



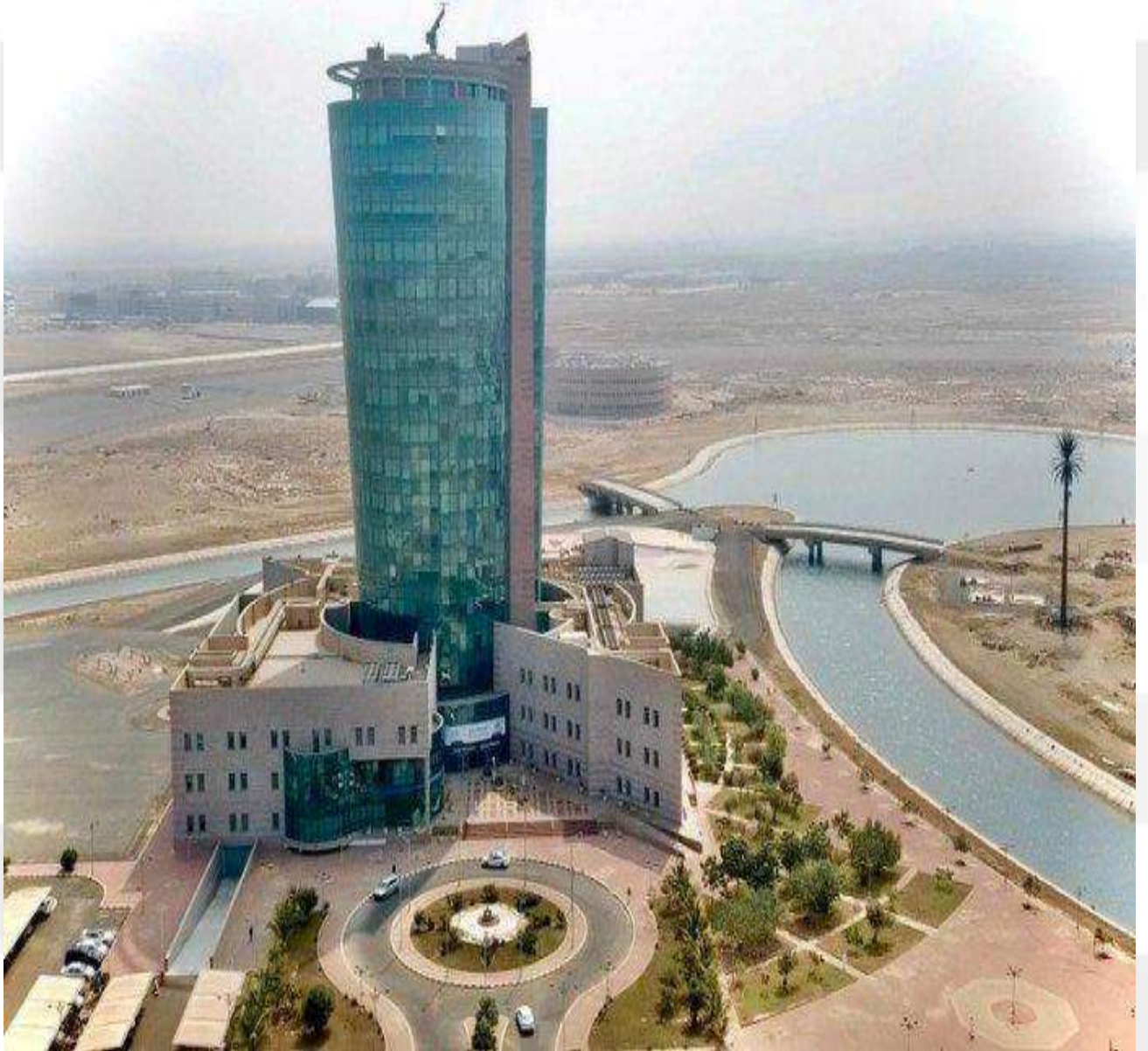
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2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

Kingdom of Saudi Arabia
Ministry of Education
Jazan University
Department of Public Health
Health Informatics Program

المملكة العربية السعودية
وزارة التعليم
جامعة جازان

كلية التمريض والعلوم الصحية College of Nursing and Health Sciences

QUALITY MANAGEMENT SYSTEM



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PART A - INTRODUCTION

Purpose of QMS

College of Nursing and Health Sciences (CNHS) provides high-quality academic programs; among these programs, Health Informatics (HI) is one of the Emerging Programs with a modern technical-based approach. This program equips students to achieve academic standards recognized both nationally and internationally. It combines the development of general cognitive abilities and skills, discipline-specific abilities and skills, transferable skills, and English language proficiency at a level appropriate to the program of study.

This Program meets the regulatory requirements of the Kingdom of Saudi Arabia. These include the same credit and standards requirements, conformity with the National Qualifications Framework, the requirements for years of study and academic awards, and the development of learning outcomes in different domains of learning.

The QMS sets out a range of principles, policies, and procedures by which academic standards are assured and quality is enhanced within the Program. It recognizes that quality assurance procedures and the generation of quality improvements are most effective when operating closest to the point of delivery. This principle also enables the program to deliver programs that prepare their students for post-graduation activities. However, this program operates within the overall framework of the QMS.

All members of the HI Program are responsible for ensuring that their actions align with and promote the guiding principles for academic standards and quality as set out in the QMS. Key members of academic management at HI are expected to take lead responsibility for promoting the QMS throughout the program.

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Formation of a Quality Committee

A quality committee should be established with membership from all major academic units to work with the quality center in planning and carrying out responsibilities for quality assurance. A head of Program would normally chair the committee. The members should be informed about and committed to quality assurance processes and have capacity to provide leadership within their own areas of activity in the implementation of quality processes. The Quality committee and advisory committee is the main deliberative body responsible for overseeing the issues of quality assurance and improvement at Program, reporting to the Department Council. The committee is aligned with the bodies of both Academic Affairs and the Deanship of Quality Assurance and Academic Accreditation. The Committee tasks includes:

- Approving and supervising the implementation of the strategic plan of the Deanship of Quality Assurance and Academic Accreditation
- Approving the plans for Quality assurance in the program
- General supervision of the Quality assurance system and affiliated committees.

Academic Standards and Quality Framework

The Academic Standards and Quality Framework provides the governance structure which ensures that the academic standards and quality of programs achieved. It establishes effective leadership to guide and oversee the systematic monitoring and evaluation of learning and teaching, and the processes that support them, to make sure that the standards of academic awards are maintained, and that the quality of the student learning experience is being safeguarded and improved.

Committee for Study Plans and Curricula

This committee is responsible for giving initial approval for new programs and is responsible for conducting the validation/approval event and making recommendations to the University Council. It is also responsible for recommending modifications and program closure to the University Council. The committee will normally meet at least four times a year.

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Committee tasks

To monitor and ensure the submission of academic reports.

- Verify that the submitted program, field experience and course reports demonstrate academic standards are being achieved and appropriate action plans are proposed.
- Annually make a summary report on the annual report
- Annually report to the University Council on the effectiveness of the committee.

PART B - PROGRAM STANDARDS AND QUALITY

Program Planning and Design

A program includes all of the courses a student is required to take in order to qualify for a designated award. Each course should complement and reinforce what is taught in others by accurate mapping of all the program intended learning outcomes to the courses offered. All programs need to be prepared clearly reflecting the goals and learning outcomes, ensuring that the learning are delivered by the courses included within the program. This means that each course must be planned as part of the total program package and delivered as approved. All current courses need to be reviewed to ensure the totality of the courses is mapped against the program aims and outcomes.

Program planning, design, development and approval are important for setting programs at an appropriate academic standard. Explicit consideration should be given to relevant external reference points and benchmarks, demonstrating comparison of standards with nationally and internationally accepted institutions and organizations. Adaptation of any international standards needs to respect the NCAAA's Standards for Quality Assurance and Accreditation of Higher Education Programs, the National Qualifications Framework and any relevant national and international professional bodies such as societies, commissions, committees, etc.

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A major development strategy will normally be phased in over a period of years with implementation, monitoring and adjustments through action plans on an annual basis. The following suggestions would apply to both short-term plans and to stages in a longer-term strategy.

Implementation

It is important to maintain notes on implementation to confirm that planned steps occur as scheduled or to note any variations. Any unanticipated events or problems in implementation that should be taken into account in interpreting results should be recorded.

Monitoring of Results

The impact of the activities as plans are implemented should be monitored on a continuing basis with adjustments made in strategies as required if circumstances change or the desired results are not occurring. Records of any adjustments in the strategy and the reasons for them should be kept on file for use in reviews and further analysis and planning.

Review

This need not be a major task, but it should nevertheless be a formal step in which the plan and events occurring during the implementation period are analyzed so progress is noted and an opportunity provided for adjustments in strategies or revision of objectives if needed.

Brief notes of review processes and results should be retained and can provide much of the information required for more extensive reviews on a longer term basis.

Action Plan

An action plan following a review is a specific statement of any planned variations in the initial plans for the following period as a result of the outcomes of the review. The term “action” is included to emphasize the point that specific actions are required and should be monitored and reviewed.

Periodic Reviews

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It is important to periodically step back and carry out a thorough review of the relevance and effectiveness of the institution's operations.

A periodic review should be comprehensive, and include a re-examination of the environment in which the institution is operating and any implications of changes or expected developments for the institution's activities. This, together with any possible policy changes at the institution may lead to variations in its medium term goals, or even in extreme cases, modifications in its mission. A report should be prepared that includes an analysis of variations in original plans that may have occurred over the period, evaluations of the degree of success in achieving objectives, assessments of strengths and weaknesses that need to be addressed in future planning, and plans for responses to those assessments.

The primary purpose of the periodic reviews is to support the institution's own efforts at improvement, but reports developed are also used as a basis for the external reviews by the Commission.

Making amendments to programs

Program change can be divided into 2 categories with different approval procedures.

1. Major changes requiring approval by the College Council and university council.
2. Minor changes requiring approval by the College Council.

Changes to a key component of a program. This will typically, but not exclusively, involve a change to one or more of the following components of a program:

Overall aims and program learning outcomes

Award designation or title(s), program duration and mode(s) of study

Assessment regulations for the program and/or regulations for progression through the program

A significant addition to the resources required

The overall scope and structure of the program, for example the addition of new pathways, interments, changes to the core/elective mix

Pre-requisites and post-requisites

PART C - PROGRAM PLANNING AND REPORTING

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An educational program should be considered as a coordinated package of learning experiences within which all the components contribute to the learning expected of students. It is not simply a collection of separate courses taught in relative isolation from each other. Each course should complement and reinforce what is taught in others, and this applies not only to the substantive content of the courses but also to the development and refinement of communication skills, interpersonal skills, capacity for leadership and so on. This means that each course must be planned as part of the total program package and delivered as proposed.

The planning must also provide flexibility to take advantage of the special skills of particular instructors, the experience and needs of different students and to respond to changing circumstances. Consequently there must be mechanisms to monitor what happens when courses are taught, and if necessary to make adjustments to ensure that the overall objectives of the program as a whole are met. The documents described in this chapter are designed to support these comprehensive planning arrangements, to note what happened when plans were implemented and to assist in planning response that may be needed. The periodic self studies are designed as a more comprehensive re-examination of the approach taken in the light of quality evaluations and changing circumstances.

The statements about what should be included in various specifications and reports are based on the following arrangements:

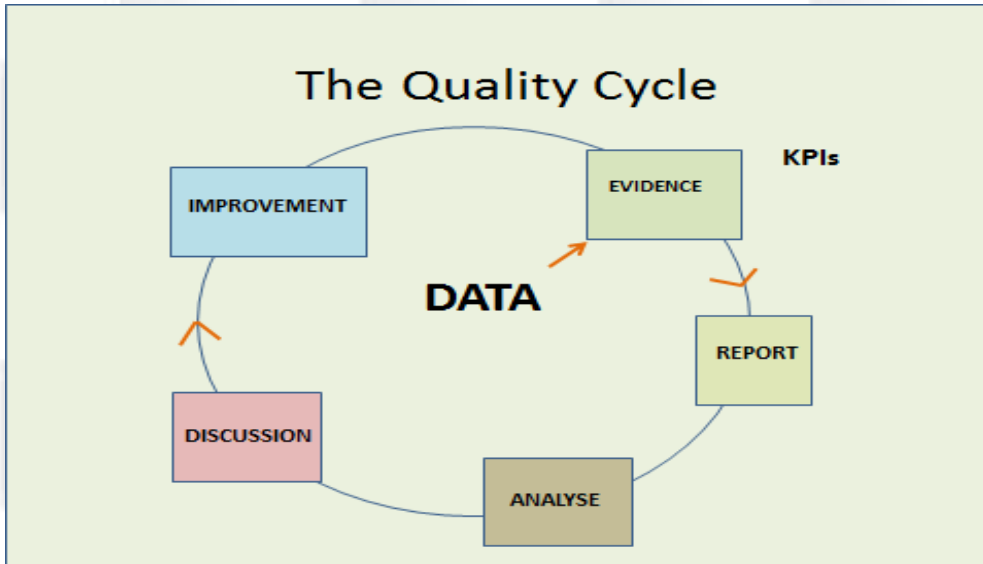
A program specification is prepared setting out the plans for development of the program—its mission and objectives, the courses that will be included, the main learning objectives in the form of intended learning outcomes, what teaching strategies should be used to develop that learning, how learning will be assessed and how the quality of the course should be evaluated.

Similar plans are developed for each course, so those who are to teach the course are clear about what is to be learned, what its contributions are to the overall program, and how its effectiveness should be assessed.

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At the end of each year (or each time the course is taught), the instructor prepares brief reports for each course indicating what happened as it was taught and providing a summary of students' results. These reports should be given to the program coordinator. If, for any reason, important components of the course could not be completed or there were any other unanticipated developments, details should be made known to the program coordinator so any necessary adjustments can be made in later courses to compensate. It is also possible that modifications may need to be made in the course for other reasons, and the program coordinator should be in a position to consider any suggestions of this sort taking account of their impact on the overall program. Any modifications in the program or the courses taught within it should be noted in the program and course specifications, with the reasons for the changes recorded. These documents, together with any other relevant material such as course or program evaluations, or information about other matters affecting the program should be retained in course portfolios and a program portfolio, so reference can be made to them as required at a later time.



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Program and course annual monitoring is a continuous process by which a program and its constituent Courses are kept under review. After each semester Course Reports (CRs) will be produced. At the end of the academic year the Program Report (APR) is also written. Combined, these reporting processes make an overall annual program and course monitoring reporting process (APCR) which underpins the effective operation of the program. To achieve this, the faculty who teach the courses will be constantly seeking to gather evidence and feedback, evaluating that evidence and making subsequent changes to enhance outcomes, delivery and operation. Student feedback is particularly important and the University uses the NCAAA Course Evaluation Survey and Student Experience Survey to inform the monitoring processes. APCR should also be noting and disseminating good practice and drawing up and implementing an action plan to take forward planned improvements to the program. It is an inclusive process involving the program leader and all staff teaching on the program, student feedback and independent advice (including inputs from the Program or College Advisory Committee). Program and course annual monitoring reports should be prepared ideally before the end of semester in which the course was delivered, but no later than six weeks after the start of the semester following the academic year in which the program was delivered. The Program Report will be produced after consideration of course annual monitoring reports and any field experience reports plus other information about the delivery of the program. The APR report will also carefully reflect on the input received from the Advisory Committee. The report should normally be written by the program leader/coordinator. The Quality coordinator will help and support the coordination of each stage of the APCR. Copies of the resulting APCR should be provided to the Dean. The APR and linked ACRs which form the APCR, should be written in a timely manner so that any responses included in the action plan be implemented without undue delay.

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Program Specifications

The primary purpose of the program specification is to support the planning, monitoring and improvement of the program by those responsible for its delivery. It should include sufficient information to demonstrate that the program will meet the requirements of the Standards for Higher Education Programs, the National Qualifications Framework, and any specific requirements relating to professional accreditation in the field of study concerned. In addition to guiding those teaching in the program the program specification is a key reference for processes of accreditation by the Commission. The Program specification should include general descriptive information about the program the external environment affecting it, the learning outcomes expected of students and the approach to teaching and student assessment strategies to develop those learning outcomes in different domains of learning. The emphasis in the approach taken is on the program being an integrated package of learning experiences provided through the courses taught. The program specification must include plans for ongoing evaluation of its effectiveness and planning processes for improvement.

Annual Program Reports

A program report should be prepared at the end of each year after consideration of course reports and other information about the delivery of the program. The report should be based on the program specification and describe how what happened in the program compared with what was intended to happen, report on its quality, and indicate any changes that should be made for future delivery as a result of experience in the year concerned. The program report would normally be prepared by a program coordinator/director, reviewed by a program committee, and kept on file with the program specification as an ongoing record of the development of the program over time.

A template for annual program reports is presented in Attachment 2 together with guidelines for completing it. The matters identified for inclusion in a program report focus on specific matters likely to be significant in most programs. However additional matters may be included if considered relevant to a particular program.

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The action plan developed following the initial ratings on relevant sections of the Self Evaluation Scales for Higher Education Programs should identify particular priorities for development, and matters of concern that should be closely monitored on a continuing basis. Ratings on the matters selected for continuing monitoring should be included with the annual report.

The report on quality in the program should be based on evidence provided from a range of sources, including students and others, and interpretations of that evidence should be verified by someone not directly involved in it. An important element in this process must be an appropriate mechanism for checking standards of student achievement against standards in similar programs elsewhere. The reports should include a relatively small number of key performance indicators that can be used for within institution comparisons as well as monitoring aspects of the quality of the program over time. The annual report should include an action plan that indicates action to be taken in response to the evaluations undertaken and subsequent reports should consider the results of that action as well as any new information emerging at that later time.

Procedures should be in place to ensure that course and program reports are completed as soon as possible so that any necessary responses can be implemented without undue delay.

Copies of the program report should be provided to the head of the college or program responsible for the program and to the institution's central quality center.

The program report will normally include the following information:

- Statistical data on progression and completion
- Student issues and course evaluations based on course reports and student meetings
- Learning and teaching developments, supports, best/good practices and proposed enhancements
- Review of assessment strategies and recommendations for change
- program monitoring evaluation and report on above, including
- an action plan and report on progress against previous action plans

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- proposals for revisions or updates to the program specification and course definitions
- Students performance, students support services and recommendations
- Institutional and instructional evaluation materials
- Program management
- Progress report against outstanding actions from the previous year's action plan.

Course Specifications

Individual course specifications should be prepared for each course in a program, and kept on file with the program specification. The purpose is to make clear the details of planning for the course as part of the package of arrangements to achieve the intended learning outcomes of the program as a whole. Consequently course specifications should include the knowledge and skills to be developed in keeping with the National Qualifications Framework and the overall learning outcomes of the program, the strategies for teaching and assessment in sufficient detail to guide individual instructors, as well as the learning resources, facilities requirements and any other special needs.

Course specifications should be prepared for both core and elective courses.

As for the program specifications a template for course specifications is included in Attachment 2 together with guidelines for completing the template.

The structure of the course specifications is similar to that for the program as a whole. It includes the intended learning outcomes and the strategies for developing those learning outcomes for the different types of learning described in the National Qualifications Framework, processes for course evaluation based on evidence with verification of interpretations of that evidence, and planning for improvement.

Course Reports

At the conclusion of each semester or year in which a course is taught the instructor should prepare a summary report for the program coordinator. This should be attached

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to a copy of the course specification, included in a subject file or portfolio, and used for consideration in the review of the program.

Internship Specification

In many professional programs a field experience activity (which may be called a practicum, a cooperative program, and internship or another title) is one of the most valuable components of a program. Although normally offered off campus in an industry or professional setting, and be supervised at least in part by persons outside the institution it should be considered as the equivalent of a course and planned and evaluated with considerable care.

A separate specification should be provided to indicate as clearly as possible what it is intended students should learn and what should be done to ensure that learning takes place. This should involve careful preparation of the students and planning in cooperation with the agencies where the field experience will occur. It must also involve some follow up activities with students to consolidate what has been learned and generalize that to other situations they are likely to face in the future.

The arrangements for these preparatory and follow up activities, and the processes that will take place during the field experience should be included in a field experience specification. A template for the specifications and guidelines for completing it are included in Appendix 2. Like the other templates there are a number of items that are applicable to most field experience activities. However additional matters can be added if needed to meet any particular requirements for a program or institution.

Field Experience Reports

Field experience reports should be prepared each year to document what happened, how effective the program has been, and to review the results and make plans for any future ^{التمريض} ^{المرافقات :}



adjustments to improve it. The main elements of the report are similar to those for regular courses though necessarily different in some respects because of the nature of the activity. A template for a field experience activity is included in Attachment 2 with a further set of guidelines for completing it.

Periodic Program Self Study

Periodic self-studies involve stepping back from day to day operations and thoroughly reviewing all aspects of a program and the extent to which it is achieving its objectives. A self-study should also consider how a program has evolved over time in response to evaluations and changing circumstances and the probability that it will continue to be refined and improved in the future. Consequently developments over the period of review need to be considered as well as quality issues at the time of the self-study. Periodic self-studies may be carried out at any time, but to provide information required for accreditation reviews by the Commission should be undertaken in the year prior to such an assessment. For a program that has provisional accreditation and for which full accreditation is sought this will normally be as soon as the first group of students have completed their programs.

The audience for periodic program self-studies is primarily the institution itself, as an important part of its processes of quality assurance and improvement. However, since the self-study reports also provide the basis for external reviews for accreditation and re-accreditation, the steps undertaken and the format of reports must take account of the Commission's requirements.

A periodic self-study can be a major undertaking, but if it builds on the outcomes of continuing monitoring and planning, and if subject and program portfolios have been properly maintained most of the necessary information will already be available.

Emphasis on Learning Outcomes

A self study will consider inputs, processes and outcomes and these are all incorporated in the standards and lists of "good practices" in the Self Evaluation Scales for Higher Education Programs. However the most important of these considerations and the

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ultimate test of the value of a program is what students have learned and can do as a result of participating in it. Consequently special attention should be given to standards of student achievement and how these standards are verified.

Each program will have its own particular learning objectives relating to the field of study and/or profession for which students are being prepared. It must also deal with the range of domains of learning set out in the National Qualifications Framework at the level of performance expected for the qualification that is being obtained. Consequently particular attention in a program self-study should be given to student learning across this range of learning outcomes, the appropriateness of teaching strategies for those outcomes, and the effectiveness of coordination of students learning experiences across courses in the program.

Managing the Program Self-Study Process

A senior member of faculty should be nominated to take responsibility for leading the self-study with a small group of colleagues to help plan and coordinate the process. The nominated person might be the manager/coordinator of the program. However it is generally considered preferable that a different person take on this role to ensure greater independence in the evaluations and recommendations that are involved. That could mean nomination of the dean of the college or head of the program within which the program is located, or another widely respected senior member of faculty familiar with the program, with good working knowledge of quality assurance processes, and desirably with recent experience in participating in or leading equivalent reviews.

Assistance and advice in developing the structure and processes of the review should be obtained from the institution's quality center or unit, and if one has been appointed, from a nominated quality coordinator in the college or program. A comprehensive plan for carrying out the periodic program self study should be developed before it begins.

In planning the self-study a number of issues should be considered:

Scope and Special Emphasis. There may be a number of factors influencing the scope and extent of the review. For example there may be parallel reviews in similar programs that require coordination of evaluations of core and elective subjects, there may have:

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been significant developments in the profession or academic field of study that require investigation to assess implications for the program, and there may have been information from evaluations or changes within the institution that could mean additional collections of evidence, or affect other aspects of planning. Any matters of this sort will affect the way the review process is planned and coordinated, and the time required to carry it out.

Time Scale. Adequate time should be allowed for the planning and analysis involved in the self-study. Although time required may vary according to the nature of the program, the issues to be addressed, and the availability of surveys used for program evaluation it is usually expected that a periodic program self study could take up to nine months to complete. A plan for carrying out a self study should include time lines for carrying out stages of the process, and allow at least some time for unanticipated developments.

Administrative Arrangements. A small steering committee should be established to help with planning and monitoring the process, and to advise on developments. As for the person nominated to lead the process it is important that these people be respected colleagues who are familiar with quality assurance processes, have at least a reasonable understanding of the program and what it is trying to achieve, but have sufficient independence to reliably evaluate evidence and draw potentially critical conclusions. Depending on the experience of those available it may be beneficial to include some people from another program to help achieve objectivity. If resources are available the appointment of an independent facilitator can be extremely beneficial.

Use of Evidence. It is extremely important that analyses and conclusions should be based on valid evidence rather than subjective impressions. Much of the evidence required should be available from annual subject and program reports and these should be made freely available to those in need of that data. Performance indicators selected in advance are important and should be carefully considered. However the self-study should look beyond these to other sources, and may lead to a view that the selected indicators should be changed. An important part of the study will be to assess the responsiveness of the program to changing circumstances and to evaluations of quality in successive years. Consequently particular attention should be given to such things as

surveys and questionnaire reports, the appropriateness of indicators and benchmarks of performance, the validity of conclusions drawn from analyses of them, the appropriateness of action plans and the extent to which they have been implemented.

It is also likely that after reviewing the available evidence some additional evidence on particular matters may be required. This may require additional data collection and analysis and interpretations of that data in drawing conclusions. It is important to obtain independent verification of such evidence wherever possible, and to cite clearly the evidence on which conclusions are based.

Resources. The amount of effort required to complete a program self-study will vary according to the scope of the review and any special circumstances that may exist. However it will necessarily involve some faculty time, and it is likely that at least some special efforts will be required to investigate and find evidence relating to issues that may emerge. In planning it is desirable that some time allowance be given for key members of faculty who will have a major role in the analysis and preparation of reports, that some secretarial assistance be made available, and that provision be made for assistance with any special surveys or statistical analysis that is required.

Communication. The self-study process should be open and transparent, with opportunities for faculty, students and other stakeholders to participate and offer suggestions. To achieve this result information should be provided at an early stage to all stakeholders that the self-study is being undertaken and inviting input. Any inputs should be acknowledged and considered by the relevant groups involved in the task, and there should be regular communications about stages of development. On completion of the self-study information should be made available about its main conclusions.

Independent Evaluation

For other components of the quality assurance process, it is important to arrange for independent analysis and comment on the work done and the conclusions drawn.

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Where an institution chooses to use an independent quality agency or specialized accreditor for this purpose, valuable advice can be obtained as a result of that activity. However, if such a body is not used, it is still important to obtain independent verification of the analysis and conclusions. This can provide advice on possible gaps in the analysis, other problems that an independent observer might notice, and possible alternative solutions to problems that have been identified. Clearly a person or group selected for this role should have substantial experience in quality assurance processes knowledge of the requirements of the field of study involved, and the confidence of those involved in the review. The role of this person or group is that of a critical friend. It is important for those responsible for the program and those conducting the self study not to be defensive, but to share issues and problems. After all, the exercise is designed to find ways to improve the program, not to defend the status quo. It is also important for those providing comment and advice to do so constructively and cooperatively

Concluding Statement and Action Plan

A summary of major conclusions should be included in the self-study report, indicating both successful achievements, and areas where deficiencies have been identified and need to be addressed. This summary should then be used as a basis for developing an action plan to address the most urgent and important priorities for development.

All significant problems should be clearly identified and recommendations for remedial action made even if it may take some time for everything to be completed. On the other hand proposed changes should be realistic, recognizing that there are limits to available resources, and that it would be unusual to find a situation where every desirable change could be made at once. Consequently recommendations should be strategic, focusing initially on the most urgent priorities with a sequence of anticipated further actions in a continuing program of change and improvement.

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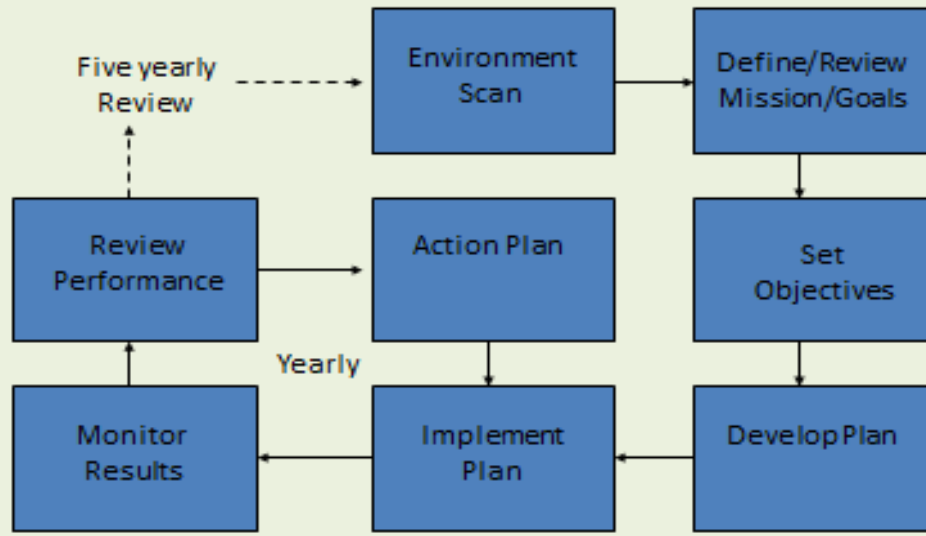
Periodic Program Review reports

A Periodic Program Review (PPR) is a thorough examination of the quality and standards of a program. All programs will have had experience of annual monitoring and the production of APCRs. The PPR examines the program in greater depth, re-evaluating the need for it, checking on how effectively it is achieving its mission and objectives, and considering any changes which need to be made. In particular, an in-depth review of how the subject area has developed since the last program approval event provides an opportunity to update the program content, including the balance of courses offered. A PPR can be undertaken at any time but to coincide with the requirements for program re-accreditation by the NCAAA one should be undertaken in the fourth year after its initial accreditation and after that on a five year cycle. In this way the PPR report can become the basic resource for the external review for re- accreditation of a program. A PPR report should be considered as a well-structured document on the quality of the program. It is primarily produced for the University itself as an important part of the process for quality assurance and improvement. It should include sufficient information to inform a reader who is unfamiliar with the University about the procedures followed and the evidence on which conclusions are based to have reasonable confidence that those conclusions are sound. It should be capable of being read as a complete self-contained report on the quality of the program. The combination of annual monitoring and PPR are designed to ensure that all programs remain current and do not become dated.

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NCAAA Quality Planning and Review 5 Year Cycle



Peer review of teaching

It is recognised that central to the student learning experience is the learning and teaching opportunities provided by each faculty member. The environment within which students learn is in constant change, as technology impacts directly on the daily lives of the students, and mobile communication becomes a primary tool.

To support faculty in the wide ranging scope of learning and teaching, the program seeks to take a developmental approach. It recognises that each and every member of faculty has the opportunity to further develop and refine their approach to teaching.

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PART D - REGULATIONS AND PROCEDURES

General admission requirements

Each new student must obtain a secondary school certificate or equivalent, which should not be more than five years old.

The following requirements have been stipulated for the admission of the new student:-

Must obtain a secondary school certificate or equivalent from inside or outside the Kingdom of Saudi Arabia.

The secondary school certificate should not be more than five years old and the University Council may give exemption from this term if there are good reasons.

- Should be with good conduct and behaviour
- Should successfully pass the interview conducted on behalf of the University Council.
- Should be medically fit
- Should obtain approval from his employer allowing him to study if he is working at private or public sector.
- Should fulfil any other terms fixed by the University Council announced at the time of application.
- Accreditation of Prior Learning and Credit Transfer
- Transfer from one University to another

It is permissible, with the consent of the College Council which the student wishes to transfer into, that acceptance of a transfer request from outside the University may be made according to the following conditions:

- (a) That the student will have been registered in a college or university recognised by Jazan University.
- (b) That the student has not dismissed from the University he/she transferred from for disciplinary or educational reasons.
- (c) That the transferred student undergoes any specific admission requirements of the College which he/she wishes to be transferred into in the year of transfer.

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Undergraduate Framework

An undergraduate program comprises a minimum of eight levels, and is delivered in a semester system. The exact number of levels for any program is specified in the study plans and program specifications. Two main semesters of 15 weeks and a summer semester or term of not more than eight weeks duration are the building blocks of the academic year, against which each college designs the study plan of every program offered. The periods of registration and final examination are not considered as a part of this period which defines a semester.

The credit hour formula is based on a numbering system in which a full time student load is 15 to 18 credit hours in a semester and 120 to 138 credit hours in a four year degree. The credit hour formula is used as a substitute for estimates of the amount of learning achieved. If a program has a high number of contact hours this formula can result in an unrealistically high number which does not accurately represent the amount of learning that can reasonably be expected.

Student registration

Each semester, every student will register on the courses he/she is seeking to study, conditional upon them having successfully passed the previous level and any pre-requisite courses. Registration will take place through the online system and will be managed by the Registration Department in the Deanship of Admissions and Registration. Each student is normally required to study 15 credit hours a semester. A range is set to observe the NCAAA and National Qualifications Framework, and is a minimum of 12 and a maximum of 18 credit hours per semester. The accumulative average is the sum of dividing the grade points by the sum of credited hours for all passed courses since the student joined the University.

The minimum limit of the study load

The number of the accredited hours for which a student registers during the study level, shall not be less than (12) hours for the academic semester system and 20 hours for the academic year system.

The maximum limit of the study load

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The number of credit hours for which a student registers during the study level, shall not be more than 18 hours for the academic semester.

Course assessment

The assessment for each course will vary according to the nature of the intended learning outcomes and how the teaching team judges these can best be assessed. To ensure that all students are treated with equity, it is of key importance that all staff engaged in the assessment process undertake their duties diligently and without the possibility of influence. So any member of staff involved in student assessment who has any form of relationship with any student being assessed must declare that potential conflict of interest to the Dean of College.

Regulations for student conduct at formal examination

All students must have a minimum of 80% attendance for the entire lecture program of their registered program.

Except where prevented from attendance by an accepted mitigating circumstance, a student who fails to present himself/herself for formal examination of a course for which they are enrolled at the time and place indicated in the published schedule shall be deemed to have failed in this element of the assessment. Failure to read the timetable correctly is not a mitigating circumstance.

All students must present themselves at least 30 minutes before the examination is due to start with a valid identity to gain entry to the examination room. No candidate will be permitted to enter the examination room after a lapse of 30 minutes from the commencement of the examination. No additional time will be allowed to candidates who arrive late.

The identity of each student will be checked by the Invigilators responsible for the conduct of the examination. All students must place their identity cards in a visible position on their desk for official checks by the Invigilators. Impersonation of a candidate is prohibited, and candidates must not allow themselves to be impersonated.

All students must leave bags, coats, cases etc. in the area designated by the Invigilator. Silence must be always observed in the examination room, and candidates are forbidden to communicate with each other. The examination is deemed to be in progress from the

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time that the candidate entered the room. Candidates must have left the examination room before talking to another student.

If students need the help of an Invigilator at any time during the examination, they must remain seated and raise their hand to attract the Invigilator's attention. Mobile phones, pagers and other communicating electronic devices must be switched off and stored in left luggage and not brought into the examination room. Students are not allowed to use a dictionary or programmable calculator under any circumstances. Unless permitted in the rubric of the examination paper, candidates are not allowed to use calculators. Where permitted, they must be silent in operation and not have alphabetic keyboards. Calculator memories must be cleared of user-defined programmes and functions and calculators that permit the symbolic manipulations of equations and formulae are forbidden.

Candidates are not allowed to borrow any materials e.g. rulers, pens, rubbers, calculators etc from other students during an examination. Candidates should bring with them all the required materials that are allowable and required.

Candidates are not allowed to bring food into the examination room, but are allowed to bring 'still' drinks into the room provided they are in a container and are extracted with the use of a straw or nozzle. No fizzy drinks are to be taken into the examination room. Candidates will be responsible for the removal of the drinks' containers at the end of the examination.

The use of scrap paper is not permitted and all rough work must be done in the answer books provided.

When time is called at the end of the examination, all writing must cease immediately. The Invigilators will collect in all examination answer books and other materials, and candidates must remain in their seats until the Invigilators issue instructions that they may leave the room.

Any irregularity of conduct in the examination room or in any process of the examination will be recorded, and subsequently reported.

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Provision of assessment information to students

Students must receive clear and comprehensive information on the range of their assessments, the criteria by which they are to be assessed, the interpretation of their grades, the nature of the examiners' judgements and scope of discretion, and their rights of appeal.

Faculty should establish deadlines for all pieces of assessment that contribute to a course grade in advance, and make these known to all students at the start of each course. Work submitted by students after the deadline will be penalised in line with the standard arrangements for late submission of work, notwithstanding valid mitigating circumstances. Staff should clearly distinguish between assessments which contribute to the overall course grade, and those, if any, which are formative only.

Marking and Grading

The semester's work is calculated by one of the following:

- (a) Oral or practical examinations and researches or class activities or all of them or some of them, and one written examination at least.

The grades which students achieve are calculated as the following:

Mark	Grade	Letter of grade	Value of grade
95-100	Excellent +	A+	4.00
90-less than 95	Excellent	A	3.75
85-less than 90	Very good +	B+	3.50
80-less than 85	Very good	B	3.00
75-less than 80	Good +	C+	2.50
70-less than 75	Good	C	2.00
65-less than 70	Passed +	D+	1.50
60-less than 65	Passed	D	1.00
Less than 60	Fail	E	0.00

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المرفات :



If a student is absent from a final examination (zero mark), then a grade mark for the course is calculated on the work points achieved during the semester.

If a student could not attend the final examinations due to circumstances beyond his/her control, the College Council may allow him/her to attend a substitution examination before the end of the next semester, and the student will be awarded the grade value achieved in the substitute examination. The student must have provided the college council with an acceptable excuse for absence and should have attended at least 50% of the lectures and practical lessons for the course.

A student who has not been allowed to attend examinations due to absence will be considered as a fail in that course and his/her class work grade will be recorded and should be described as deprived (DN).

Final Examination Procedures are stated as:

- The student shall not be given more than two examinations in the same day and the University Council may make an exception for that.
- The student is not allowed to enter the examination after half hour of the beginning of the examination and he is not allowed to get out of the examination before half hour of the beginning of the EXAMINATION

Cheating, trying to cheat, breaking the instructions and the rules of conducting the examination are things expose the student to punishment according to the students' disciplinary regulations.

Internships and work-based learning

Work-based or placement learning is usually undertaken as part, and very occasionally the whole, of a program of study.

Arrangements to provide work-based and placement learning involve a wide range of partners. A University's relationship with its partner(s) can vary in terms of the nature of the learning opportunities provided. The nature of the relationship may also depend on the partner's purposes for engaging in the provision of work-based learning or placements. For example, an employer that is using work-based learning as a means of improving the skills and knowledge of the workforce may have a different relationship

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الرقم :
المرققات :



with the University to an employer providing work-based placements for a full-time student.

Quality Assurance System for the self-study of the program

Quality committee understands that Program self-study is a comprehensive review of the quality of all aspects of a program's structures processes and outcomes. It is a central component of the internal quality assurance system, but also serves as the primary focus of external reviews by the

Accreditation Commission.

Health Informatics Program had decided to conduct its first self-study including the academic years 2022 and 2023 covering the new NCAAA 5 standards. One committee for each standard was established with terms of references for all committees including the College Lead

Accreditation Committee.

An induction program was conducted by the College Lead Committee, followed by series of regular meetings for Self-Study Committee members where most of the practical aspects of the exercise was thoroughly discussed, and work distributed as follow;

- 1) Self Study committee and sub committees' structure, flow of communication, tasks and final deliverables were specified.
- 2) The 5 standards committees studied the new NCAAA standards, practices, the breakdown of each practice in addition to approved program Key Performance Indicators. The sub committees investigated the collected evidence from existing program academic as well as administrative units, defined the required extra evidence, collected the available documents, studied/interpreted the collected evidence and prepared the SES with identification of weaknesses and priorities for improvements.

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Kingdom of Saudi Arabia
Ministry of Education
Jazan University
Department of Public Health
Health Informatics Program

المملكة العربية السعودية
وزارة التعليم
جامعة جازان

كلية التمريض والعلوم الصحية College of Nursing and Health Sciences

3) The Self-Study committees prepared the first draft of Self Study Report for the Program (SSRP), SSR writing team was assigned to prepare the final draft of SSRP with language editing from independent staff members. SSRP writing team arranged the evidence and prepared the final draft of SSRP.

Designation	Name	Signature
HI Program Coordinator	Dr. Fahd Khan	
HI Program Quality Coordinator	Dr. Asim Mehmood	

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