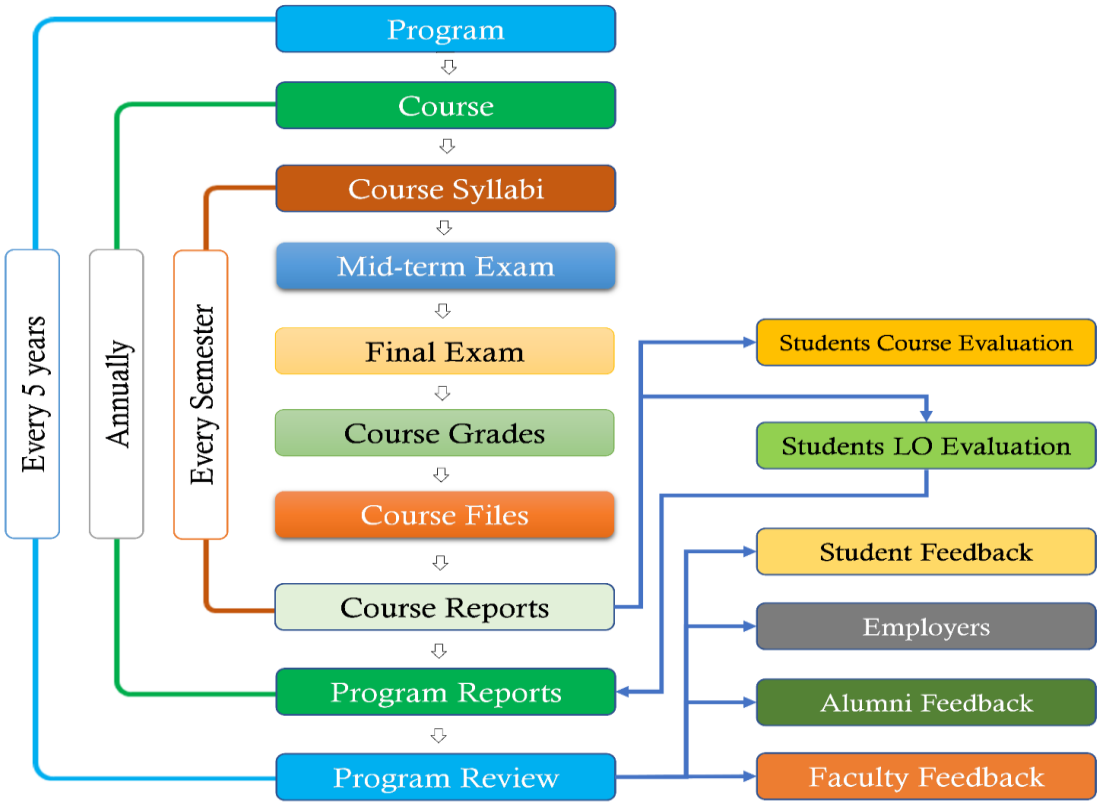
Hyperlink of the Nursing College Quality Assurance Manual aligned with the university's Quality Assurance Manual.

- The nursing college adopted general guidelines and procedures in the form of quality practices to ensure that good practices of all units follow the quality requirements of NCAAA
- The program management implements effective quality assurance and management system that is consistent with the Jazan University quality system.

- The nursing college believes that appropriate planning, implementation, and continuous assessment and improvement of all of its sections, functions, and activities can ensure high quality of the outcomes of the services they provide, although inputs and the processes used are still significant and standards relating to them are maintained.
- The quality assurance system of the nursing college involves individuals and academic units, not only those directly involved in the delivery of educational programs.
- The primary objective of the nursing college is to work towards continuous improvement beyond minimum requirements in all of their activities.
- Besides, indicators of achievement are identified in advance, related to valid benchmarks to establish appropriate standards of performance, and systematically analyzed to avoid subjective judgments. For this reason, the program management approves key performance indicators that accurately measure the program performance and coordinates to provide regular data on them.
- The program also analyzes the evaluation data annually (e.g., performance indicators and benchmarking data, student progress, program completion rates, student evaluations of the program, courses and services, views of graduates and employers, etc.), and results are used in planning, development, and decision-making processes.
- Stakeholders include faculty and college staff, employees, students, employers, and community members who have substantial involvement in planning, quality assurance, and decision-making processes, review processes with feedback regularly obtained, analyzed, and responded to.
- All faculty and staff are involved in evaluating their performance and that of the units within which they work and offer ideas and plan for improvement following that evaluation.
- The nursing college formulated a committee and sub-committees to operate general guidelines and procedures in the form of quality practices to ensure that good practices follow the quality requirements of NCAAA. The committee and sub-committees follow the Deming cycle (Plan, Do, Check, and Act) a continuous loop as shown in the below figure:







2. Program Quality Monitoring Procedures

Hyperlink of Program Quality Monitoring Procedures Handbook

The program develops its mechanism to monitor the program and its constituent courses, which are kept under review. it is an ongoing process and focuses on reviewing progress against achieving goals.

Phase	Level	Tools	Elements	Responsible	Schedule
Quality Evaluation	Courses Level	Course Report	• Students' results • CES • CLO assessment • Effectiveness of teaching • Admin difficulties	Course committees	End of the course
	Program Level	Annual Report	• Achievements • Weaknesses	All units	Annually
	Employers	Surveys	• Students' survey • Staff survey • Alumni survey • Employer survey • Indicators	Quality unit	Annually
	Program Level	Annual Program Report	• Course Reports • CES • Indicators/KPIs	Program evaluation and advisory committees	Annually
	Faculty	Annual Faculty Report	• Faculty activities for the whole academic year	Quality unit	Annually
Quality planning	Courses Level	Improvement actions/ Recommendations	• Indicated on Course Report	Course committees	End of course
	Units Level	Improvement actions/ Recommendations	• Indicated on Annual Report	Unit heads	Annually
	Program Level	Program-Wide Action Plan	• Indicated on Annual Program Report	Program evaluation committee	Annually
Quality Implementation	Course levels, units' level and all functions are committed to implement the approved action plans				
Quality Re-checking	Courses Level	Next Course Report	• Evaluate results of action plans	Course committee	Annually
	Program Level	Audit Committee	• Evaluate results of action plans	Program evaluation and audit committees	Annually

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

Hyperlink of Program Quality Monitoring Procedures Handbook

The nursing department monitors the quality of all courses taught by the other department, here is some procedures are performed to ensure the quality of these courses:
1- Course Specifications of (e.g., Islamic culture, English language, and Arabic) are reviewed and discussed with the department teaching the course, and suggestions are made to meet the students' needs based on the program and course learning outcomes concerning the scope of nursing practice.
2- The department head communicates with the head of the concerned department and offers them both the program and course learning outcomes for the competencies of nursing students.
3- The course specifications and reports are collected and assessed by the vice deanship for Development and Quality of nursing college and the results of course evaluation surveys and other feedback for these courses are obtained and used to develop action plans for improvement.

4. Arrangements Used to Ensure the Consistency between Main Campus and Branches (including male and female sections)

Hyperlink of Program Quality Monitoring Procedures Handbook

A program offered in the main campus and branches (including male and female sections) is one program and the standards applicable to the program as a whole.
The nursing college collects all quality data using the same processes in all branches and both sections. then, the information provided by the campus and by the program is kept separate and aggregated for the program as a whole. Delivery arrangements may vary according to differing circumstances in different locations, but the overall standards for accreditation are met in each branch and section.
Identified improvement areas are treated by using appropriate strategies. Here are some examples of activities conducted to ensure consistency between the main campus and branches. Holding a meeting at the beginning of each semester between the coordinators of the program, the head of the nursing department, and the coordinators of the courses
Unification of textbooks, course specifications, exams, and learning outcomes in all branches to ensure consistency. All regulations and rules that apply to students are applied to all Nursing students at Jazan University.

5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).

There is an intention to educational or research partnerships at the level of the Nursing Program and the Faculty of Nursing.

6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes

Hyperlink of the Program Assessment Guide

7. Program Evaluation Matrix

Evaluation areas/ aspects	Evaluation sources/ references	Evaluation methods/ tools	Evaluation time
Effectiveness of teaching	Staff and its members	Annual survey Faculty satisfaction survey	End of academic year and end of each course

	Students' exam results	Grade distribution Bar graph and analysis Course report	End of each course
	Course reports	CLO assessment	End of each course
	Annual program report	PLO assessment	End of each course
Assessment methods	Staff	Faculty satisfaction survey	End of academic year
	Students	Course Evaluation Survey (CES)	End of each course
Learning resources	Staff	Faculty satisfaction survey	End of academic year
	Students	Course Evaluation Survey (CES)	End of each course
Effectiveness of leadership	Teaching staff	Faculty satisfaction survey	End of academic year
	Admin staff	Satisfaction survey	End of academic year
Overall quality of the program	All aspects, PLOs, teaching assessment, evaluation and improvement	Advisory committee recommendations	Semi-annually
	All aspects, teaching, surveys, and reviews	KPIs	End of academic 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 (.....) year.
* including KPIs required by NCAAA

	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	**60%**	Calculation of the percentage of indicators achieved for the objectives of the operational plan for the academic year.	End of the Academic Year
2	KPI-P-02	Students' Evaluation of quality of learning experience in the program	**4.03**	Student Experience Survey (SES)	End of the Academic Semester

3	KPI-P-03	Students' evaluation of the quality of the courses	**4.29**	Course Evaluation Survey (Merged for all courses)	End of the Academic Semester
4	KPI-P-04	Completion Rate	**60%**	An official document with the number of students entering the program for one batch. - An official document with the number of students graduating from the program for one batch.	End of the Academic Year
5	KPI-P-05	First-year students retention rate	**75%**	An official document Percentage of first-year undergraduate students who continue at the program next year to the total number of first-year students in the same year.	End of the Academic Year
6	KPI-P-06	Students' performance in the professional and/or national examinations.	**95%**	Results published for tests of the Health Specialties Authority	Second Semester after the announcement of the results of professional exam
7	KPI-P-07	Graduates' employability and enrolment in postgraduate programs	**80%**	- An official document with the number of graduates on the program level. - An official document with the many graduates who are: employed, enrolled in further study or not seeking employment or further study on the program level. - Program Evaluation by graduates at least 6 months after graduation Survey.	End of the Academic Year
8	KPI-P-08	Average number of students in the class	**45**	An official document with the number of students per class (in each teaching session/activity: lecture, small group) tutorial, laboratory or clinical session	End of the Academic Semester
9	KPI-P-09	Employers' evaluation of the program graduate's proficiency	**4.2**	Employers Survey	End of the Academic Year
10	KPI-P-10	Students' satisfaction with the offered services	**3.88**	The students' evaluation questionnaire on academic and career counseling for each academic counselor academic guide. - Program Evaluation Survey, - Student Experience Survey, - Reality of the Bachelor of Science in The nursing program, Undergraduate Students Perspective Questionnaire	End of the Academic Semester

11	KPI-P-11	The ratio of students to teaching staff	**9:1**	- Template shows the overall number of students in the program to the overall number of teaching staff/faculty in the program - Faculty members database	End of the Academic Semester
12	KPI-P-12	Percentage of teaching staff distribution	**50%**	Faculty members database	End of the Academic Year
13	KPI-P-13	Proportion of teaching staff leaving the program	**6%**	Faculty members database	End of the Academic Year
14	KPI-P-14	Percentage of publications of faculty members	**50%**	Research database - The published research work	End of the Academic Year
15	KPI-P-15	Rate of published research per faculty member	**1:1**	Research database - The published research work	End of the Academic Year
16	KPI-P-16	Citations rate in refereed journals per faculty member	**1.14:1**	Report about the number of citations from specialized websites	End of the Academic Year
17	KPI-P-17	Satisfaction of beneficiaries with the learning resources	Students : 4.02 Staff: 4.00	Students' assessment questionnaire for library services, experiences, program. - Program Evaluation Survey, - Student Experience Survey, - Reality of the Bachelor of Science in the nursing program, Undergraduate Students Perspective Questionnaire	End of the Academic Semester

I. Specification Approval Data

Council / Committee	**PLANS AND CORRICULUM COMMITTEE**
Reference No.	**2201**
Date	**FEBRUARY 20, 20222**