Program Specification

— (Bachelor)

Program: **Bachelor Sciences of Nursing**	
Program Code (as per Saudi university ranking) :**091302**	
Qualification Level: **Bachelor Degree (6)**	
Department: **Nursing**	
College: **Applied Medical Sciences**	
Institution: University of Bisha	
Program Specification: New ☐ **updated*** ☒	
Last Review Date: 27-1-1444 (25-8-2022)	

*Attach the previous version of the Program Specification.

Table of Contents

A. Program Identification and General Information

1. Program's Main Location :

Engineering and Medical campus (Bisha)

2. Branches Offering the Program (if any):

NA

3. Partnerships with other parties (if any) and the nature of each:

NA

4. Professions/jobs for which students are qualified

Nursing specialist

5. Relevant occupational/ Professional sectors:

Healthcare sectors

6. Major Tracks/Pathways (if any):

Major track/pathway	Credit hours (For each track)	Professions/jobs (For each track)
NA		

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

exit points/awarded degree	Credit hours
NA	

8. Total credit hours: (128)

B. Mission, Objectives, and Program Learning Outcomes

1. Program Mission:

To provide highly qualified nursing education that prepare graduate to provide professional nursing practice, engage in scientific research and effectively participate in community services.

2. Program Goals:

1. Provide high-quality undergraduate education in nursing.
2. Improve quality and quantity of scientific nursing research in the program.
3. Providing community health services including health education and counseling services.

3. Program Learning Outcomes*

Knowledge and Understanding

K1	Comprehend concepts, theories and principles of nursing and behavioral sciences that underpin nursing practices in relation to disease prevention, health promotion and health education.
K2	Demonstrate Understanding to integrate scientific and theoretical knowledge gained from medical social sciences, culture and society in assessing, planning, implementing, and evaluating nursing care.
K3	Demonstrate knowledge and understanding of research methodology and inquiry techniques

Skills

S1	Use critical thinking, problem-solving and scientific inquiry in the practice of nursing, and in monitoring and ensuring quality of health care practices.
S2	Demonstrate care to patient, families, and communities by utilizing theory and evidence-based nursing interventions .
S3	Developing research and leadership capabilities to improve nursing health care.
S4	Communicate effectively with patient s, their families, medical and professional , and health system

Values, Autonomy, and Responsibility

V1	Demonstrate commitments to professional and ethical code of conduct in dealing

	with patients, their families, self, colleagues.
V2	Manage tasks and activities related to discipline and work in professional manner and with autonomy
V3	Work collaboratively and constructively and lead diverse teams to perform different tasks

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	8	14	10.7
Institution Requirements	Elective	1	2	1.5
College Requirements	Required	8	26	21.9
College Requirements	Elective	1	2	1.5
Program Requirements	Required	25	82	60.4
Program Requirements	Elective	1	2	1.5
Capstone Course/Project		1	3	2.4
Field Training/ Internship		Internship	0	0
Residency year				
Others				
Total		44	128	100%

* Add a separated table for each track (if any).

2. Program Courses

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or
Level 1	IC 26101	Introduction to Islamic culture	Required	-	2	Institution
	ARAB 26101	Arabic language skills	Required	-	2	Institution
	CI 26101	Communication Skills	Required	-	2	Institution
	MDS 26111	Biomedical Science-1	Required	-	4	College
	ENG 26112	General English language - 1	Required	-	4	College
	MDS 26112	Biostatistics	Required	-	2	College
Level 2	CS 26101	Computer Skills	Required	-	2	Institution
	PSY 26101	Learning and thinking skills	Required	-	2	Institution
	MDS 26113	Biomedical Science-2	Required	-	4	College
	ENG 26115	General English language - 2	Required	ENG6112	4	College
	ENG 26123	English language for special purposes	Required		4	College
Level 3	BMS 26211	Anatomy & histology	Required		2	College
	BMS 26212	Physiology	Required		2	College
	NUR 26221	Nursing science and profession	Required		2	Program
	NUR 26222	Fundamentals of nursing	Required		4	Program
	NUR 26224	Pathology	Required	-	2	Program
	NUR 26225	Patient Safety	Required		2	Program
	BUA 26202	Entrepreneurship	Required	-	1	Institution
Level 4	SLM 26102	Family and community in Islam	Required		2	Institution
	BUA 26201	Volunteer work	Required		1	Institution
	NUR-26223	Physical assessment	Required	NUR6222	4	Program
	NUR6226	Health education and communication	Required	-	2	Program
	NUR6231	Basic adult care nursing	Required	NUR6223	5	Program
Level 5	NUR 26327	Pharmacology for nurses	Required		2	Program
	NUR 26328	Clinical Nutrition	Required	-	2	Program
	NUR 26334	Reproductive Nursing	Required	NUR 26223	5	Program
	NUR 26335	Advance adult care nursing	Required	NUR 26231	5	Program
Level 6	NUR 26332	Psychology for nurses	Required		2	Program
	NUR 26333	Nursing Ethics	Required		2	Program
	NUR 26336	Pediatric health nursing	Required	NUR 26223	5	Program
	NUR 26337	Infection control	Required		3	Program

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or
	NUR 26341	Critical care nursing	Required	NUR 26335	5	Program
Level 7	NUR 26442	Psychiatry & Mental health nursing	Required		5	Program
	NUR 26444	Geriatric nursing	Required		4	Program
	NUR 26451	Principles of scientific research in Nursing	Required		2	Program
	NUR6452	Evidence based nursing practice	Required		2	Program
Level 8	NUR 26443	Health Informatics	Required		2	Program
	NUR 26445	Nursing leadership and management	Required		4	Program
	NUR 26448	Community health nursing	Required		5	Program
	NUR 26453	Advanced nursing practice	Required		3	Program
	NUR 26454	Graduation Research Project	Required	NUR 26451	3	Program

University Requirements

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
1	CI 26101	Communication Skills	Required	-	2	Institution
1	IC 26101	Introduction to Islamic culture	Required	-	2	Institution
1	ARAB 26101	Arabic language skills	Required	-	2	Institution
2	CS6 2101	Computer Skills	Required	-	2	Institution
2	PSY 26101	Learning and thinking skills	Required	-	2	Institution
4	BUA 26201	Volunteer work	Required	-	1	Institution
3	BUA 26202	Entrepreneurship	Required	-	1	Institution
4	IC 26102	Family and community in Islam	Required	-	2	Institution

University electives

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
4	SLM 2103	Economy In Islam	Elective	-	2	Institution
4	SLM 26104	Contemporary Issues	Elective	-	2	Institution
4	ARB 26102	Arabic Editing	Elective	-	2	Institution
4	HIS 26201	History of Kingdom of Saudi Arabia	Elective	-	2	Institution
4	HIS 26211	Studies in the biography of the Prophet	Elective	-	2	Institution
4	ENG 26224	Writing for specific purpose	Elective	-	2	Institution
4	MDS 26201	Health and Fitness	Elective	-	2	Institution
4	TEC 26212	E-learning applications	Elective	-	2	Institution
4	ED 26201	Youth and the value of citizenship	Elective	-	2	Institution

College Electives

Level	Course Code	Course Title	Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
5	BMS 26313	Basics of Epidemiology	Elective	-	2	College
	BMS 26314	Health Care Management	Elective	-	2	College
	BMS 26315	Quality of health care	Elective	-	2	College

Department Elective

Level	Course Code	Course Title	Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
7	NUR 26445	Oncology and Palliative care	Elective	-	2	Department
	NUR 26446	Home care	Elective	-	2	Department

3. Course Specifications:

Insert hyperlink for all course specifications using NCAAA template (T-153)

https://drive.google.com/drive/folders/1w4eg0su_WDSUT5GEcJTIr3lfQCQSFYUy?usp=drive_link

4. Program learning Outcomes Mapping Matrix:

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

Course code & No.	Program Learning Outcomes									
	Knowledge and understanding			Skills				Values, Autonomy, and Responsibility		
	K1	K2	K3	S1	S2	S3	S4	V1	V2	V3
Communication Skills		I					I	I		I
Biomedical Sciences 1		I		I				I		I
General English 1		I					I		I	
Arabic Language Skills							I			I
Biostatistics			I			I				
General English 2		I					I		I	
Introduction to Islamic Culture		I						I		
Computer Skills			I				I			I
Biomedical Sciences 2		I		I				I		I
English for Special Purpose							I	I	I	
Learning and thinking Skills				I				I		
Anatomy & histology		I		I						
Physiology		I		I						
Volunteer work		I					I	I	I	
Nursing science and profession	I		I				I			I
Fundamentals of nursing	I			I	I		I	I		
Entrepreneurship		P		P				P		
Patient Safety		P		P				P		P
Pathology		P		P						P
University Elective course		P		P			P	P		
Physical assessment	P			P	I				P	
Health education and communication	P						P		P	P
Basic adult care nursing	P			P	I					P
Family and community in Islam		M					P		P	
College elective course		M								
Nursing Ethics			P			I		P		P
Pharmacology for nurses		M		P						
Reproductive Nursing	P			P	P		P		P	P
Advance adult care nursing	P			P	P		P		P	P

Course code & No.	Program Learning Outcomes									
	Knowledge and understanding			Skills				Values, Autonomy, and Responsibility		
	K1	K2	K3	S1	S2	S3	S4	V1	V2	V3
Pediatric health nursing	P			P	P		P		P	P
Psychology for nurses	P			P			P		P	
Infection control	M			M	M					
Critical care nursing	M			M	M		M		M	M
Basics of scientific research			P			P	M	M	M	
Clinical Nutrition	M			M						
Psychiatry & Mental health nursing	M			M	M				M	M
Health Informatics		M				P	M	M		M
Evidence based nursing practice			M	M		M		M		M
Geriatric nursing	M			M	M			M		
Nursing leadership and management	M					M	M		M	
Community health nursing	M			M	M				M	
Graduation research project			M	M		M	M	M		M
Advanced nursing practice		M		M	M	M			M	M

5. Teaching and learning strategies applied to achieve program learning outcomes.

Describe teaching and learning strategies, including curricular and extra-curricular activities, to achieve the program learning outcomes in all areas.

		Program learning outcomes	Teaching strategies
		Knowledge & understand	
K1		Comprehend concepts, theories and principles of nursing and behavioral sciences that underpin nursing practices in relation to disease prevention, health promotion and health education.	1. Interactive lectures 2. Team based learning (TBL) 3. Small and large group discussion 4. Assignment. 5. Seminar
K2		Demonstrate Understanding to integrate scientific and theoretical knowledge gained from medical social sciences, culture and society in assessing, planning, implementing, and evaluating nursing care.	1. Interactive lectures 2. Small and large group discussion 3. Assignment. 4. Seminar
K3		Demonstrate knowledge and understanding of research methodology and inquiry techniques	1. Interactive lectures 2. Small and large group discussion 3. Assignment. 4. Seminar
	Skills		
S1		Use critical thinking, problem-solving and scientific inquiry in the practice of nursing, and in monitoring and ensuring quality of health care practices.	1. Bed side teaching 2. Case based learning 3. NCLEX practical questions 4. Problem solving 5. Clinical round
S2		Demonstrate care to patient, families, and communities by utilizing theory and evidence-based nursing interventions .	1. Bed side teaching 2. Case Scenario 3. NCLEX practical questions 4. Skill lab & simulation 5. Problem solving 6. Clinical round
S3		Developing research and leadership capabilities to improve nursing health care.	Problem solving Clinical round Research project
S4		Communicate effectively with patient s, their families, medical and professional , and health system	Clinical round Bed side teaching Research project Field training
	Values, Autonomy, and Responsibility		
V1		Demonstrate commitments to professional and ethical code of conduct	1. Team based learning 2. Oral presentation

	in dealing with patients, their families, self, colleagues.	3. Individual assignment 4. Group assignment.
V2	Manage tasks and activities related to discipline and work in professional manner and with autonomy	1. Team based learning 2. Oral presentation 3. Individual assignment 4. Group assignment 5. Research project report 6. Extracurricular activities.
V3	Work collaboratively and constructively and lead diverse teams to perform different tasks	1. Field training 2. Team based learning 3. Oral presentation 4. Individual assignment 5. Group assignment 6. Research project report

6. Assessment Methods for program learning outcomes.

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

The program should devise a plan for assessing Program Learning Outcomes (all learning outcomes should be assessed at least twice in the bachelor program's cycle and once in other degrees).

		Program learning outcomes	Direct Assessment methods	Indirect assessment
Knowledge & understanding				
K1		Comprehend concepts, theories and principles of nursing and behavioral sciences that underpin nursing practices in relation to disease prevention, health promotion and health education.	Courses learning outcomes values that measured through: - Written exam Short quizzes Oral exam Final Exit written Exam	Graduate evaluation of Program learning outcomes Survey. Employee evaluation for Program learning outcomes Survey
K2		Demonstrate Understanding to integrate scientific and theoretical knowledge gained from medical social sciences, culture and society in assessing, planning, implementing, and evaluating nursing care.		
K3		Demonstrate knowledge and understanding of research methodology and inquiry techniques		
Skills				
S1		Use critical thinking, problem-solving and scientific inquiry in the practice of nursing, and in monitoring and ensuring quality of health care practices.	Written exam: - (Intellectual skills) Oral exam OSCE OSPE OSVE Clinical evaluation Case study (rubric) Final Exit written Exam	Graduate evaluation of Program learning outcomes Survey. Employee evaluation for Program learning outcomes Survey Clinical preceptor evaluation of undergraduate students performance
S2		Demonstrate care to patient, families, and communities by utilizing theory and evidence-based nursing interventions .	Written exam (Intellectual skills) OSCE OSPE OSVE Clinical evaluation Case study (rubric) Oral exam Final Exit written Exam	Graduate evaluation of Program learning outcomes Survey. Employee evaluation for Program learning outcomes Survey Clinical preceptor evaluation of undergraduate students

			performance
S3	Developing research and leadership capabilities to improve nursing health care.	Oral exam Research project report. Final Exit written Exam	Graduate evaluation of Program learning outcomes Survey.
S4	Communicate effectively with patient s, their families, medical and professional , and health system	OSCE OSPE OSVE Clinical evaluation Case study (rubric) Written exam Oral exam Research project report . Final Exit written Exam	Graduate evaluation of Program learning outcomes Survey. Employee evaluation for Program learning outcomes Survey Clinical preceptor evaluation of undergraduate students performance
Values, Autonomy, and Responsibility			
V1	Demonstrate commitments to professional and ethical code of conduct in dealing with patients, their families, self, colleagues.	Oral presentation (rubric) Group assignment (rubric) Field training Research project report (rubric)	Graduate evaluation of Program learning outcomes Survey. Employee evaluation for Program learning outcomes Survey Clinical preceptor evaluation of undergraduate students performance
V2	Manage tasks and activities related to discipline and work in professional manner and with autonomy		
V3	Work collaboratively and constructively and lead diverse teams to perform different tasks		

Indirect Assessment of PLOs:

Graduate Evaluation of Program learning Survey (GE-PLOs), this survey result provides valuable information on the effectiveness of the program in achieving its outcomes. Furthermore, it reflects the positive and negative aspects of the student's achievements in the program. It is conducted annually to verify the achievement of the intended learning outcomes.it is a 5 points likert scale , was developed by the BSN program survey committee it scored as :

1-strongly disagree ,2-disagree, 3- uncertain ,4- agree ,5- strongly agree. The tool validity was measured by Cronbach Alpha test, it was 0.853. The total score of the survey result was

calculated through calculating the average mean score of the survey items. The target value for graduate evaluation of program learning outcomes is 3.7.

Employers Evaluation of Program learning Survey, it is periodically conducted to capture the opinion of the employers about PLOs of fresh graduates/alumni of the program, evaluate graduates' professional and clinical conduct and values. A survey was developed and distributed to the main employer agencies in the Bisha Region and for employers outside Bisha region survey was applied on google drive, and the link for survey was sent. It is conducted annually to verify the achievement of the intended learning outcomes.it is a 5 points likert scale, was developed by the BSN program survey committee it scored as: 1-strongly disagree ,2-disagree, 3- uncertain ,4- agree ,5- strongly agree. The tool validity was measured by Cronbach Alpha test, it was 0.843. The total score of the survey result was calculated through calculating the average mean score of the survey items. The target value for graduate evaluation of program learning outcomes is 3.7.

Clinical preceptor evaluation of PLOs Survey:

It is periodically conducted to capture the opinion of the clinical preceptors about PLOs of undergraduate / interns' students of the program, evaluate graduates' professional and clinical conduct and values. A survey was developed and distributed to the clinical preceptors in different clinical settings where the program students are trained. It is conducted annually to verify the achievement of the intended learning outcomes.it is a 5 points Likert scale, was developed by the BSN program survey committee it scored as: 1-strongly disagree ,2-disagree, 3- uncertain ,4- agree ,5- strongly agree. The tool validity was measured by Cronbach Alpha test, it was 0.864. The total score of the survey result was calculated through calculating the average mean score of the survey items. The target value for graduate evaluation of program learning outcomes is 3.7.

D. Student Admission and Support:

1. Student Admission Requirements

Every year, UB Deanship of Admission and Registration announces the commencement of registration in newspapers and social media outlets. All the conditions and requirements of the different academic programs are announced on the website of the Deanship in both English and Arabic. This allows students to be acquainted with the available programs, their study plans and tuition fees (if there are any). When registration ends, the administrator at the Deanship of Admission and Registration logs onto the electronic systems of the Ministry of Education (i.e., "*Noor*" and "*Qiyas*"), and downloads all students" academic records. Students are then sorted according to their scores and the available places in colleges. Finally, students receive SMS messages.

They are methods for assessing secondary information on student learning that do not rely on actual samples of student work. These methods may be quantitative or qualitative in nature.PLOs were assessed as a part of employer, senior students and graduate's surveys using 5 points Likert scale and data from all these surveys were collected together for indirect assessment of LOs achievements. Based on weighted Likert scale, the mean of responses from different sources were calculated and arranged together for each PLOs.

2. Guidance and Orientation Programs for New Students

The BSN program managers is intended to provide a comprehensive orientation program for all students in male and female sections, through developing an orientation program that usually hold in the 1st week of the study. A variety of BSN program committees participate in the orientation program included executive student's affaire committee, advisory and counseling committee, admission and registration committee and internship committee. The coordinator of the BSN program committees provides students regarding the detailed information regarding activities and services that can be provided through their committees.

The BSN managers participate in the orientation program to provide the new students with adequate information regarding the BSN program mission, goals and study plan, code of conduct, their duties and rights, complain, reward and discipline procedures.

The executive student's affaire committee coordinator provides students with the detailed information regarding the extracurricular activities plan, university provided services including social services, medical services and the university rewards.

The advisory and counseling committee coordinator provides the students with detailed information regarding advisory guide, the type of services provided by the advisory committee, the plan of advisory committee and the role of the advisory guide. The admission and registration committee coordinator provides the students with information regarding the admission and registration services including how to add or omit a course.

The internship committee coordinator provides the students with an overview regarding the internship year, and the nature of training during internship year.

3. Student Counseling Services

(Academic, **professional**, psychological and social)
(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

1. Guidance and Orientation Programs for New Students
- Every academic year the students will have an orientation program through inductionsessions and booklets   - The student will be aware by the university regulation and different activities through University website   - The staff member will distributed as academic advisors to the new students.
2. Student Counseling Services
- The college have academic counseling unit advising the students in all aspects, such as withdrawal and apologize for certain courses, etc.   - The department provides guidance and advice in professional planning, individual counseling to the students during office hours determined by each faculty members atthe beginning of semester.   - Academic faculty members will guide each student from the beginning of the entry tothe program until graduation.
3. Special Support
- Regarding disables applicants, the program accepts only physically fit students   - In case of special needs student, the college provided with special facilities such aseasing

stairs and special student advisor.

- Regarding the other special need students:
  - Assist them with finding and build up their qualities.
  - Helping them beat their shortcomings
  - Helping them in finding and building up their abilities.
  - Give the correct technique for reading and studying.
  - Propel and urge to work more earnestly to accomplish high outcomes.
  - Regarding the talent students, the college provided them with special care topromote their situation by encouraging them for attending workshops and researches.

4. Special Support

(Low achievers, disabled, gifted, and talented students).

The program had an approved Students' Poor Academic Performance Policy.
that allow to help students to achieved proper performance
The purpose of this policy is to identify students with inadequate academic performance and implement strategies for assisting students to achieve academic success.

Procedure

1. Student academic performance is monitored closely to identify any student whose performance is likely to lead to academic failure.

2. Course coordinator will identify students who do not achieve the standard performance (60%) at least in two consecutive assessments in the course.

3. The course coordinator will set up a meeting with the student to support him/her to address issues affecting academic performance.

4. The course coordinator will provide the student with an academic progress form and advise him/her on how to achieve the requirements for successful academic progression.

5. The course coordinator will refer the student to the academic advisor for consultation.

6. If the student has difficulties in understanding the course materials, the academic advisor will organize extra tutorial hours for the student.

7. The course coordinator will arrange a small teaching group according to student's needs.

8. The course coordinator applies different formative assessment to help student to evaluate their performance.

9. If the student faces personal or psychological problems, it will be reported to the head of department who will refer the student to the college's psychosocial counselor.

10. The psychosocial counselor will

11. set up meetings with the student to identify the causes of the problem and propose solutions to help the student to overcome these problems.

12. send a report to the head of the department about the student's problem and implemented actions.

13. Student's progress in improving their academic performance will continuously be monitored by the course coordinator and the academic advisor.

E. Faculty and Administrative Staff:

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professor		10		5	5	10
Associate Professor		12		6	6	12
Assistant Professor		8		4	4	8
Lecturer		22		11	11	22
Teaching Assistant		8		4	4	8
Technicians and Laboratory Assistant						
Administrative and Supportive Staff				2	2	4
Others (specify)				32	32	64

F. Learning Resources, Facilities, and Equipment:

1. Learning Resources

Learning resources required by the Program (textbooks, references, and e-learning resources and web-based resources, etc.)

The textbooks and references stated in the course specification model.

• The department staff member responsible for the selection of these textbooks and references.

• Coordination between the university library Affairs and the college for availability of references, electronic and web-based resources.

2. Facilities and Equipment

(Library, laboratories, classrooms, etc.)

1. **Library:**

: both hard and electronic libraries with web and electronic resources is available for students.

Textbooks and references available at the college library and institutional library, in addition availability of digital Saudi library: availability of (user and password for each program staff & students).

• Students provided with required electronic resources of information and links to web sites on the Internet.

2. **laboratories**

• Laboratories: adequate and well prepared laboratories for different nursing specialty in both male and female sections (18 labs (9 male+ 9 female) concerning: -

- Reproductive Nursing lab& Pediatric Nursing Lab
- Simulation lab
- Community Health Nursing Lab.
- Fundamental Nursing lab.
- Critical Nursing Lab
- Basic Adult Lab
- Anatomy and physiology lab
- Biomedical lab
- Computer science lab

3. **Class rooms**
- Class rooms: adequate and well prepared class rooms (20 class rooms (10 female section + 10 male sections), all class rooms are adequately prepared by data show, hard Disc, adequate chairs, adequate light, adequate ventilation

4. **Field training**
   There are different field training settings for clinical training of undergraduate and internship students training including:
   - King Abdullah Hospital
   - Psychiatry and long term care Hospital
   - Maternal & Child Hospital
   - Primary Health care Centers

3. Procedures to ensure a healthy and safe learning environment

(According to the nature of the program)

- Availability of policies and procedures that concerning with safety measure at the learning environment.
- Availability of emergency management plan.
- Availability of standard operating procedures (SOPs) relevant to safety and health considerations at each laboratory.
- Equipped laboratory with bio-safety for biological, chemical, fire, and electrical hazards.
- Guidance for appropriate hygiene practices.
- Properly functioning fume hoods and other protective equipment.
- Trained personnel working with hazardous substances.
- Circumstances under which a procedure or activity is reviewed and approved before implementation.
- Designation of personnel responsible for laboratory activities.

G. Program Quality Assurance:

1. Program Quality Assurance System

Provide a link to quality assurance manual.

The BSN Program Quality management system is operated through BSN program development and quality committee, that is supported by the Applied Medical Science College development and quality unit. This committee is responsible for operating the quality assurance systems both at the department and Program level. This committee has been assigned to specific tasks, all of which are listed in the regularity guide for university colleges. The BSN program issued the "BSN program Quality Management System Manual", which specifies the bodies entrusted with achieving quality assurance requirements, as well as the committees formed to follow up the implementation of all procedures taken to ensure the achievement of the mentioned requirements. Moreover. The manual contains all activities and procedures carried out by the program administration to achieve the requirements of institutional accreditation.

2. Procedures to Monitor Quality of Courses Taught by other Departments

- 2.1 Develop CLOs assessment policy.
- 2.2 peer reviewing.
- 2.3 Periodical feedback
- 2.4 Reviewing courses exam papers.
- 2.5 Courses quality survey done centrally

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

Based on the academic system of the University of Bisha, on which the College of Applied Medical Sciences depends, and since the Nursing Department is within the departments of the college, there are no differences in the study between male and female students, because the deanship and agency of the college are unified, as well as the curriculum, the coordinators of the courses, and the evaluation of students are unified. Based on the bylaws of the university, the male and female students study at separate facilities in two campuses. The BSN program Managers apply various mechanisms that ensuring integrity, fairness and equality in all academic and administrative practices.

At the academic practice:

● The first year male and female students study health science track at the Deanship of Preparatory Studies, started in the reformed admission system of Saudi universities.

● The male and female campuses are fully operational and had adequate learning resources and proper infrastructures and had adequate qualified and professional staff in both male and female campuses.

● Both male and female students study the same courses, which are involved in planning and development of the respective courses and they ensure that the same topics are taught in both sections with the same course specification, that ensure the same utilized teaching and evaluation strategies.

● The BSN program administration is keen to ensure integrity and fairness so, the BSN program are led by a coordinator to ensure that the high quality of achieving course LOs, as the course coordinator is responsible to ensure that all course teachers teach and evaluate students according teaching and valuation strategies involved in course specification. For each course a course report is done for male and female sections , and the course coordinator prepare a course report that contains both male and female students .The BSN program leaders are keen that courses coordinators list should include both male and female staff teaching staff as possible.

● The BSN mangers are also keen that all students in male and female students have

the same midterm and final term exam (practical and theoretical exams).

● In addition the BSN managers is developed a tool to ensure that the students are evaluated with the same criteria.

● The BSN male and female campuses have a two separate libraries that had adequate hard text and all male and female students had DSL digital Saudi library access , and the available libraries services are available in both male and female campus.

● The BSN male and female campuses separately had a different study laboratories (nursing lab, computer lab and language lab) with adequate PC number to male and female .

● The BSN mangers are committed that both male and female students participate in all program related activities extracurricular activities and community services activities.in addition The BSN mangers are committed that both male and female receive a high quality of program related services, and ensure that all male and female students evaluate the learning experience, program services and program mission and goals.

● Also the BSN mangers is committed that training courses are provided for both male and female students equally.

At the administrative practice:

According to the previous department organizational chart the BSN had an equal number of both male and female administrative staff as the BSN had a male and female vice Dean for students affair , had a male and female course department coordinator, and the head of the department is a male and the program coordinator is a female . Furthermore the employees in both male and female campuses are led by both male director and female assistant director mangers.

The BSN program department council has both male and female members

The BSN student council members included both male and female students.

The BSN program advisory committee had members of both male and female students .

1. Assessment Plan for Program Learning Outcomes (PLOs),
2. Direct PLOs assessment plan

Course code & No.	Program Learning Outcomes									
	Knowledge and understanding			Skills				Values, Autonomy, and Responsibility		
	K1	K2	K3	S1	S2	S3	S4	V1	V2	V3
Biomedical Sciences 1		I		I				I		I
Biostatistics			I			I				
Biomedical Sciences 2		I		I				I		I
Nursing science and profession	I		I				I			I
Fundamentals of nursing	I			I	I		I	I		
Patient Safety		P		P				P		P
Pathology		P		P						P
Physical assessment	P			P	I				P	
Basic adult care nursing	P			P	I					P
Nursing Ethics			P			I		P		P
Reproductive Nursing	P			P	P		P		P	P
Advance adult care nursing	P			P	P		P		P	P
Pediatric health nursing	P			P	P		P		P	P
Critical care nursing	M			M	M		M		M	M
Basics of scientific research			P			P	M	M	M	
Psychiatry & Mental health nursing	M			M	M				M	M
Health Informatics		M				P	M	M		
Evidence based nursing practice			M	M		M		M		M
Geriatric nursing	M			M	M			M		
Nursing leadership and management	M					M	M		M	
Community health nursing	M			M	M				M	
Graduation research project			M	M		M	M	M		M
Advanced nursing practice		M		M	M	M			M	M

3. Indirect PLOs assessment plan

	BSN Program Learning Outcomes (PLOs)	Graduate evaluation of Program learning outcomes Survey.	Employee evaluation for Program learning outcomes Survey	Clinical preceptor evaluation of undergraduate students performance
K1	Comprehend concepts, theories and principles of nursing and behavioral sciences that underpin nursing practices in relation to disease prevention, health promotion and health education.	√	√	√
K2	Demonstrate understanding to integrate scientific and theoretical knowledge gained from medical social sciences, culture and society in assessing, planning, implementing, and evaluating nursing care.	√	√	√
K3	Demonstrate knowledge and understanding of research methodology and inquiry techniques	√	√	√
S1	Utilize critical thinking and problem solving technique while formulating nursing care plan for patients with different health disorders .	√	√	√
S2	Demonstrate care to patient, families, and communities by utilizing theory and evidence-based nursing interventions .	√	√	√
S3	Developing research and leadership capabilities to improve nursing health care.	√		
S4	Communicate effectively with patient s, their families, medical and professional , and health system	√		
Values, Autonomy, and Responsibility				
V1	Demonstrate commitments to professional and ethical code of conduct in dealing with patients, their families, self, colleagues.	√	√	√
V2	Manage tasks and activities related to discipline and work in professional manner and with autonomy	√	√	√
V3	Work collaboratively and constructively and lead diverse teams to perform different tasks	√	√	√

5. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
leadership	Students Faculty administrative staff	Surveys	End of the academic year
effectiveness of teaching & assessment	Students Faculty Academic performance follows up committee	Surveys interview visits	End of the semester During semester work

learning resources	Students
	Faculty
	administrative staff
	graduates
	  advisory committee
		Surveys
		   Visits
			End of the academic year

Program specification and study plan	Students Faculty administrative staff graduates advisory committee independent reviewer	Surveys Reviewing reports	Every 3 years
Program courses content to assure updating course contents	Students Faculty (internal reviewing)	Surveys Reviewing reports	End of the academic year
Program courses reports	Students Faculty (internal reviewing)	Surveys Reviewing reports	End of the semester
Program annual report	Program leaders	Meeting minutes	End of the academic year
Program learning outcomes	Program leaders Students Faculty administrative staff graduates advisory committee	Interview Surveys Visits	End of the academic year

6. Program KPIs*

The period to achieve the target (4) year(s).

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	KPI-P-01	Student evaluation of quality of learning experience of the program	4.0	Survey Out of 5-point Likert scale	End of the semester
2	KPI-P-02	Student evaluation of the quality of the course	4.0	Survey Out of 5-point Likert scale	End of the semester
3	KPI-P-03	Completion rate	82.5%	Course and program report	Annually
4	KPI-P-04	First year student retention rate	99%	Calculation of percentage for the completion of first year	End of each academic year
5	KPI-P-05	Student performance in the professional and /or national examinations	80%	Percentage of graduatewho successfully pass the exam from the SCFHS	Annually after graduation
6	KPI-P-06	Graduates employability and enrolment in the postgraduate programs	100%	**Report**	Annually after graduation
7	KPI-P-07	Employers evaluation of the program graduate's proficiency	4.0	Survey Out of 5-point Likert scale	Annually after graduation
8	KPI-P-08	Ratio of the student to staff	12:1	Calculation of the ratio of total number of students to the total number of full time and full-time equivalent staff	End of the academic year
9	KPI-P-09	Percentage of publication of faculty members	85%	Survey	End of the academic year
10	KPI-P-10	Rate of public research per faculty members	1:1	Survey	End of the academic year
11	KPI-P-11	Citation rates in referred journals per faculty member	1:1	Survey	End of the academic year
University of BISHA KPIs					
12	UB-KPI-P-1	Numbers of activities provided by the program to the community service	35	Survey	End of each academic year
13	UB-KPI-P-2	Percentage of blended courses on Blackboard	100%	Survey and course report	End of semester
14	UB-KPI-P-3	Percentage of students have more than academic warning	0.5%	Survey and academic reports	End of semester
15	UB-KPI-P-4	Percentage of evaluated course by the students	99%	Report from SIS	End of each academic year
UB-BSN program KPIs					
16	UB-BSNP-KPI-1	Average rating of internship students 'satisfaction regarding internship year.	4.5	Survey Out of 5-point Likert scale	End of internship year

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
17	UB-BSNP-KPI-2	Average rating of undergraduate students satisfaction regarding field training.	4.5	Survey Out of 5-point Likert scale	End of semester
18	UB-BSNP-KPI-3	Faculty staff overall evaluation of training and development activities.	4.5	Survey Out of 5-point Likert scale	End of semester
19	UB-BSNP-KPI-4	Percentage of faculty staff who participated in community partnership activities.	75.0%	Calculation	End of the academic year
20	UB-BSNP-KPI-5	Average rating of stockholders 'satisfaction regarding community partnership activities.	4.5	Survey Out of 5-point Likert scale	End of semester

H. Specification Approval Data:

Council / Committee	DEPARTMENT COUNCIL
Reference No.	1/44-45
Date	27-1-1444 (25-8-2022)