



PROGRAM QUALITY ASSURANCE SYSTEM GUIDE





Nursing Sciences Program

Content

	PART 1:	
1.	Terminology.....	3
2.	Introduction.....	5
3.	Purpose.....	6
4.	Abbreviation.....	6
5.	Policy.....	9
6.	Vision, Mission and Goals of program	10
7.	Quality Management System.....	11
	7.1 Relationship of Quality Assurance to Accreditation	
	7.2 The Quality Assurance Framework of Higher Education in Saud Arabia	
	7.3 National Commission for Academic Accreditation and Assessment (NCAAA)	
	7.4 National Qualifications Framework for Higher Education in Kingdom of Saudi Arabia (NQF)	
	7.5 Principal Elements in the Qualifications Framework	
8.	Organizational Chart.....	14
9.	Tasks of the IS Program Committees.....	15
	9.1 Department Council	
	9.2 Quality Assurance and academic accreditation committee	
	9.3 Program Quality Assurance Committee	
	9.4 Assessment and Analysis Committee	
	9.5 Curriculum development committee	
	9.6 Academic Advising Committee	
	9.7 Human Resources & Postgraduates education	
	9.8 Community Services Committee	
	9.9 Alumni Committee	
	9.10 eLearning committee	
	9.11 Study plan committee	
	9.12 Graduation Project committee	
	9.13 Laboratories Management committee	
	9.14 Scientific research committee	
	9.15 Academic affairs committee	
	9.16 student affairs committee	



PART 2: PROGRAM QUALITY ASSURANCE SYSTEM.....	28
A- Bi-annual Quality Assurance Auditing	
B- Annual Internal Review	
C- Procedures	
10. Quality Cycle.....	29
10.1 Plan	
10.2 Do	
10.3 Check	
10.4 Act	
11. Evaluation of Program Quality Matrix	35
12. Standards and mechanism for evaluation and periodic review of academic programs	36
12.1 Criteria for the comprehensive evaluation and review process of academic programs	
12.2 Mechanisms of the periodic(annual) evaluation of the program	
13. Program Key Performance Indicators.....	39
13.1 Main Key Performance Indicators	
14. Teaching and learning strategies to achieve program learning outcomes	40
15. NCAAA Program Accreditation Forms	43
16. References.....	44

1. TERMINOLOGY

- **Academic Program** A coherent course of study is followed by students in an academic or professional field or leading to a professional qualification, the successful completion of which qualifies them for an academic award.
- **Course** A self-contained unit of study on a particular topic, with defined level, credit value, aims, intended learning outcomes, mode(s) of delivery, scheme of assessment, and possibly also pre- and co-requisites
- **Courses** Multiple units within the program through which the students achieve some of the learning outcomes through hours within the course plan. These courses can be requisite or elective.
- **Qualification** The formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.
- **Program** A coherent course of study followed by students in an academic or professional field or leading to a professional qualification, the successful completion of which qualifies them for an academic award.
- **Learning Outcomes**, the learning that results from a course or program undertaken by students. Learning outcomes are the result of the teaching process.
- **Students' achievement** the level of students' performance within the educational institution, which reflects their achievement of knowledge and skills.
- **Assessment** A process of measuring performance in relation to established standards or criteria
- **Evaluation** The process of assessing and assigning value to a facility or activity Accreditation
Formal verification by a recognized authority that a program or an institution meets required standards.
- **Teaching strategies** This is specific methods such as case studies, practical work, and class discussion, which are apply to develop students' knowledge and skills in various fields.
- **Standards** Specifications and criteria which detail prescribed outcomes for qualifications or qualification institutions.

- **Academic Reference standard** Reference points against which the standards and quality of the program will be compared, therefore, they display general expectations about achievement levels and general characteristics that must be met by a graduate of the program.
- **Academic Standard** These are specific criteria approved by the institution; they are designed from external national or international references and include the minimum skills and knowledge that are acquired by the program's graduates and supposed to be fulfill the institution's stated mission.
- **Action Plans** The set of different activities that are design in clear sequence to accomplish specific goals
- **Quality** The value, worth, or standard of an institution or program in relation to generally accepted standards for an institution or program of its type.
- **Quality** refers to the fulfillment of customer requirements, ensuring a satisfactory product or service.
- **Academic Quality**, quality is synonymous with meeting the needs of stakeholders in the educational process, encompassing effective teaching, support, assessment, and the provision of learning opportunities
- **Quality assurance (QA)** Processes and procedures for ensuring that qualifications, assessment and program delivery meet quality standards. The activities that aim at safeguarding quality.
- **Internal Quality Assurance** Processes of quality assurance carried out within and by or for a higher education institution.
- **A Quality System**, alternatively known as a Quality Assurance (QA) system or a Quality Management System (QMS), serves as a management framework that ensures the consistent quality of educational outcomes.
- **Adherence to Quality System Standards** is affirmed through successful internal and external reviews conducted by accreditation bodies accepted by Saudi Arabia, such as The National Center for Academic Accreditation & Evaluation (NCAAA).
- **Academic qualification** A degree awarded to a student upon the completion of an integrated program such as the bachelor's degree.
- **Accreditation** Formal Verification by a recognized authority that a program or an institution meets required standards.

2. INTRODUCTION

- The Quality Assurance process identifies both strengths and weaknesses, formulating corrective and protective plans for the enhancement of academic programs. In the context of higher education reforms in the Arab region and specifically within Saudi Arabia, teaching quality has emerged as a strategic focus. Its significance is increasingly acknowledged by policymakers and diverse higher education providers.
- For the Nursing Sciences Program, there exists a vision to remain contemporary and assume leadership roles in academic and community services. This vision aligns with the goals of Vision 2030, aiming to prepare exceptional professionals in Nursing field t to contribute to various aspects of national life. The National Center for Academic Accreditation and Evaluation (NCAAA) plays a pivotal role in adopting and evaluating academic programs, including the Nursing Sciences program, intending to achieve improvement, quality, and excellence.
- Program accreditation relies on key performance indicators (KPIs), benchmarks endorsed by the NCAAA and integrated into the quality management system at Sattam Bin Abdel-Aziz University. Additionally, learning outcomes indicators, contribute to the assessment process. KPIs are sourced through surveys involving teaching staff, undergraduates, and employers, complemented by statistical data on numerical achievements and learning outcomes values.
- All accomplished KPIs within the Nursing Sciences program undergo comparison with established internal or external benchmarks. This comprehensive report employs both qualitative and quantitative methodologies to fulfill program objectives. Eleven KPIs, as provided by the NCAAA, are assessed using a questionnaire structured around a five-point scale (1.00 – Strongly Disagree, 2.00 – Disagree, 3.00 – Not Sure, 4.00 – Agree, 5.00 – Strongly Agree). Analysis of the questionnaires employs statistical mean, percentages, and/or standard deviation.
- Various data, including student numbers, graduates, teaching staff metrics, citations, and publications, serve as indicators of program achievement. Historical values of KPIs are utilized as internal benchmarks, facilitating ongoing assessment. The program has established an internal monitoring system for the regular evaluation of procedural effectiveness, coupled with a self-evaluation system reporting on program quality and services.

3. PURPOSE

The primary objective of academic quality assurance is to ensure the ongoing enhancement of Nursing Sciences Program. This is achieved through a systematic process encompassing self-evaluation, internal review, and constructive criticism from external reviewers, including accreditation bodies at both national and international levels. The quality assurance review scrutinizes five key aspects of the program:

- **Quality:** Evaluating the overall quality of the program.
- **Resource Utilization:** Assessing the efficient use of resources.
- **Alignment with Action Plans and Consistent Mission:** Verifying the implementation of action plans and ensuring alignment with the consistent mission and goals of the program within the university.
- **Adaptability:** Gauging the program's capacity to adapt to evolving circumstances.
- **Review of a program is a tool for well change.**



Purpose of quality assurance in the program

The purpose of quality assurance in the Bachelor of Nursing Sciences program at Prince Sattam Bin Abdulaziz University is to ensure that the program consistently meets established standards of excellence in education, research, and service delivery. Quality assurance mechanisms are put in place to monitor and evaluate the program's performance, identify areas for improvement, and implement necessary changes to enhance the overall quality of education and training provided to students.



4. ABBREVIATION

- **APR** - Annual Program Report
- **CR** - Course Report
- **CS** - Course Specification
- **FR** - Field Experience Report
- **FS** - Field Experience Specification
- **KPI** - Key Performance Indicator
- **PS** - Program Specification
- **SSRP** - Self-Study Report of the Program
- **AAS** - Academic Advising Survey
- **PES** - Program Evaluation Survey
- **POES** - Program Outcome Evaluation Survey
- **SES** - Students Evaluation Survey
- **FES** - Field Experience Survey
- **DAS** - Direct Assessment Sheet
- **SES** - Self Evaluation Scales of the Program



5. POLICY:

The Academic Quality Assurance Policy encompasses three primary objectives:

- **Uphold High Standards and Quality Outcomes:** Guarantee the maintenance of high standards, ensuring quality outcomes, and fostering continuous improvement within the academic Information Systems program.
- **Identify Strengths and Weaknesses, Apply Corrective Measures:** Identify paths of strength and weakness, and implement corrective and protective methods to continually enhance the academic Information Systems program.
- **Document, Integrate, and Communicate Quality Assurance Procedures:** Systematically document, integrate, and communicate diverse procedures related to quality assurance processes.



6. VISION, MISSION AND GOALS OF PROGRAM

Vision

The program aspires for excellence locally and internationally in nursing education and scientific research, while also fostering effective community partnerships.

Mission

Graduating qualified cadres specialized in nursing by providing distinguished, high-quality educational and training programs that contribute to improving health services and promoting scientific research and community service, committed to Islamic values and ethical standards.

Objectives

1. Providing distinguished education in the field of nursing that meets the needs of the labor market and is compatible with national and international standards for health education
2. Enhancing the student's skills in evidence-based clinical practice through practical training in hospitals and health centers.
3. The ability to contribute effectively to scientific research activities that contribute to improving the practice of the profession.
4. Partnering with healthcare institutions to promote practical research and innovation in nursing care.
5. Promoting the practice of ethical principles that contribute to providing high-quality health care to all members of society.
6. Activating community partnership to improve health awareness and disease prevention.



7. QUALITY MANAGEMENT SYSTEM

7.1. Relationship of Quality Assurance to Accreditation

- Quality assurance involves the continuous and ongoing monitoring of outcomes to ensure excellence in all academic pursuits. When executed effectively, this process facilitates the constant evolution and adaptation of program operations to address environmental
- changes and societal needs. Accreditation, primarily conducted through evaluations at specific intervals, emphasizes the alignment of programmatic purpose with performance outcomes. Therefore, quality assurance serves as a prerequisite for accreditation.
- Whether at the institutional or programmatic level, the accreditation process entails evaluation by either external bodies like NAACLS or internal bodies like NCAAA in Saudi Arabia, based on agreed-upon standards. Successful adherence to these standards results in the granting of accreditation. It is crucial to note that accreditation signifies that the institution and its programs meet international standards, necessitating the maintenance of such quality standards as integral to ongoing and long-term performance improvement. Consequently, obtaining accreditation is unlikely without providing evidence of ongoing efforts to assess and evaluate programs, ensuring their sustained effectiveness and quality.

7.2. The Quality Assurance Framework of Higher Education in Saud Arabia

- In the realm of higher education, accreditation holds a pivotal role in ensuring quality and effectiveness of institutions. Thus, bestowing academic accreditation carries advantages both at local and international levels. Starting from educational outcomes, accreditation safeguards the interests of students by verifying that the educational programs offered have reached a standard in line with international quality benchmarks. It ensures that students have demonstrated a specific set of skills and abilities. Considering the swift regional and global changes, international competition, and the challenges of the third millennium related to technological advancements and the computer revolution, imparting such skills to students enhances their future prospects and competitiveness in the job market.
- In the quest to enhance the quality of education, accreditation has become a crucial



objective for all academic and professional communities to refine educational policies and experiences. The primary challenge for modern educational systems is not only to deliver education but also to ensure that the educational environment and its outcomes maintain high standards. With the aim of elevating quality and adequacy, and contributing to the national economy and development, organizational arrangements for the Council of Ministers' Resolution No. 94 have endorsed the Education Evaluation Commission issued on 7/2/1438 AH. It designates the commission as the competent authority in the Kingdom of Saudi Arabia to assess and accredit education and training institutions and programs.

- The National Center for Academic Accreditation and Evaluation, overseen by the Commission, is an extension of the former National Commission for Academic Accreditation and Assessment (NCAAA), established under Royal Decree No. 7/B/6024 dated 9/2/1424H. The NCAAA operates as an independent legal entity with administrative and financial governance, serving as the authority responsible for academic accreditation and quality assurance in higher education for both public and private institutions and programs.

7.3. National Commission for Academic Accreditation and Assessment (NCAAA)

- The formation of the National Commission for Academic Accreditation & Evaluation (NCAAA) entails the task of setting standards and criteria for academic accreditation and assessment. It is also entrusted with accrediting postsecondary institutions and the corresponding programs they provide. The Commission is dedicated to a strategic approach that promotes, assists, and assesses the quality assurance procedures of postsecondary institutions, aiming to guarantee that the standards of learning and institutional management align with the highest international benchmarks. These six comprehensive standards are applicable to both institutions and programs.



7.4. National Qualifications Framework for Higher Education in Kingdom of Saudi Arabia (NQF)

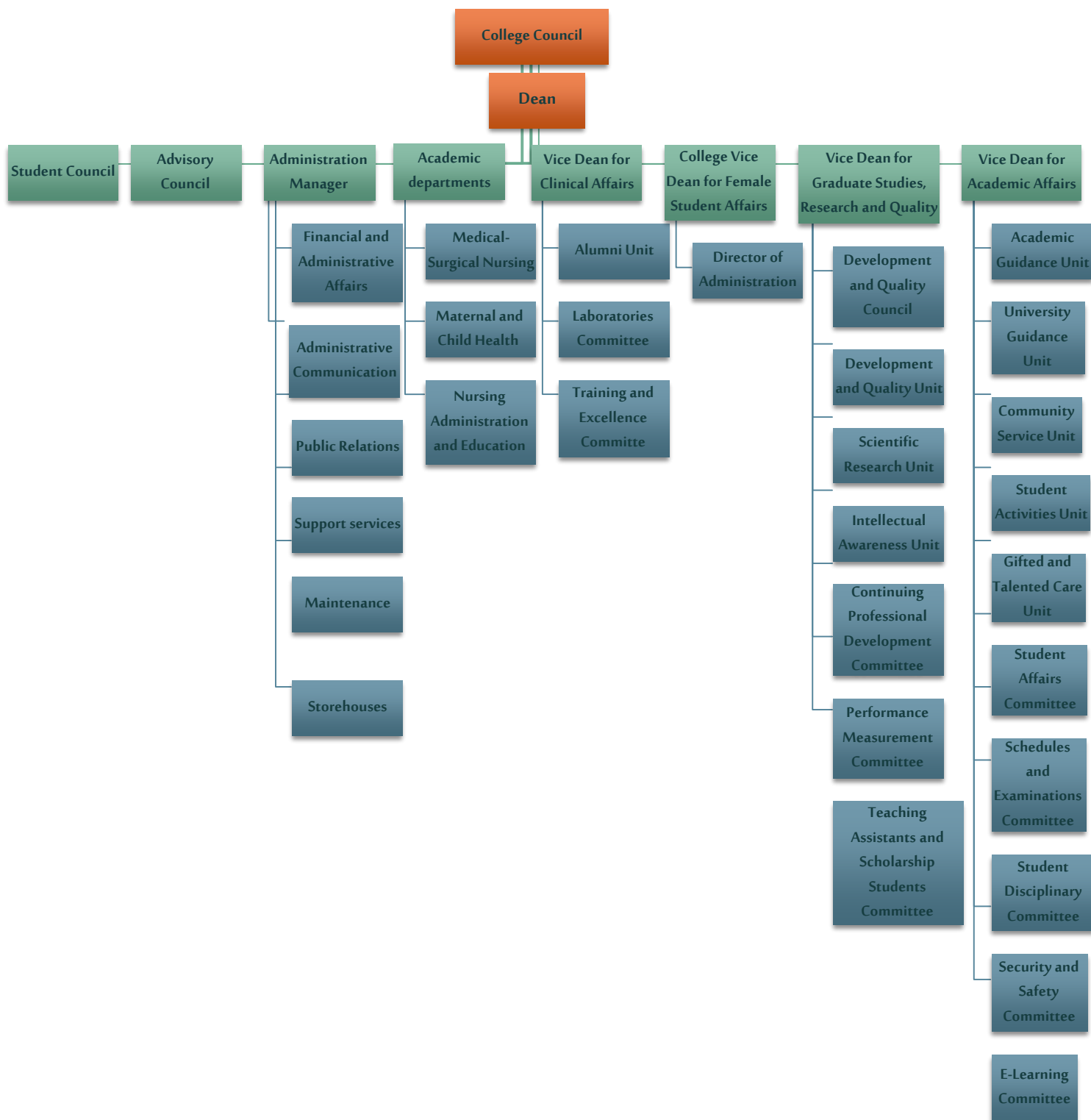
- The accreditation and quality assurance system in the Kingdom of Saudi Arabia is formulated to guarantee that the caliber of higher education aligns with rigorous international standards and receives widespread acknowledgment in global academic and professional circles.
- A key component of this system is the National Qualifications Framework, designed to maintain uniformity in student learning outcome standards across the Kingdom, regardless of the attended institution. Its primary purpose is to clearly establish the equivalence of these standards with those governing comparable awards granted by higher education institutions worldwide.
- The Framework plays a crucial role in offering relevant benchmarks in academic standards for institutions during their planning and self-assessment processes. It also facilitates external reviewers engaged in program accreditation processes and institutional reviews by providing suitable points of comparison.

7.5. Principal Elements in the Qualifications Framework: The principal elements in the framework are:

- Domains of Learning
- Teaching strategies
- Assessment methods



8. ORGANIZATIONAL CHART



TASKS OF THE PROGRAM COMMITTEES

1. Department Council

- 1- Overseeing the execution of departmental activities according to established working plans.
- 2- Monitoring the fulfillment of all academic accreditation prerequisites.
- 3- Creating and maintaining departmental and program manuals.
- 4- Conducting weekly meetings to review reports from the quality management system within the department.
- 5- Tracking and collaborating with the Vice Dean of Development and Quality, furnishing regular reports.
- 6- Defining the vision, mission, and goals of the department and periodically reviewing them.
- 7- Monitoring the execution of the department's action plan.
- 8- Identifying strengths and weaknesses in various program activities and formulating plans for improvement.
- 9- Anticipating the future trajectory of the department.
- 10- Activating the role of the advisory committee within the department.
- 11- Recognizing and implementing training programs aimed at enhancing the teaching, research, and technical skills of faculty members.
- 12- Preparing and updating the manuals of the department and program.

2. Quality Assurance and Academic Accreditation Committee:

- 1- Enhancing quality culture among faculty members, department staff and students.
- 2- Develop, manage and monitor quality control processes in the department.
- 3- Prepare, monitor, distribute, collect and analyze all five questionnaires of the National Commission for Academic Evaluation and Accreditation.
- 4- Selecting performance indicators and benchmarking of the program, analyzing it and building improvement plans based on it.
- 5- Select and follow up the independent auditor's report and develop improvement plans based on his / her recommendations.
- 6- Follow up the development of modern trends in methods, methodology and teaching techniques.



- 7- Preparing and revising reports of Program's Description, course specification, and Courses Reports that are assembled from College members, and running its electronic saving, and then sorting them in their specific files.
- 8- Organizing, supervising and preserving program's documentations in the academic room, in order to be ready prepared and organized at the time of the external auditors' surveillance stopover.
- 9- Ensure the preparation of copies of the student exams and copies of their answer sheets for all courses of the program each semester.
- 10- Regularly updating and revising all accreditation files, in order to be ready at any sudden visit of scrutiny, and any allowed users.
- 11- Regularly organizing, preparing and submitting periodical reports of the Committee's meeting, and also placing all these reports in the program's academic room.
- 12- Supervising and Preparing the Self-study report (SSR) for obtaining or updating national and international accreditations.
- 13- Arbitration of study plans from internal and external bodies to ensure access to an academic excellence plan, with emphasis on the fulfillment of the "National Qualifications Framework".
- 14- Submit periodic reports on the scientific programs to the department council.
- 15- Preparing the organizational structure, job descriptions and tasks for each of its units.
- 16- Supervise the implementation of the administrative quality system and address the gaps that prevent its implementation.
- 17- Preparing plans to develop and improve the department's quality management system.
- 18- Working on achieving and applying the objectives and policy of administrative quality.
- 19- Making recommendations for improving financial and administrative performance.
- 20- Surveying the satisfaction of beneficiaries (internal and external) about the services provided.
- 21- Provide the necessary facilities to implement the system.
- 22- To identify, analyze and solve the employee problems.
- 23- Analyzing and treatment of complaints of beneficiaries and take the necessary corrective and preventive measures.



3- Program Quality Assurance Committee

- 1- Distribute the quality and academic accreditation requirements to all program staff members.
- 2- Regularly review and update course specifications in alignment with the National Center for Academic Accreditation and Evaluation model.
- 3- Develop Program Specifications following the guidelines of the National Center for Academic Accreditation and Evaluation.
- 4- Monitor the routine creation of Course Reports and review Annual Program Reports, adhering to the National Center for Academic Accreditation and Evaluation model.
- 5- Develop the skills of staff members, administrators and students of the program.
- 6- Create databases for each of the following members: Faculty members - Administrators - Community service activities - Scientific research - Training courses.
- 7- Follow up the preparation and implementation of plans in the program.
- 8- Establish a system to follow up the alumni.
- 9- Develop a system to ensure the continuity of quality management system.
- 10- Evaluate the performance level in the program.
- 11- Implementation and follow-up of the evaluation and academic accreditation.
- 12- Provide the necessary facilities for the teams to supervise the application of quality assurance

4 – Assessment and Analysis Committee

- 1- Assess course specifications and course reports for all courses.
- 2- Compile the Annual Program Report using the National Center for Academic Accreditation and Evaluation model.
- 3- Conduct surveys based on the analysis and create an improvement plan.
- 4- Create the Key Performance Indicator (KPI) Analysis Report.
- 5- Construct a report that evaluates learning outcomes and their mapping.
- 6- Generate a report that measures the level of student achievement for each specific learning outcome.
- 7- Develop a report through the review of randomly selected samples of final exams.



5- Curriculum Development Committee

1. Developing plans, curricula and scientific curricula in accordance with the needs of the society and the labor market.
2. Identify and implement training programs to develop teaching, research and technical skills for faculty members.
3. Determine the appropriateness of courses for practical life.
4. Submit periodic reports on the curricula and scientific programs to the department council.
5. Introducing good interdisciplinary programs.
6. Preparation and implementation of workshops for proposed or new programs in the department.
7. Follow-up updating the scientific references of the decisions.
8. Activating and integrating the work with electronic courses and digital content at all levels of study in the department.
9. Commitment to the Blackboard system to be the tool in delivering electronic course information.
10. Determine the appropriate training needs for faculty members and students to apply e-learning.
11. Supervising the department's website.
12. Urging faculty members to update their electronic pages on the department's website and to develop their educational materials and scientific production.

6- Academic Advising Committee

- 1- Develop an academic supervision plan for the program.
- 2- Monitor the progress of the academic guidance process in accordance with approved mechanisms within the program.
- 3- Increase awareness among students about the unit's nature, significance, and how to utilize its services through meetings and publications on the website or the blackboard system.
- 4- Promote awareness of the importance of academic guidance and the value of communication with the academic advisor through brochures, publications, and the use of the college or program website.
- 5- In the first week of each semester, the College's Deanship and the head of the department or program coordinator organize a reception for new students, providing a comprehensive



discussion about the college's goals, mission, educational programs, scientific groups, graduates' fields of work, and the importance of adhering to university rules and regulations during their studies, emphasizing the need to contact their academic advisor.

- 6- At the beginning of each semester, receive a list of new students from the College's Deanship, which is then delivered to the academic advising unit representative for assignment to program staff.
- 7- Conduct a meeting with newly appointed faculty members to familiarize them with the study system and academic advising mechanisms in the college, based on program policies.
- 8- Organize regular meetings with advising coordinators to track the progress of the program guidance process.
- 9- Periodically submit a report (mid-semester) that includes the committee's work and student levels to the program and faculty administration.
- 10- Analyze cases referred to the committee by the program and faculty administration, prepare reports, and submit them to stakeholders.
- 11- Address academic issues raised by advisors and work to resolve them with the program and faculty administration.
- 12- Address academic-related student complaints, finding suitable solutions or escalating them to the program and faculty administration if necessary.
- 13- Address student complaints about specific courses, find resolutions, and escalate them to the program and college administration.
- 14- Oversee orientation programs for new students to familiarize them with the study and exam system in the program.
- 15- Hold periodic committee meetings (every four weeks) or as required to discuss periodic or special reports from academic advisors at the program level.
- 16- Execute tasks assigned to the committee by the head of the department and dean of the college.
- 17- Coordinate with the committee to estimate the number of new students expected to graduate and those transferring from other faculties.



7. Human Resources & Post Graduate Education Committee

1. Establishing a database of graduates of the department and update it periodically.
2. Collecting personal data of the students who are expected to graduate including their contact details
3. Attract graduates qualified to continue their higher studies.
4. Follow-up promotion of faculty members.
5. Collecting, tabulating and documenting the data of employers and employees, indicating how to contact them, and exploring the possibility of cooperation with them in recruiting graduates and creating effective partnership in this context.
6. Develop communication programs, whether electronic or otherwise, to strengthen the relationship between graduate students and employment.
7. Surveying (preparation, distribution and collection of questionnaires) graduates' opinions who have jobs in the public and private sectors outside the college.
8. Find an effective mechanism to provide employment opportunities for graduates in their fields of specialization.
9. Communicating with the public and private sectors to find opportunities to train students and qualify them to work in summer classes.

8- Community Services Committee

- 1- Prepare students for cultural, social, sports, and artistic aspects, identifying and assisting in their development.
- 2- Contribute to shaping students' characters, fostering a well-rounded personality characterized by love for their country and leadership in cultural, social, sports, and artistic domains.
- 3- Identify and nurture talented students, refining their skills and channeling their creative energies toward productive and beneficial pursuits.
- 4- Instill a spirit of honest competition in students, strengthen their social relationships with peers, staff, and the community, and organize monthly, semester, and annual competitions.
- 5- Organize sports and cultural competitions among program students to enhance their competitive spirit.
- 6- Develop a plan for student activities throughout the academic year and ensure its implementation.
- 7- Arrange cultural and social trips for students to enhance their cultural and social awareness.



- 8- Identify outstanding students in cultural competitions and indoor sports to represent the college in central competitions (sports and cultural) organized by the University's Deanship of Student Affairs.
- 9- Organize sports and recreational competitions among program staff to foster harmony within the program's staff.
- 10- Coordinate with various units and committees within the college, each according to its mandate.
- 11- Execute tasks assigned to the unit by the Dean of the College.

9- Alumni Committee

- 1- Strengthening communication and fostering the exchange of views and information among graduates within the program and among themselves.
- 2- Cultivating the loyalty of graduates and encouraging their active participation and contributions to program development.
- 3- Documenting the database of program graduates in both physical and electronic archives.
- 4- Creating a database of institutions and partnerships related to program graduates.
- 5- Assessing the satisfaction levels of graduates and the organizations they work for.
- 6- Gathering feedback from program graduates through electronically filled questionnaires facilitated by the committee.
- 7- Keeping graduates informed about academic news and research developments within the program.
- 8- Documenting relationships with graduates to leverage their experiences in enhancing academic, research, and training plans.
- 9- Assessing business owners' perspectives on program graduates and actively working to expand opportunities in the job market for graduates.
- 10- Identifying employment requirements by seeking opinions from companies through questionnaires.
- 11- Establishing an annual event that brings together graduates, institutions, and companies seeking to recruit program graduates.

10- E-Learning Committee

- 1- Enhancing the quality of education by implementing supplementary teaching methods grounded in E-learning techniques.
- 2- Cultivating students' skills and their capacity to adapt to contemporary changes through the integration of modern techniques.
- 3- Monitoring the implementation of E-learning systems across all courses within the program.
- 4- Elevating the proficiency of program faculty members in utilizing E-learning systems.
- 5- Supporting both educational and research endeavors within the program.
- 6- Promoting the culture of E-learning through seminars and workshops conducted within the program

11- Study Plan Committee

- 1- Oversee the preparation of the study plan and program in the department, ensuring compliance with the standards set by the National Center for Academic Accreditation and Evaluation and meeting the requirements of the labor market.
- 2- Supervise the development of the program's study plan, staying abreast of the latest versions of the National Center for Academic Accreditation and Evaluation standards, and assess the alignment of current courses with these standards.
- 3- Generate reports on the study plan and department program, submitting them to the college's deanship for approval by both the department and college councils.
- 4- Coordinate with the university's Study Plans Committee to obtain approval for the plans.
- 5- Conduct a survey to assess the alignment between the program's specializations and the demands of the labor market.
- 6- Ensure the availability of course specifications that align with both the department's academic plans and the standards of the National Center for Academic Accreditation and Evaluation.
- 7- Monitor faculty members in the program, ensuring they distribute concise course specifications to students at the beginning of each semester.
- 8- Communicate updates and developments on study plans and course specifications to faculty members in the program.



- 9- Examine the coherence of course content, teaching methods, objectives, expected learning outcomes, and prepare relevant reports.
- 10- Coordinate with the Central University Library to provide faculty members in the program with the necessary list of books and references based on departmental requirements.
- 11- Collaborate with the IT department to publish the plans and specifications on the program's website.
- 12- Liaise with the University Deanship for Educational Affairs at the end of each semester to coordinate and review the latest developments regarding study plans and specifications, disseminating this information to faculty members in the program.
- 13- Maintain and archive all committee documents, providing a copy to the head of the department and the deanship of the college.
- 14- Address subjects referred from the head of the department to the committee, completing any necessary actions related to them

12- Graduation Project Committee

- 1- Compile the final list of graduation projects for the department and seek approval from both the Head of the Department and the Dean of the College.
- 2- Adjudicate appeals related to graduation projects from either students or faculty members within the program.
- 3- Facilitate coordination with other departments in the college, particularly in the case of joint projects.
- 4- Generate regular reports for the graduation project committee within the department.
- 5- Supervise the discussions related to projects with the project committees in the department.
- 6- Provide periodic reports to the Dean of the College and Head of the Department, updating them on the progress of projects within the department.
- 7- Execute tasks assigned by the Head of the Department and Dean of the College, as directed to the committee.



13- Laboratories Management Committee

- 1- Conducting studies to address the program's requirements for laboratories, supporting devices, and software.
- 2- Formulating a comprehensive understanding of plant layouts, their arrangement, interrelationships, and the suitable areas for each laboratory, including the required spaces.
- 3- Supervising laboratory equipment in coordination with the scientific departments and college labs.
- 4- Preparing presentations and specifications for laboratory equipment.
- 5- Evaluating offers from various companies providing laboratory equipment.
- 6- Monitoring companies involved in the supply of scientific devices in collaboration with the department.
- 7- Ensuring that equipment specifications required for laboratory supply are established before the completion of the purchasing process.
- 8- Collaborating with relevant sections for the maintenance and operation of scientific devices.
- 9- Verifying the periodic maintenance of laboratories and replacing damaged equipment, especially at the end of each semester.
- 10- Regularly inspecting devices and laboratories within the department.
- 11- Developing plans for the enhancement of laboratories within the department.
- 12- Assessing the staffing needs of laboratories, including engineers, technicians, and assistants required for organization and lab processing.
- 13- Conducting periodic training for faculty members and students to comply with the implementation of evacuation methods and dealing with safety methods in laboratories.
- 14- Follow-up of all safety requirements in the Department - Raising awareness among the staff of the department and students of the importance of complying with safety instructions.
- 15- Follow-up safety procedures in laboratories and classrooms and Place the safety phone numbers in the laboratory.



14 – Scientific Research & Graduate Studies Committee

- 1- Guide to the Ethical Charter for the Professional.
- 2- Accreditation of a research plan for the department according to the Deanship of Scientific Research and identifying the research priorities and funding sources of the plan.
- 3- Accreditation of data base of scientific research (published research, scientific thesis, participation in conferences, organizing conferences, scientific missions and scholarships, scholarships, Patents, excellence awards, scientific books,)
- 4- Accredited mechanisms to encourage that the faculty staff of the program to do research.
- 5- An annual report on the position of research integration with in department and at the level of specialization locally, regionally and internationally, and the sources of funding for scientific research and citizen attributes and faculty of excellence in scientific research in the framework of the research plan of the College.
- 6- . Develop an operational plan for scientific research in the department and follow up on its implementation.
- 7- Examining the files of applicants for postgraduate studies, sorting and nominating suitable candidates.
- 8- Follow-up of the comprehensive examination for doctoral students.
- 9- Supervising the performance of graduate students and submitting recommendations thereon to the department council.
- 10- Follow-up student scholarship, and submit periodic reports about them to the department.
- 11- Establishing and updating a database of research, scientific projects and conferences locally and internationally, in addition to patents, prizes, books and translations.
- 12- 7. Encouraging publication in scientific journals with a global classification.
- 13- List of graduate students involved in research, projects, conferences, patents, and local or international awards.
- 14- Evaluation of the graduate programs in the departments periodically.
- 15- Prepare a list of graduates of the master's and doctoral students.
- 16- Prepare a list of the faculty members supervising the scientific theses of the higher studies and its numbers.



15. Academic affairs Committee

- 1- Engage in the creation of study schedules to ensure timely delivery.
- 2- Monitor departmental compliance with college regulations in the development of the study timetable.
- 3- Compile and review the teaching workload for faculty members.
- 4- Oversee the allocation of departmental courses to assigned classrooms.
- 5- Verify the appropriateness of the student enrollment in each section with the designated class capacity for the respective course.
- 6- Supervise the activities of examination committees.
- 7- Collect results from course instructors in preparation for approval before monitor.

16. Student Affairs Committee

- 1- Prepare a plan for the student guidance program and update it annually.
- 2- Raising awareness of the importance of academic, professional, psychological and social accreditation.
- 3- Raising students' awareness of supporting services and activities provided by the college and university and follow-up.
- 4- Receiving and responding to students' proposals or complaints and working to overcome them.
- 5- Prepare preventive programs to protect students from vulnerability.
- 6- Academic support (study the situation of students with default or low rates) and preparing academic programs to support students with unsatisfactory performance.
- 7- Follow-up of extra-curricular activities.



PART (2): PROGRAM QUALITY ASSURANCE SYSTEM

A- Bi-annual Quality Assurance Auditing

a. Program Quality Assurance Committee

- The Quality Assurance Committee is tasked with conducting routine assessments of the program's documents and services. This evaluation occurs once per semester, utilizing approved forms sanctioned by the Vice-Deanship of Quality and Development. These forms serve as instruments to appraise the quality of essential documents and reports, including course reports, course specifications, and the annual program report

b. Annual Internal Review

- This marks the second evaluation phase, an annual review that is more extensive compared to the bi-annual Quality Assurance Auditing. Conducted once a year under the supervision of the Vice-Dean of Quality and Development, the primary objectives of the internal review process are to assess and evaluate the quality of services offered by academic programs within the College of Applied Medical Sciences (CAMS). Additionally, the review examines the programs' readiness for academic accreditation.
- The internal review team consists of the Vice-Dean of Quality and Development, the Coordinator of the Academic Accreditation Unit, the Coordinator of the Measurement and Evaluation Unit, and the Coordinator of the Quality Assurance Unit. This thorough internal review scrutinizes all quality documents and services provided by the programs.
- Comprehensive review reports are generated, containing suggestions and recommendations for the respective programs. Program coordinators utilize this feedback in the development of plans to enhance the services offered by their programs.

c. Quality Assurance Unit in VDQSD

- The Quality Assurance Unit (QAU) within the Vice-Deanship of Quality and Development conducts a semi-annual assessment to ensure that the quality of documents and services offered by programs aligns with established standards. To achieve this, the QAU reviews documents, requests evidence, assesses program facilities, and organizes meetings with various stakeholders to evaluate the quality of documents and services provided by the program.

9. STANDARDS ADOPTED BY THE PROGRAM

STANDARD 1 :

d. Procedures

A. Assessment & Evaluation

Purpose: To provide program, committees with analysis for further recommendations, writing action plans and for improvement issues.

Procedure 1: Program's Mission and Goals



A. Preparing Program's Mission and Goals

- ✚ The Quality Assurance Committee/Mission and Objectives Formulation Committee prepares a proposed model for the program's mission and goals.
- ✚ Taking feedback on the proposal from internal stakeholders such as “faculty members and student...” and external stakeholders such as “experts, employers, and the local community benefiting from the program's services...”.
- ✚ Preparing the initial copy of the program's mission and goals and submitting it to the department council.

- ✚ Discussing the proposed formula in the department council and recommending sending it to the college's quality assurance council/unit.
- ✚ The Quality Assurance Committee/Mission and Objectives Formulation Committee prepares the second copy of the program mission and goals according to the views of the college's quality assurance council/unit.
- ✚ Obtaining approval from the department council.
- ✚ Obtaining the approval of the College Council.

B. Reviewing and Updating the Program's Mission and Goals

The program's mission and goals are reviewed and updated every 4 years through the following steps:

- ✚ The Quality Assurance Committee/ mission and goals Formulation Committee reviews the program's mission and goals according to internal and external variables and the future directions of the university/college/department.
- ✚ Preparing a proposed version of the updated version of the program's mission and goals (previous version) with justifications and reasons for the update.
- ✚ Preparing the initial copy of the program's mission and goals and presenting it to the department council.
- ✚ Taking feedback on the proposal from internal stakeholders such as “faculty members and student....” and external stakeholders such as “experts, employers, and the local community benefiting from the program's services....”.
- ✚ Discussing the proposed formula in the department council and recommending sending it to the college's quality assurance council/unit.
- ✚ Preparing the second copy of the program's mission and goals according to the visions of the college's quality assurance council/unit.
- ✚ Obtaining approval from the department council.
- ✚ Obtaining the approval of the concerned vice dean of the college.
- ✚ Approval of the mission and goals from the college council.

C. Publication of Program's Mission and Goals

- + The Quality Assurance Committee/ mission and goals Formulation Committee preparing a design for the program's mission and goals.
- + Preparing a plan to disseminate and raise awareness of the program's mission and goals.
- **Implementation of the advertising plan**
- **Preparing a periodic report.**

D. Evaluation and Benchmarking:

- + Key Performance indicators are defined about the program's mission and goals.
- + Periodic measurement of the adopted KPIs.
- + Comparisons with internal and external benchmark are done.
- + Preparing a periodic report and developing plans for improvement and development the program's mission and goals.

Procedure (2): Program Management:

- + Program Directors are selected through a rigorous PSAU selection process and after selection are appointed by the relevant authority initially for a fixed term, subsequently extendable based on their performance.
- + The duties and responsibilities of Program Directors are clearly defined by the PSAU and the Higher Education Council and are notified from time to time.
- + A hierarchical organizational structure to oversee all activities related to the effective implementation of program, and well-defined roles and responsibilities.
- + At the department level, the department head is the program coordinator. He is assisted by the Department Council.
- + At the beginning of each academic year, the Department Council nominates members to various subcommittees with specific terms of reference to maintain an academic environment for effective program delivery.
- + The Program Coordinator/Department Council considers various aspects of course/program delivery across branches such as adherence to the lecture plan as specified in the course specifications, implementation of the common assessment plan across all branches (direct and indirect).

- + The top management encourages faculty member's participation in active research by offering various incentives from time to time
- + Faculty members are encouraged to collaborate in research (local and international) through the Deanship of Scientific Research.
- + A committee of the Department Council has been formed to sponsor the research activities of the program/department, which organizes periodic meetings/seminars to facilitate exchange of research results among faculty members.
- + The program administration periodically reviews the curriculum and study plan and suggests such amendments so that the curriculum is on par with similar programs offered nationally and internationally.
- + The Department Council, from among its members, nominates senior faculty members with diverse administrative experience apart from teaching to the Steering Committee, which advises the Board of Directors/Department Council or any other sub-committee of the department, in order to effectively manage and implement the program.
- + The program management encourages teaching assistants and staff to enhance their academic and technical qualifications by recommending and approving the relevant authority.
- + The subcommittees in charge of the various aspects of program implementation submit their reports at the end of each semester and propose improvement plans that are considered by the Department Council and, after deliberations, are submitted to the competent authority for consideration.
- + An effective performance appraisal system as envisaged by the PSAU and implemented by the Program Coordinator and Program Managers uniformly.
- + The program Management purchases all this equipment for the effective implementation of the program.

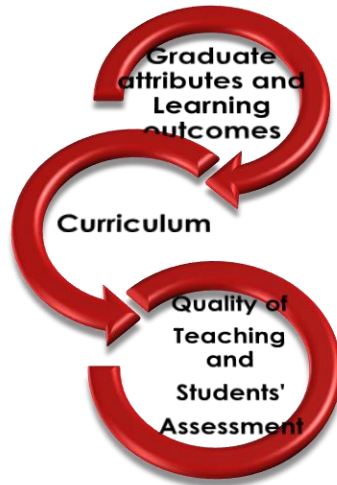
Procedure (3): Program Quality Assurance:

- + The Department Council nominates members of the Quality Assurance and Academic Accreditation Committee (QAAAC) with specific competencies.
- + The Quality Assurance and Academic Accreditation Committee, in consultation with faculty and other stakeholders, formulates program specifications that define the attributes of graduates in the program,

and the intended learning outcomes so that the graduate possesses the attributes required in accordance with the NQF standards.

- ✚ The Faculty and staff are consulted from time to time by the program Management through Department Council and subcommittees meetings and recommendations are considered by the appropriate authority.
- ✚ A group of faculty members prepare course specifications with specific objectives, intended learning outcomes, teaching strategies, assessment methods, required resources, etc., which are reviewed by the QAAAC before being submitted to the Department Council for consideration and approval.
- ✚ program specifications and course specifications are converted into Department Quality Coordinators for approval by the committee formed at college level.
- ✚ The program evaluates its progress towards achieving its mission and goals through key performance indicators (KPIs) provided by NCAAA. The program can also have its own KPIs. The program evaluates all key performance indicators provided by NCAAA at each program cycle.
- ✚ At the end of each semester, course coordinators submit course reports that analyze the results achieved, the effectiveness of teaching strategies, improvement proposals, and an action plan for the future.
- ✚ Students are contacted periodically by QAAAC and academic advisors regarding course delivery apart from semester monitoring carried out by the program Management.
- ✚ QAAAC conducts various types of surveys to ascertain the satisfaction level of stakeholders regarding different aspects of the course/program (e.g. course evaluation, program evaluation, alumni survey, employer survey, faculty survey, etc.)
- ✚ At the end of each academic year, the QAAAC prepares a unified annual report for the program in which it evaluates the achieved results and key performance indicators of the program, indicating the program's mission and Goals, and submits the report to the Department Council for consideration and approval.
- ✚ The QAAC conducts a periodic self-study to implement the program with reference to the standards set by the NCAAA, and prepares a self-study report and sends it to the accreditation agency through the appropriate channel to obtain accreditation for the program.

STANDARD 2: Teaching and Learning



Procedure (1): Graduate attributes and Learning outcomes

- ✚ The Subcommittee for Learning Outcomes identifies graduate attributes and PLOs in line with the NQF and consistent with program mission as well as with academic, professional, and labor market requirements.
- ✚ The subcommittee ensures graduate attributes are developed in accordance with PSAU graduate attributes.
- ✚ The subcommittee ensures graduate attributes are developed in accordance with the program learning outcomes (PLOs).
- ✚ The subcommittee ensures that the graduate attributes are approved, by Department council and college council.
- ✚ The subcommittee ensures that the graduate attributes are publicly disclosed, and periodically reviewed.
- ✚ The subcommittee identifies specific sectors in the Saudi labor market as stated in Saudi NTP Vision and Job Classification therein.
- ✚ The subcommittee for CLO –PLO assessment collects students' assessment data from all faculty to measure the attainment of the learning outcomes every semester.



- ✚ The subcommittee prepared Target- actual statements of each course to determine the achievement and performance levels of faculty and students.

Procedure (2): Curriculum:

- ✚ The Department Study Plan committee is responsible for suggesting, design, develop and modify the program curriculum periodically.
- ✚ The Department Study Plan committee ensures that each course description and course specifications are prepared in accordance with the field of specialization.
- ✚ A matrix is prepared to align program learning outcomes (PLOs) with the Course learning outcomes (CLOs)
- ✚ The study plan committee creates a balance between theoretical and applied courses and schedules them logically in a sequence based on the level of understanding and comprehension required.
- ✚ The study plan committee conducts both internal and external benchmarking of all courses and their modules.
- ✚ Adequate provision exists for curricular and extracurricular activities during each semester.
- ✚ The learning outcomes in the courses are aligned with the program learning outcomes and shown in a matrix
- ✚ The teaching and learning strategies and assessment methods are aligned with PLOs and CLOs to determine their attainment.
- ✚ The faculty employs a student-centered teaching and learning strategy by encouraging them to involve in action learning
- ✚ The program Coordinator (HOD), the course coordinators and individual instructors ensure a unified application of the study plan, in both theory and practice, in both male and female sections.
- ✚ All course specifications, course description, as well as assessment (e.,g, midterm and final term exams) are unified in both male and female sections.
- ✚ The Field training committee ensures that all trainees attain the learning outcomes as specified in the FT specifications
- ✚ Appropriate strategies and activates aligned to the learning outcomes of the program are designed and implemented for field training and field experience.

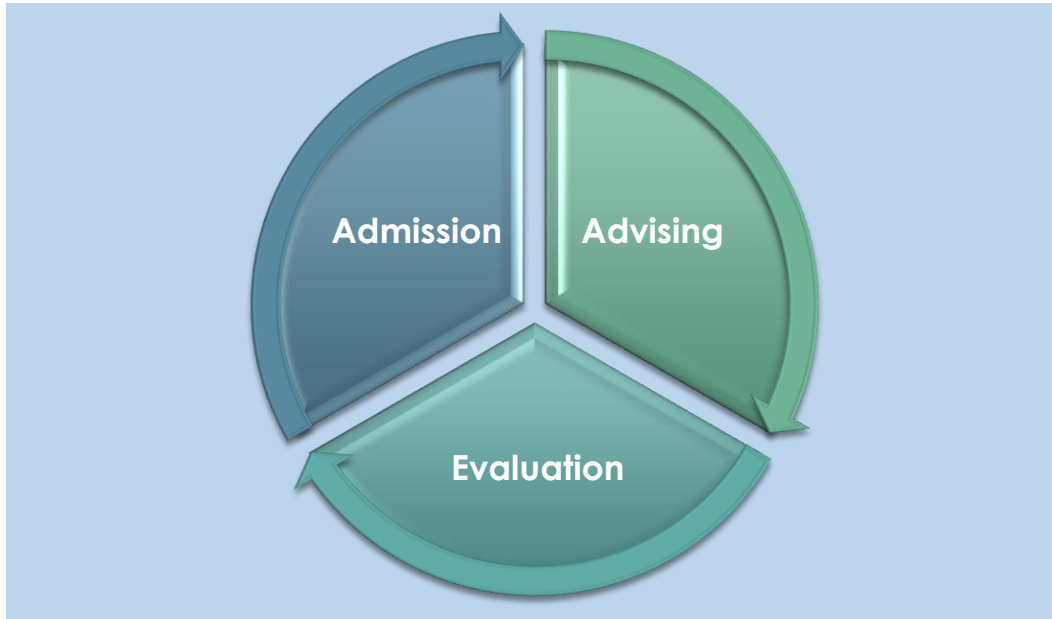


- ✚ The field training committee ensures that the tasks assigned to trainees contribute to the attainment of the learning outcomes
- ✚ The field training committee ensures that field supervisors and managers at training sites are aware about the intended learning outcomes
- ✚ The field training committee has devised a mechanism to supervise, follow-up, and evaluate students' performance during the field training.
- ✚ The program monitors the performance of students in each course.

Procedure (3): Quality of Teaching and students' assessment:

- ✚ All teaching staff in the department ensure adherence to the learning and teaching strategies and assessment methods as specified in the program and course specifications
- ✚ The Program, through various meetings and Department council platform, urges the instructors to identify suitable learning and teaching strategies and assessment methods and make use of blackboard, and other advanced technology.
- ✚ At the beginning of each semester, the students are provided with a copy of course description containing credit and contact hours, learning outcomes, teaching, and learning strategies, assessment methods and intervals of assessment.
- ✚ Both direct and indirect methods are employed to periodically evaluate the effectiveness of teaching and learning strategies and assessment methods and are mentioned in the course reports.
- ✚ Adequate rewards and motivations are provided for recognizing excellence and innovation in teaching.
- ✚ The program makes available publicly course specifications, and the rules related to learning outcomes, grades calculation methods.
- ✚ The ithenticate software (plagiarism checker) is randomly used to ensure that assignments and graduation projects are works of students.
- ✚ The faculty provides feedback to students about their performance periodically and suggest measures to improve their performance.

STANDARD 3: STUDENTS



Procedure (1): Students` admission and registration

- ✚ The departmental council decides the number of students to be admitted (for 4 years) based on comparisons and studies.
- ✚ The department will determine additional requirements (if any) for admission and transfer to the program.
- ✚ The student uploads information to the university website and fills the necessary forms.
- ✚ The Admissions and Registration Department provides resources and support to students.
- ✚ The student registers the study program with the help of the supervisor.
- ✚ The Dean of Admissions and Registration will review student programs based on the conditions and policies.
- ✚ The student publishes the class schedule on the academic website.
- ✚ The student may drop or add certain courses after approval of the academic advisor.



Procedure (2): Transfer between colleges / programs / universities.

- ✚ The transfer request is confirmed by the student's academic performance after completing the form specified by the student.
- ✚ The Equality Committee will review the application and consider it in accordance with the terms and conditions of the University.
- ✚ The committee reports on the status of the application, approving or rejecting the application, supporting the reasons and reasons.
- ✚ The Faculty Council discusses the report of the committee and recommends acceptance or rejection in a memorandum to the Dean of Education and Academic Affairs of the college.
- ✚ The request is submitted to the concerned college board for approval or rejection of the transfer request.
- ✚ Send the solution to the authorized person to implement it.

Procedure (3): Initialization and guidance

- ✚ The Academic Advisory Committee prepares a timely plan to prepare students for the program.
- ✚ The Faculty Council discusses the proposed study plan.
- ✚ Academic Advisory Committee a copy of the current plan to prepare students for the program after taking notes from the Faculty Council.
- ✚ The Vice Dean for Academic Affairs will study the plan considering the capacity of the college and other programs of the college.
- ✚ The Academic Leadership Committee prepares the final version of the plan, taking into consideration the comments and recommendations of the Vice Dean for Academic Affairs.
- ✚ The plan is submitted to the relevant department board for approval.
- ✚ The plan is approved by the College Council.
- ✚ The committee will carry out the activities of the plan under the supervision of the concerned councils.
- ✚ The committee prepares a periodic report on the plan, supported by performance indicators and evidence.

Procedure (4): Student evaluation

- ✚ The examination committee will prepare a time plan for evaluating students (procedures and activities).
- ✚ The Faculty Council will discuss the student's evaluation schedule.
- ✚ The examination committee prepares the final version of the plan after receiving comments from the departmental council.
- ✚ The Vice Dean for Academic Affairs studies the plans keeping in mind the capacity of the college and the plans of other college programs.
- ✚ The examination committee prepares the final version of the plan considering the opinions and recommendations of the Vice Dean for Academic and Educational Affairs.
- ✚ The plan is submitted to the relevant department board for approval.
- ✚ The plan has been approved by the college council.
- ✚ The committee will supervise the planned activities in the respective councils.
- ✚ The committee prepares a periodic report on the plan, supported by performance indicators and evidence.

STADARD 4: FACULTY MEMBERS

Procedure (1): Staff Recruiting

Appointment of Saudi lecturers or teaching assistance (TA),

- ✚ An announcement is published on the official website of the university, and after the completion of the announcement deadline, all applications are sorted out to select those who meet the conditions of application. The list of eligible candidates is sent to the department.
- ✚ The department conducts a written examination for all the shortlisted applicants. A personal interview is conducted by a college level committee for all candidates successful in the written examination. This committee comprises members of experienced faculty members and the department head.
- ✚ All successful applicants are ranked according to their grades in the written test and interview. The Department sends the recommendations as well as the number of teaching staff required by the department. All appointments are approved by the Department Council as well as the College Council.

- ✚ The process to appoint Saudi faculty members or transferring the services of a Saudi faculty member from another university to Prince Sattam bin Abdul-Aziz University involves a process with several stages:
- ✚ The applicant's doctoral thesis is examined and a report is written by a panel of senior faculty members with academic and research experience.
- ✚ A personal interview is carried out with the candidates through a committee formed at the college level, in which the department is represented by a senior faculty member or the department head
- ✚ A second personal interview is conducted in the last stage with the permanent Committee for Promotions and Appointments at the university level. The department is also represented in this interview by a senior faculty member or the department head.
- ✚ The process to appoint non-Saudi faculty members also takes place in several stages,
 - o The CVs of the candidates for an academic position in the department are examined and official minutes are prepared by the department's "Outstanding Faculty Members Attraction Committee". The criteria of selection include excellent record in teaching and research experience.
 - o The committee submits its report and a list of recommended candidates to the head of the department for further communication with the candidates and inform its decision to the dean of the college.
 - o After the selection, a contract is sent by the Dean of the College to the candidate to sign and send the acceptance.
 - o Finally, all successful candidates are contacted by a committee formed by the university to complete the contracting procedures at the Saudi Cultural Attaché in the country of the candidates.

Procedure (2): University Support

All faculty members of the program receive various forms of support.

- ✚ At the beginning of the first semester of each year, the university organizes an orientation program (3-5 days) for all freshly recruited faculty members.
- ✚ During each academic year, subsequently, various deanships such as Deanship of Development and Quality, Deanship of Scientific Research, and Deanship of Information Technology organize various workshops covering a wide range of professional /academic interest.
- ✚ All faculty members are encouraged to attend and participate in 4-5 workshops per year. The participation and attendance certificates are taken into account in academic promotion or the annual appraisal reports prepared by the Head of the program.



- ✚ The university, through Deanship of Scientific Research, offers various forms of sponsorship to support scientific research. Each staff member receives at least one research project every year
- ✚ The university offers excellent learning resources either through Saudi digital library or the University central library
- ✚ The college offers good environment for teaching and research activity
- ✚ The program offers a chance for staff members to evaluate their research activity during Seminar activity held frequently during each Semester.
- ✚ The university enables academic promotion for all faculty members, after satisfying certain conditions and rules.

Procedure (3): Performance

All faculty members contribute in the program specific committees and activities.

- ✚ All faculty members have teaching load according to their academic rank.
- ✚ All faculty members, aside of their teaching load, have 5-6 hours as an office and academic advising hours in their weekly timetable.
- ✚ All faculty members adopt various teaching strategies and assessment tools to evaluate student learning outcomes as prescribed in course specifications.
- ✚ Faculty members are encouraged to give extra professional/academic workshops for undergraduate students, for the sake improving their skills.
- ✚ All faculty members are responsible for preparing course portfolio by the end of each semester.

Procedure (4): Evaluation: Teaching and Research

- ✚ The scientific research outcome of each faculty member is counted and reflected in his or her annual appraisal and evaluation report.
- ✚ The exam committee examines the Exam papers of each course to ensure whether they are aligned to the prescribed program and course learning outcomes.
- ✚ All faculty members are required to prepare PLO-CLO matrix to evaluate their learning outcomes according to the criteria of the Quality assurance unit of the College.



STANDARD 5: LEARNING RESOURCES

Procedure 1: Learning Resources

- ✚ Considering the total number of students and courses, the concerned committee determines what resources and reference materials are needed for the teaching and learning processes at the beginning of each semester.
- ✚ Students and faculty members are asked to give feedback.
- ✚ The department council submits the necessary learning resources for discussion and review.
- ✚ The Department Council approves the required learning resources.
- ✚ The vice dean of the respective college receives the required educational materials.
- ✚ The College Council gets presented with the pertinent files for review and approval.
- ✚ Key performance indicators are determined by obtaining feedback from the stakeholders, both students and faculty members, at the semester's end.
- ✚ Formulating an action plan for development and improvement based on benchmarks and key performance indicators.
- ✚ Reports are produced regularly regarding the program's learning resource availability.

Procedure 2: Facilities and Equipment

- ✚ Considering the total number of students and courses, the concerned committee determines the required sufficient facilities and equipment like classrooms, laboratories, electronic resources, technology, and computers needed to support teaching and learning processes at the beginning of each semester.
- ✚ Students and faculty members are asked to provide feedback.
- ✚ The required facilities and equipment are submitted for discussion and review by the department council.
- ✚ The Department Council approves the required facilities and equipment.
- ✚ The vice dean of the respective college receives the required educational materials.
- ✚ The College Council gets presented with the pertinent files for review and approval.
- ✚ Key performance indicators are determined by obtaining feedback from the stakeholders both students and faculty members at the end of the semester.
- ✚ Formulating an action plan for development and improvement based on benchmarks and key performance



indicators.

- ✚ The availability of facilities and equipment for the program is measured according to other equivalent national and international and international programs as a benchmark.
- ✚ Reports are produced on a regular basis regarding the available facilities and equipment.

Procedure 3: Training Programs

- ✚ The committee determines what technical assistance, orientation, and training are necessary to ensure the efficient use of resources and learning tools at the beginning of each semester.
- ✚ Students and faculty members are asked to provide feedback.
- ✚ The required training programs are submitted for discussion and review by the department council.
- ✚ The Department Council approves the required training programs.
- ✚ The vice dean of the respective college receives the required training programs.
- ✚ The College Council gets presented with the pertinent files for review and approval.
- ✚ Key performance indicators are determined by obtaining feedback from the stakeholders both
 - students and faculty members at the end of the semester.
- ✚ Formulating an action plan for development and improvement based on benchmarks and key performance indicators.
- ✚ Reports are produced on a regular basis regarding the available training programs.

10- QUALITY CYCLE

The quality cycle constitutes various interconnected elements with the objective of achieving the intended purpose of Nursing Sciences program. **The Plan-Do-Check-Act** approach as depicted in the figure above is proposed to be followed in Reviewing the Cycle of the Nursing Sciences program

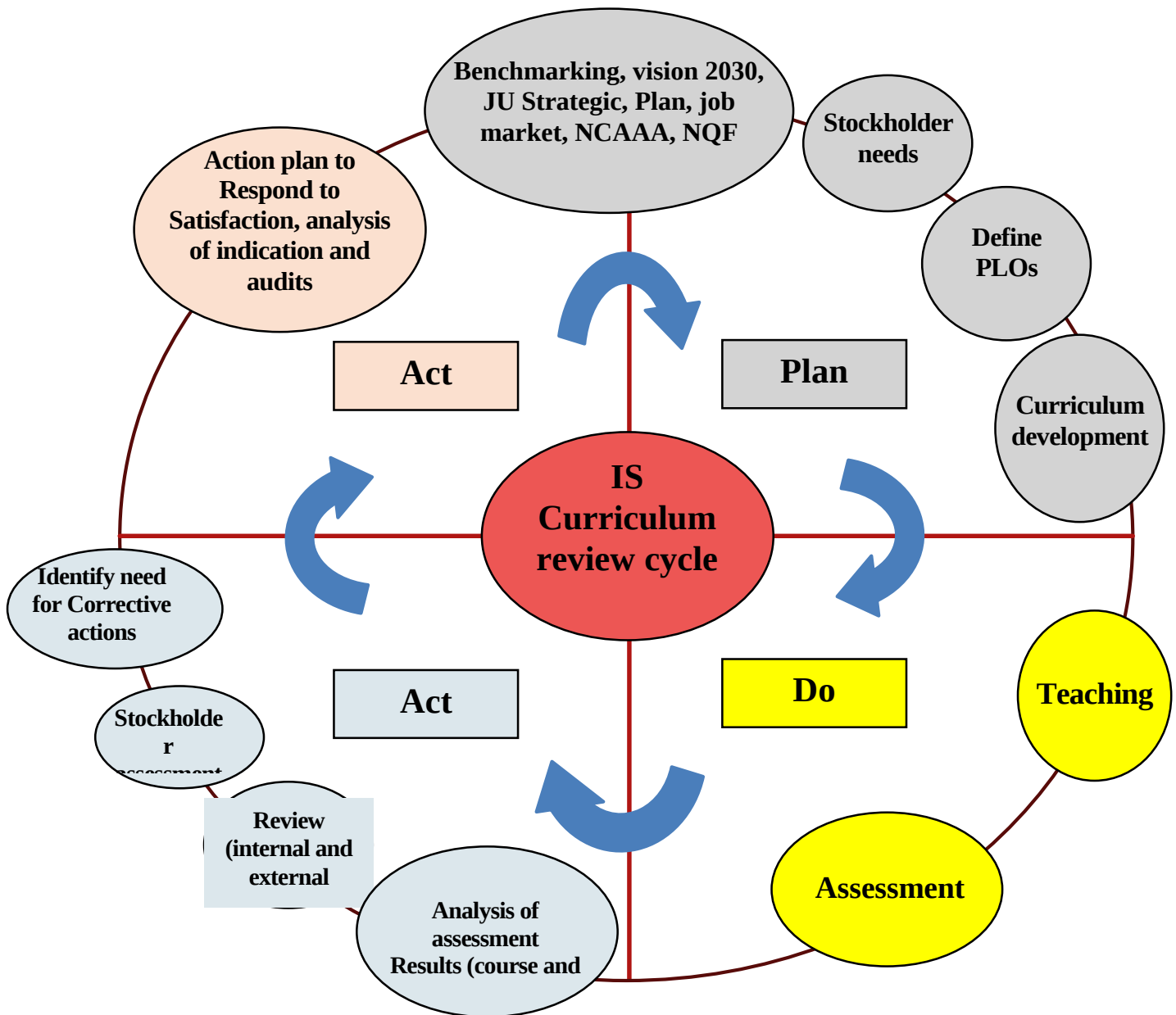


Figure. Review Cycle of the program

10-1 Plan

- D-** The initial phase commences with an examination of the requirements posed by program accreditation standards, and the preferences of the job market. Simultaneously, it considers the stipulations of educational standards and the national qualifications framework necessary for advancing theprogram.

10-2 DO

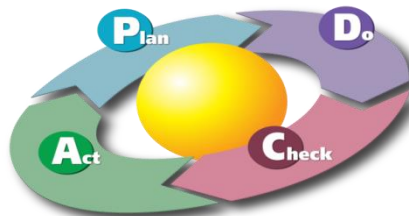
- E-** The implementation phase begins with the execution of the plan, wherein the curriculum is delivered, and the achievement of Program Learning Outcomes (PLOs) is assessed through the evaluation of learning outcomes.
- F-** The assessment of PLOs is conducted through two methods: direct assessment, which is based on the evaluation of course learning outcomes, and indirect assessment, which involves surveys such as exit surveys, program evaluation surveys, student experience surveys, and employer surveys.

10-3 Check

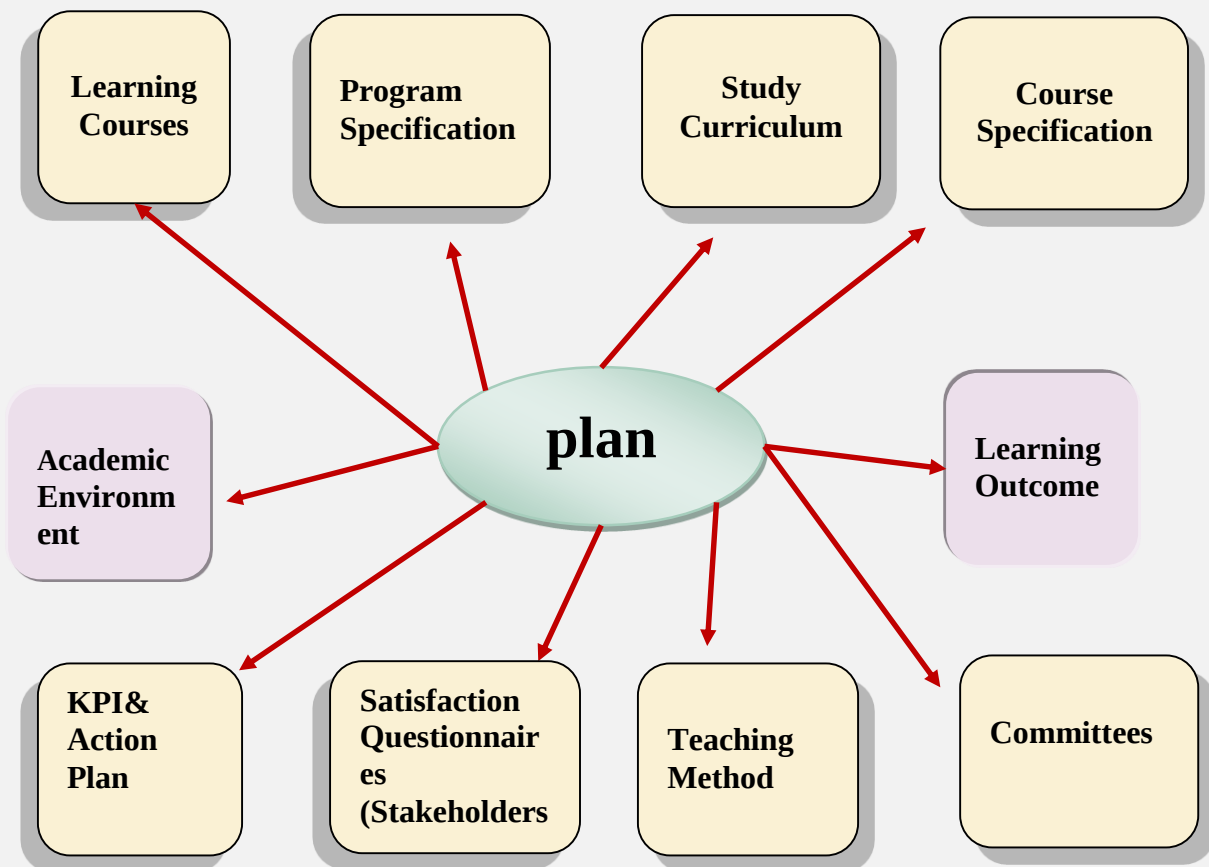
- In the checking stage, assessments of the results are analyzed along with internal and external reviews of course and program reports, as well as specifications. Feedback from students, faculty, and employers is considered in this stage, and areas for improvement are identified.

10-4 Act

- Acting upon the assessment mechanisms mentioned above, an annual improvement plan is formulated, taking into account the requirements of the five-year strategic plan and action plan. Best practices are shared, and adjustments are implemented for the subsequent cycle.

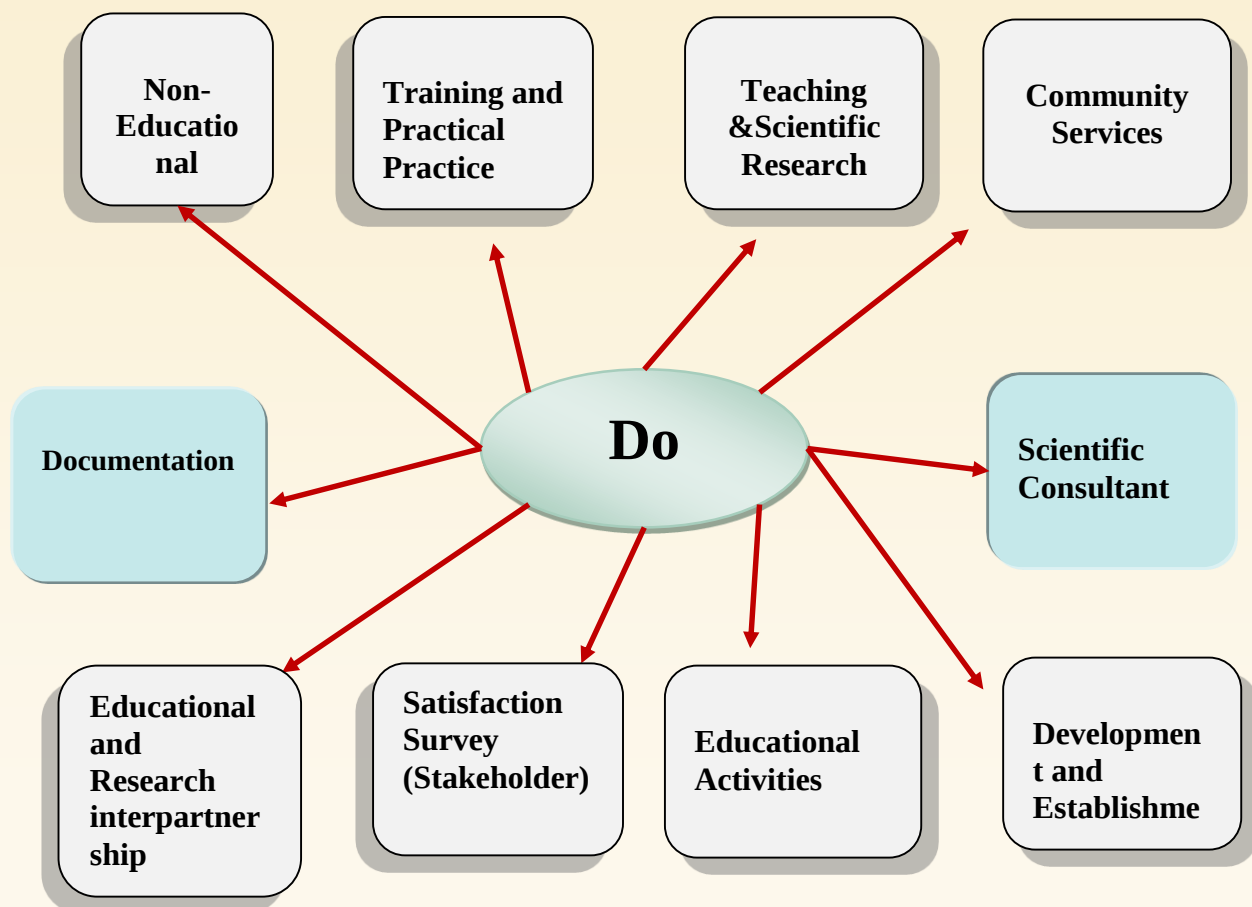


Program Plan to achieve the Mission & Objectives



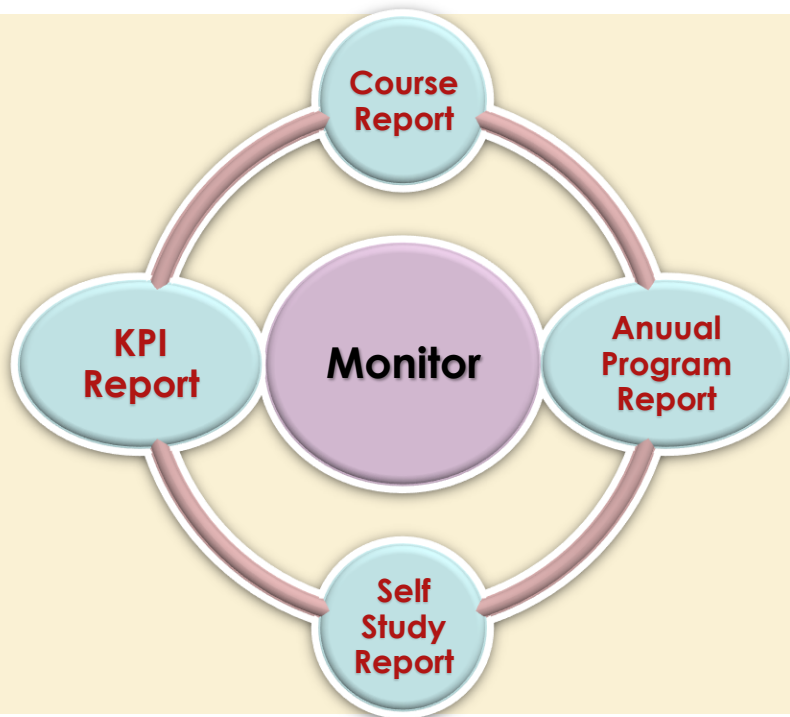


Program means to achieve the goals





Ensuring the adequacy of Learning processes & Resource



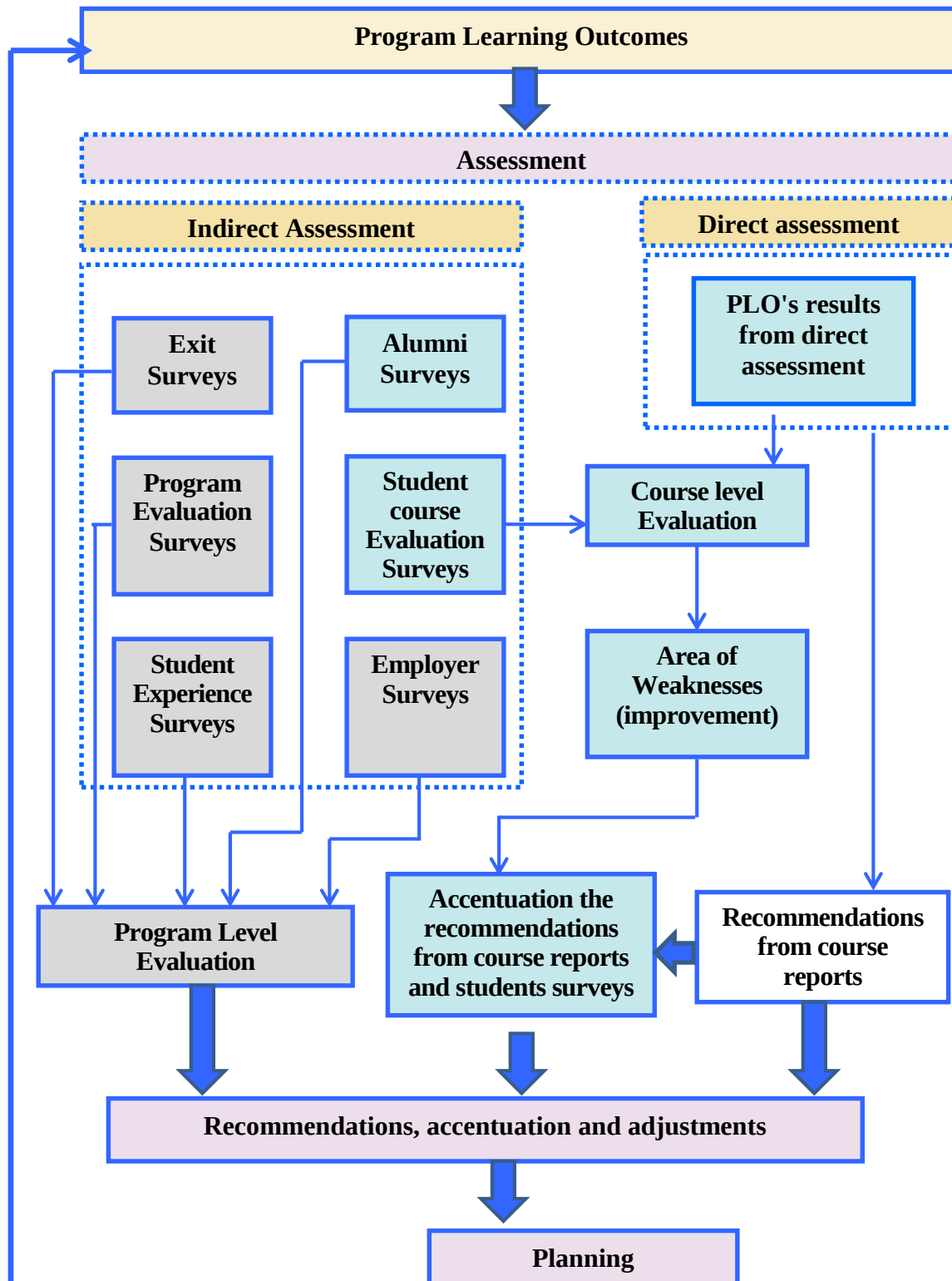


Figure. Assessment and annual review cycle of the program



11- EVALUATION OF PROGRAM QUALITY MATRIX

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of teaching and assessment	Students, program leaders, students, peer review	Program evaluation surveys Students experience surveys Faculty Satisfaction Surveys Advisory committee opinion Internal and external reviews of courses and program specification	End of the academic year
		Course student evaluation surveys Internal reviews	At the end of each study term
The extent of achievement of course/ program learning outcomes	Program Leaders, faculty, quality unit, employers, students, alumni	Course reports Student Indirect Surveys Independent insurance of student achievement Reviews	At the end of each study term
		Alumni survey Employer Surveys Annual program report Advisory Committee Opinion	End of the academic year
Quality of learning resources	Student, faculty, alumni	Exit Surveys	At end of each study Term
		Faculty Satisfaction Survey Program evaluation surveys Student experience surveys Alumni surveys	End of the academic year



12- STANDARDS AND MECHANISM FOR EVALUATION AND PERIODIC REVIEW OF ACADEMIC PROGRAMS

The evaluation and periodic review process generally aims to identify the extent to which the program has achieved its objectives, learning outcomes and ensuring its effectiveness. Hence, the evaluation and periodic review of the program by those in charge of it are necessary in order to ensure development and improvement processes and keep pace with scientific developments and the labor market. The process of evaluation and review of academic program is defined as the process of systematic and regular review and evaluation for the program and its components every certain period.

12-1- Criteria for the comprehensive evaluation and review process of academic programs

- The comprehensive program evaluation and periodic review process (once every 3-5 years) should be conducted on the overall level of quality in the program by identifying its strengths and weaknesses.
- The tools used in the program evaluation process should be varied and not be limited to one type tools.
- Relying on evidences and documents evidence away from personal opinions and impressions.
- Comprehensiveness means that the evaluation process is not limited to specific parts of the program, but rather includes the inputs and operations (including the recommendations of the program's professional advisory committee, results of a graduates and student's opinions surveys) and the outputs of the program, with attention to the learning outcomes (the extent of their achievement) and the extent to which the characteristics of graduates have been achieved.
- Continuity: The evaluation process should go hand in hand with the teaching and learning process to ensure permanent follow-up of the program's effectiveness annually.
- The KPIs in the program are measured annually and their reports are discussed and taken appropriate decisions on them, preparing reports and making a benchmark comparison of the program with other similar programs.



- Program reviews and evaluations are carried out with the participation of stakeholders and experts in order to guarantee that the program is still fit for purpose.
- Preparing a complete self-study report for the program according to the template of the National Center for Evaluation and Accreditation.

12.2 . Mechanisms of the periodic (annual) evaluation of the program

This level is done by academic Program Evaluation Committee, and its role in this aspect is as follows:

✚ The mechanisms of the program evaluation process (internal audit) are as follows: Implementing periodic procedures to ensure the quality of the academic program by collecting required data about the program using various evaluation tools and periodically analyze their results to identify strengths and weaknesses in order to improve performance, **including the following:**

- Analyzing the results of direct assessment of course learning outcomes and analyzing the results of direct and indirect assessment of the program learning outcomes, reporting, and improvement and development plans and reports of improvement and development plans for the previous year.
- Analyzing the results of opinion surveys and making the necessary reports, improvement and development plans, and reports of improvement and development plans for the previous year.
- Preparing the annual report of the program, including improvement and development plans, and reports of improvement plans and development for the previous year.
- Analyzing the results of measuring the main performance indicators of the academic program and preparing a performance indicators report of the improvement and development plan and the improvement and development plan report for the previous year.
- Preparing self-evaluation scales for the academic program.



- Preparing self-study report for the academic program, improvement and development plan, and a plan report of improvement and development for the previous year.
- Evaluating the learning outcomes and the extent to which the characteristics of graduates have been achieved at all levels, and preparing the necessary reports, improvement and development plans, and reports of improvement and development plans for the previous year.
- Studying the circumstances surrounding the program and developments related to the labor market and the extent of the demand for program graduates.
- Preparing a complete report that includes strengths, weaknesses, priorities for improvement and development proposals of the program, the improvement and development plan, and the report of the improvement and development plan for the previous year.

 The mechanisms of the program evaluation process (external audit) are as follows:

- The program file that includes (program specification - course specification - Annual Program report - Course Reports - Program Key Performance Indicator Reports - Learning outcomes Report - survey reports - program self-evaluation scales – Self-study report of the Program - a complete report that includes strengths, weaknesses and priorities for improvement, the program development proposals, the improvement and development plan, and the improvement and development plan report for the previous year) is sent to the department council, then to the college council, and then to the plans and programs unit to send it to the external auditor to conduct the external audit.
- Preparing the improvement and development plan based on the external audit report and preparing a complete report that includes strengths, weaknesses, priorities for improvement, proposals for program development, and a plan of Improvement and development and report of the improvement and development plan for the previous year.



13- PROGRAM KEY PERFORMANCE INDICATORS

13-1 -Main Key Performance Indicators

Code	Key Performance Indicators	Target Benchmark
KPI-P- 01	Students' Evaluation of quality of learning experience in the program.	
KPI- P- 02	Students' evaluation of the quality of the courses.	
KPI-P-03	Completion rate.	
KPI-P-04	First-year students retention rate	
KPI-P-05	Students' performance in the professional and/or national examinations.	
KPI-P-06	Graduates' employability and enrolment in postgraduate programs.	
KPI-P-07	Employers' evaluation of the program graduates proficiency.	
KPI-P-08	Ratio of students to teaching staff.	
KPI-P-09	Percentage of publications of faculty members.	
KPI-P-10	Rate of published research per faculty member.	
KPI-P-11	Citations rate in refereed journals per faculty member.	



14- TEACHING AND LEARNING STRATEGIES TO ACHIEVE PROGRAM LEARNING OUTCOMES

Learning Domains	Program Learning Outcomes (PLOs)	Teaching and Learning Strategies	Assessment Methods
	Knowledge and Understanding		
	K.1 Identify the information, concepts, principles, and theories related to nursing, and supportive sciences.	Interactive lecture Group Activity and Discussion	Quizzes, Midterm, and final Exams, Assignments, oral presentation.
	K.2 Demonstrate knowledge of the physical, psychological, and spiritual needs of individuals, families, and communities within the framework of culture, values and norms across the life span.	Interactive lecture Group Discussion Video Presentation	Quizzes, Midterm, and final Exams,, Assignments, oral presentation.
	K.3 Demonstrate understanding of the common risks and hazardous health problems competently in individuals, families, and communities.	Interactive lecture Group Discussion Video Presentation	Quizzes, Midterm, and final Exams,, Assignments, oral presentation.
	K.4 Recognize the evidence-based practice and research methodology of the nursing field.	Interactive lecture Group Activity and Discussion	Quizzes, Midterm, and final Exams,, Assignments, oral presentation.

	Skills		
	S.1 Apply nursing process for patients \ clients in different settings in case of health and illness.	Interactive lecture Class discussion participation, Case Study, Lab and clinical demonstrations	Written exams, Lab and Clinical Demonstration, Case Studies, oral presentation Assignment
	S.2 Solve problems in different complex situations related to nursing care in order to improve health status and alleviate suffering.		Written exams, Lab and Clinical Demonstration, Case Studies, oral presentation Assignment
	S.3 Conduct research methods interrelated to nursing based on the best evidences in accordance with ethical principles		Written exams, Lab and Clinical Demonstration, Case Studies, oral presentation Assignment
	S.4 Use critical thinking and information systems to support clinical decision making and delivery of safe nursing care.		Written exams, Lab and Clinical Demonstration, Case Studies, oral presentation Assignment
	Values, Autonomy, and Responsibility		
	V.1 Use ethical and professional disposition committed to autonomy, excellence, equity, advocacy, empathy, compassion and sustainability.	Group Activity and Discussion, Presentation, Critical Thinking Exercises	Group Activity and Discussion, assignments, oral presentation, case Studies
	V.2 Appreciate cognitive flexibility, proficient communication, collaboration and leadership valuing the variety of individuals and communities.		Group Activity and Discussion, assignments, oral presentation, case Studies
	V.3 Demonstrate responsibility and accountability for care within the scope of the professional and practical level of proficiency with autonomy.		Group Activity and Discussion, assignments, oral presentation, case Studies



15- NCAAA PROGRAM ACCREDITATION FORMS

<https://etec.gov.sa/en/productsandservices/NCAAA/AccreditationProgrammatic/Pages/Forms.aspx>.

Name	Download Link
Program Specification	https://etec.gov.sa/en/service/accreditation/servicedocuments#:~:text=P rogram%20Specifications,programmatic%20accreditation%20(bachelor%27s)
Annual Program Report	https://etec.gov.sa/en/service/accreditation/servicedocuments#:~:text=Annual%20Program%20Report,programmatic%20accreditation%20(bachelor%27s)
Course Specifications	https://etec.gov.sa/en/service/accreditation/servicedocuments#:~:text=Course%20Specifications,programmatic%20accreditation%20(bachelor%27s)
Course Report	https://etec.gov.sa/en/service/accreditation/servicedocuments#:~:text=Course%20Report,programmatic%20accreditation%20(bachelor%27s)
Field Experience Specifications	https://etec.gov.sa/en/service/accreditation/servicedocuments#:~:text=Field%20Experience%20Specification,programmatic%20accreditation%20(bachelor%27s)
Field Experience Report	https://etec.gov.sa/en/service/accreditation/servicedocuments#:~:text=Field%20Experience%20Report,programmatic%20accreditation%20(bachelor%27s)
Self-Study Report for the Program	https://etec.gov.sa/en/service/accreditation/servicedocuments#:~:text=Self%2Dstudy%20Report,Documents%20of%20programmatic
Self-Evaluation Scales for Higher Education Program	https://etec.gov.sa/en/service/accreditation/servicedocuments
Program key performance indicators	https://etec.gov.sa/en/service/accreditation/servicedocuments#:~:text=p rogram%20Key%20Performance,programmatic%20accreditation%20(bachelor%27s)
program Accreditation Standards	https://etec.gov.sa/en/service/accreditation/servicedocuments#:~:text=P rogram%20accreditation%20standards



16- REFERENCES:

- G-** Academic Quality Management System (AQMS) Sattam Bin Abdul-Aziz University
- H-** Quality Assurance System Manual College of Applied Medical Sciences Majmaah University, Al Majmaah, Saudi Arabia University of Georgia
- I-** Program Quality Assurance Manual, Jouf University
- J-** Quality concepts guide and its terminology, General Administration for Total Quality, Ministry of education
- K-** Procedural guide for the Supreme Committee for Quality Assurance and Academic Accreditation In the faculties of Princess Noura bin Abdul Rahman University