

# College of Nursing



## Quality System Manual of Master of Adult Critical Care Nursing Program

2022

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## **Introduction**

UoH states its commitment to continual improvement in quality and performance on all fronts. Since its establishment, UoH has been adopting gradual but well-established practices university-wide with regard to planning and management of quality assurance, which mainly include inputs, structures, processes, and outcomes. The College of Nursing supports the University's vision and strategy by establishing quality practices while planning its goals and activities. The Vice Deanship of Quality & Development established under the College of Nursing with the aim of conducting systematic reviews of provisions at the college, and of maintaining and improving their quality, equity and efficiency. The mission of the Vice Deanship of Quality & Development is to create and cultivate a culture of excellence and continuous improvement of quality practices through the development and application of innovative quality systems, models, standards, tools, and methodologies that aid the achievement of the program objectives. The purpose of this Quality Assurance Manual is to act as a summarized source of information, for the program's quality system, assessment of learning outcomes, to highlight important QA policies, guidelines and procedures which support the program in its goal to assure the quality of practices in all domains, and for program accreditation.

# 1- The quality assurance requirements path:

## 1.1 Program vision:

Excellence in qualifying highly competent specialized nurses in adult critical care, dedicated to providing high-quality, evidence-based care to critically ill patients at local and regional levels.

## 1.2 Program Mission:

Prepare advanced adult critical care nursing graduates through a supportive teaching and learning environment that emphasizes comprehensive and complex patient-centered care, promotes scientific research, applies evidence-based practices and contributes to the community and the profession to cultivate advanced competencies and foster continuous professional growth in the context of adult critical care nursing.

## 1.3 Program Goals:

1. Equip students with advanced levels of nursing practice and knowledge in delivering comprehensive and complex patient-centered care within the context of adult critical care nursing
2. Promote the academic and professional success of adult critical care nursing students through continuous support and guidance.
3. Foster production of scientific research and application of evidence-based practices in the adult critical care nursing context
4. Contribute to the community and profession of adult critical care nursing

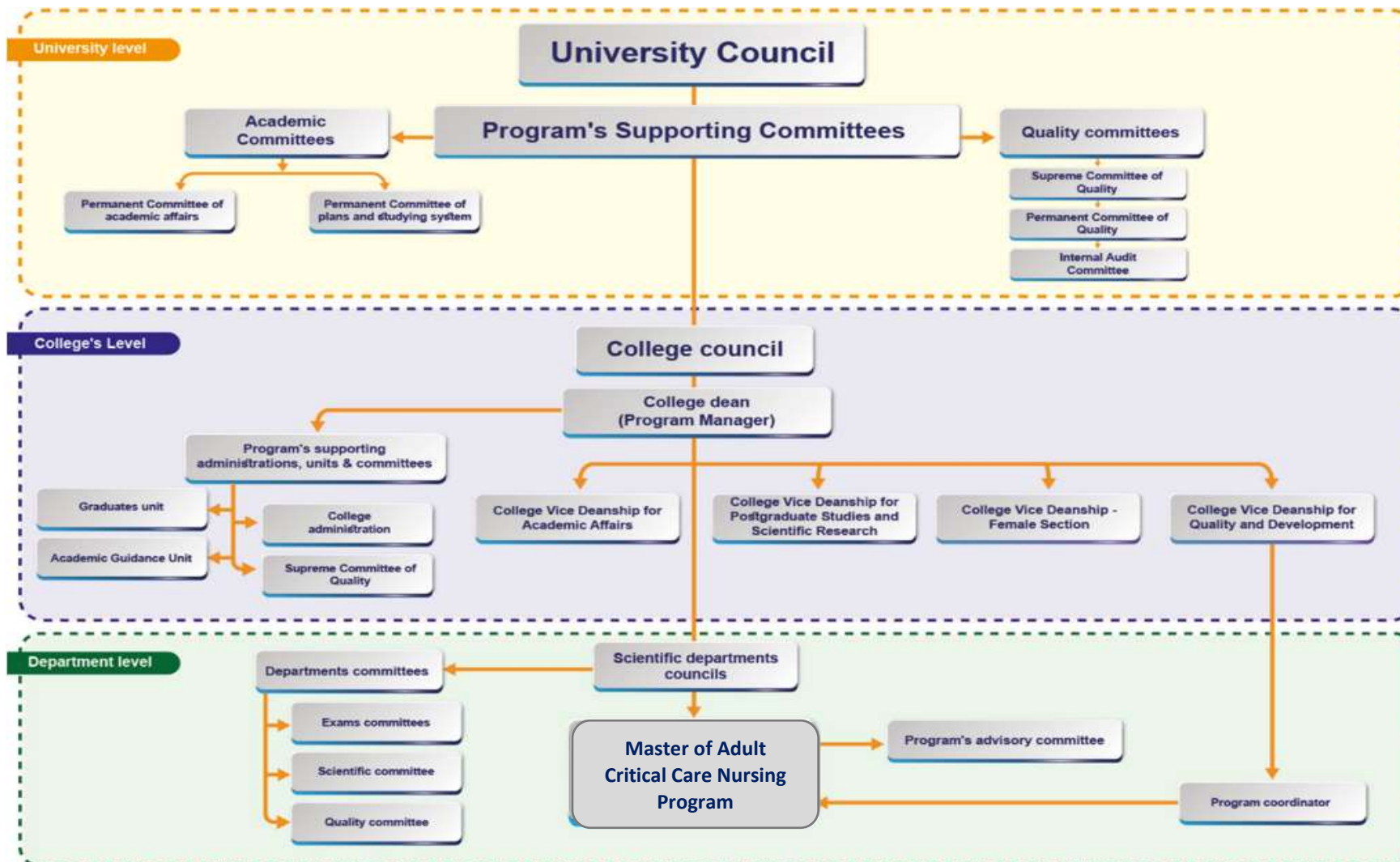
## 1.4 Program graduate attributes:

Graduates of "Master of Adult Critical Care Nursing" program will be particularly distinguished by the following attributes:

1. **Advanced Care Provider:** As a care provider, graduates of the Master of Adult Critical Care Nursing program excel in delivering expert care through conducting comprehensive assessments, developing tailored care plans, and intervening in complex situations. They prioritize the physical, emotional, and psychological well-being of their patients, ensuring the highest standards of care in the field of adult critical care nursing.
2. **Critical Thinker:** Graduates demonstrate exceptional critical thinking skills, enabling them to analyze complex situations, make well-informed decisions, and effectively manage patient care. They utilize evidence-based practices, advanced knowledge, and critical reasoning to analyze intricate healthcare conditions and optimize outcomes for adult critical care patients.
3. **Educator:** As educators, graduates play a pivotal role in disseminating knowledge to clients, nurses, students, and other healthcare providers. They actively promote the use of evidence-based practice, effectively communicating and educating others on the latest advancements in adult critical care nursing, empowering them to deliver high-quality care.
4. **Communicator:** Encompasses the proficiency in effectively conveying information to other members of the healthcare team and therapeutically to patients and families with diverse healthcare needs, emphasizes the essential skill of being a skillful communicator, enabling nurses to facilitate understanding, address emotional and psychological needs, and optimize healthcare outcomes in high-acuity critical care settings.

5. **Leader:** Graduates of the program are leaders within the field of adult critical care nursing, driving innovation, and change to advance the specialty. They demonstrate clinical leadership, initiating and implementing transformative practices, and influencing policy development to enhance patient care and outcomes.
6. **Researcher:** Graduates are dedicated to conducting cutting-edge research and contributing to the evidence base of adult critical care nursing. They actively engage in research endeavors, applying scientific findings to inform their practice, and leading research initiatives to advance knowledge in the field.
7. **Collaborator:** Adult critical care nurses work closely with a multidisciplinary team, working effectively with healthcare professionals from various disciplines to ensure comprehensive and coordinated care for critically ill adult patients. They value teamwork, open communication, and shared decision-making, recognizing the importance of a multidisciplinary approach in optimizing patient outcomes and providing the highest quality of care in critical care settings.

## 1.5 Program organizational structure:





## 1.6 Job description of all quality officials in the program:

- College Vice-Dean for Quality and Development.
- Director of Quality and Accreditation Unit.
- Coordinator of Quality Unit (female).
- Deputy Director of Quality Unit.
- Deputy Coordinator of Quality Unit (female).
- Quality Coordinator for the Academic Departments (male).
- Quality Coordinator for the Academic Departments (female).
- Program Coordinator (male).
- Program Coordinator (female).
- Program Accreditation Officer (male).
- Program Accreditation Officer (female).

<b>Job title: College Vice-Dean responsible for Quality and Development</b>
General job description: This job is a top leadership position in the faculty, and the incumbent is administratively and financially linked to the Dean of the faculty, while the technical aspects are supervised by the Dean of Quality and Development.
Job duties: <ul style="list-style-type: none"><li>▪ Attend and follow up the meetings of the executive board of the Quality and Development Deanship and apply its decisions in the College.</li><li>▪ Participating in events organized by the Quality and Accreditation Department when invited.</li><li>▪ Participating in decision-making within the College in the interest of quality and development.</li><li>▪ Responsibility to follow up on the quality and development activities required of the College.</li><li>▪ Approving the formation of the three vice-deanship units (Quality and Accreditation Unit - Skills Development Unit - Studies and Planning Unit) and following up the implementation of their work.</li><li>▪ Dividing tasks and responsibilities among the directors of the vice-deanship's units, and following up their implementation periodically.</li><li>▪ Preparing periodic reports for the Quality and Accreditation Board of Quality and Development Leadership.</li><li>▪ Presenting periodic reports on quality and development activities to the College board.</li><li>▪ Approving and following up academic and administrative performance standards and indicators for quality activities.</li><li>▪ Participation in the procedures for the conclusion of scientific and professional cooperation protocols between the college and the corresponding colleges with advanced classification in the application of quality and academic accreditation.</li><li>▪ Supervising the implementation of the mechanisms of the college's strategic plan by the various units of the college and continuing follow up in accordance with the established operational plan.</li><li>▪ Developing appropriate mechanisms to prepare, review and document the vision, mission, objectives and administrative units of the college.</li><li>▪ Following up on the self-assessment and self-study report for academic programs in collaboration with the Program Accreditation Officer and Program Coordinators.</li><li>▪ Continuous providing of the necessary data and information for self-assessment and self-study of the institution in cooperation with the institutional and programmatic accreditation officer.</li><li>▪ Following up design, approval and implementation of operational plans and mechanisms to meet accreditation, and internal and external audit requirements.</li></ul>

<ul style="list-style-type: none"> <li>▪ Develop a documentation mechanism and system, and maintain all documents on paper and electronically for easy reference from time to time, to follow up on improvement plans, monitor implementation and evaluate performance.</li> </ul>
<p>Minimum job requirements:</p> <ul style="list-style-type: none"> <li>➤ <b>Qualification:</b> <ul style="list-style-type: none"> <li>▪ PhD.</li> </ul> </li> <li>➤ <b>Practical experience:</b> <ul style="list-style-type: none"> <li>▪ Preferred: has attended specialised courses in the field of quality and accreditation.</li> <li>▪ Preferred: has experience of the activities and works of the college (teaching, research, community service, academic guidance, student guidance, examinations committee during exams and school plans).</li> <li>▪ Preferred: has participated in workshops, seminars, meetings and sessions of the Quality and Development Deanship in the field of Quality and Accreditation.</li> </ul> </li> <li>➤ <b>Personal experience:</b> <ul style="list-style-type: none"> <li>▪ Leadership skills.</li> <li>▪ Effective communication skills.</li> <li>▪ Relevant computer skills Relevant computer skills.</li> <li>▪ Preferred: a good level of English (reading, writing and speaking).</li> </ul> </li> </ul>

<p>Job title: <b>Director of Quality and Development Unit</b></p>
<p>General job description:</p> <p>This job is one of the middle leadership functions of faculties, and the incumbent is financially and administratively linked to the Vice-Deanship of Quality and Development, while the technical aspects are supervised by the Quality and Accreditation Manager of the Deanship of Quality and Development.</p>
<p>Job duties:</p> <ul style="list-style-type: none"> <li>▪ Attending and following up on meetings concerning quality management and accreditation in the Quality and Development Deanship on a regular basis to ensure continuous follow up of all quality and development activities at the College.</li> <li>▪ Attending events held by the Quality and Development Deanship, to which they are invited.</li> <li>▪ Participating in decision-making related to the achievement of quality and accreditation requirements within the academic departments.</li> <li>▪ Following up on the implementation of the activities required of the academic departments and administrative units in the field of quality and accreditation together with program coordinators and program and institutional accreditation officials.</li> <li>▪ Dividing and coordinating tasks between the institutional and program accreditation officials of the Quality Unit, the members of the various quality committees of the College, the quality officials of the academic departments, and the program coordinators.</li> <li>▪ Establishing standards for the nomination, selection and appointment of quality officials in the academic departments of the College in coordination with the Quality and Development Vice-Dean, and making the necessary arrangements.</li> <li>▪ Following up on the implementation of the quality culture dissemination plan for faculty, staff and students.</li> <li>▪ Collaborating with academic departments and administrative units to implement and organize orientation and training programs for new workers to provide education and support programs for quality assurance strategies.</li> <li>▪ Documenting all stages and procedures of quality and development activities using a paper and electronic filing and archiving mechanism, and adopt the documents at the board of Quality and</li> </ul>



Development Vice-Deanship, and keeping a combined copy (for males and females) of all documentation on quality activities in the unit.

- Developing plans to improve the performance of the college to ensure that accreditation standards and requirements issued by the NCAAA are met.
- Providing technical support to the various faculty units in relation to quality and academic accreditation issues.
- Preparing periodic reports on quality activities, reviewing them and submitting them to the College Quality and Development Vice-Deanship board, explaining the key performance indicators, drawing on reports from administrative units, academic departments and affiliated units.
- Designing internal and external review procedures and responsible for holding meetings in accordance with the standards of the NCAAA.
- Facilitating technical support visits and internal review committees mandated by the Quality and Development Deanship.
- Leading and preparing self-assessment and self-study of academic programs and review the documents at the college level.
- Coordinating institutional self-assessment with the Quality Coordinator of the academic departments, program and institutional accreditation officials, and program coordinators.
- Studying the status of the equivalent faculties with advanced classification in the application of quality and academic accreditation in preparation for making decisions regarding the conclusion of cooperation protocols with them.
- Following up on the preparation and implementation of assessment and academic accreditation plans and ensuring quality of performance and continuous improvement in the various faculty units.
- Involving relevant stakeholders and beneficiaries of the college's activities and of the various units involved in developing quality assurance strategies, and working to enhance awareness in society of the important strides being accomplished.
- Establish a mechanism for continuous coordination and effective communication with the corresponding Quality and Accreditation Unit Coordinator in the female's section.
- Design a database to facilitate communication between this role and those of the quality officials of the academic departments of the college, and the Institutional and Program Accreditation Officer at the level of male and female sections.
- Providing periodic performance reports in accordance with plans for the Vice-Dean for Quality and Development.
- Compilation and timely submission of the regular requirements of the Quality and Development Deanship.

Minimum job requirements:

➤ **Qualification: PhD**

➤ **Practical experience:**

- Preferred: has attended specialised courses in the field of quality and accreditation.
- Preferred: has experience of the activities and works of the college (teaching, research, community service, academic guidance, student guidance, examinations committee during exams and school plans).
- Preferred: has participated in workshops, seminars, meetings and sessions of the Quality and Development Deanship in the field of Quality and Accreditation.

➤ **Personal skills:**

- Leadership skills.
- Effective communication skills.
- Relevant computer skills.
- Preferred: a good level of English (reading, writing and speaking).

Job title: **Coordinator of Quality and Development Unit (female)**

**General job description:**

The incumbent of this position is financially and administratively associated with the quality and development vice-deanship, and technical matters are carried out in coordination with the director of the quality and accreditation unit (male section).

**Job duties:**

- Coordinating with vice-dean of the college on all aspects of quality and development activities and all forms of cooperation with men's section of the college.
- Attending and following up on quality management and accreditation meetings in the Quality and Development Deanship – female section – on a regular basis to ensure continuous follow-up of all quality and development activities in the college.
- Attending those activities of the Quality and Development Deanship – female section – to which they are invited.
- Participating in decision-making related to the achievement of quality and accreditation requirements within the academic departments.
- Following up on the implementation of the required activities from the academic departments and administrative units in the field of quality and accreditation in collaboration with program coordinators and program and institutional accreditation officials.
- Dividing and coordinating tasks between the Institutional and Program Accreditation Officials of the Quality Unit, the members of the various quality committees of the College, the quality officials of the academic departments and the program coordinators.
- Establishing standards for the nomination, selection and appointment of quality officials in the academic departments of the College in coordination with the Quality and Development Vice-Dean, and making the necessary arrangements.
- Following up on the implementation of the quality culture dissemination plan for faculty, staff and students (female section).
- Collaborating with academic departments and administrative units to implement and organize orientation and training programs for new workers to provide support programs for quality assurance strategies.
- Documenting all stages and procedures of quality and development activities using a paper and electronic filing and archiving mechanism, and adopt the documents at the board of Quality and Development Vice-Deanship, and keeping a combined copy (for males and females) of all documentation on quality activities in the unit.
- Developing plans, in cooperation with the Director of the Quality and Accreditation Unit, to improve the performance of the college to ensure that accreditation standards and requirements issued by the NCAAA are met.
- Providing technical support to the various faculty units in relation to quality and academic accreditation issues.
- Preparing periodic reports on quality activities, reviewing them and submitting them to the College Quality and Development Vice-Deanship council, explaining the key performance indicators obtained from the administrative units, academic departments and affiliated units.
- Designing internal and external review procedures and responsible for holding meetings in collaboration with, and in accordance with the standards of, the NCAAA.
- Facilitating technical support visits and internal review committees mandated by the Quality and Development Deanship.
- Leading and preparing self-assessment and self-study of academic programs, reviewing them at the college level.

- Coordinating institutional self-assessment with program and institutional accreditation officials, program coordinators, and in coordination with the Quality and Accreditation Unit Manager.
- Cooperating with the Director of the Quality and Accreditation Unit in studying the status of the corresponding faculties with advanced classification in the application of quality and academic accreditation in preparation for making decisions regarding the conclusion of cooperation protocols with them.
- Following up the preparation and implementation of evaluation and academic accreditation plans, and ensuring quality of performance and continuous improvement in the different faculty units of the female section.
- Involving relevant stakeholders and beneficiaries of the college's activities and its various units (female section) in developing quality assurance strategies and enhancing society awareness about the important achievements that are being made.
- Design a database to facilitate communication between themselves and quality officials in the academic departments of the college, focal points, Institutional and Programmatic Departments at the male and female sections.
- Providing periodic reports on performance (female section) in accordance with the plans of the Vice-Deanship of Quality and Development and in collaboration with the Director of the Quality and Accreditation Unit.
- Developing communication and cooperation mechanisms with corresponding programs in the various branches of the university.
- Following up on the progress of Program Coordinators at the college with regard to the delivery of quality requirements in corresponding programs at the branches.
- Following up delivery of the regular requirements of the Quality and Development Deanship, in collaboration with the Director of the Quality and Accreditation Unit.

Minimum job requirements:

➤ **Qualification: PhD.**

➤ **Practical experience:**

- Preferred: has attended specialised courses in the field of quality and accreditation.
- Preferred: has experience in the activities and works of the college (teaching, research, community service, academic guidance, student guidance, examinations committee during exams and school plans).
- Preferred: has participated in workshops, seminars, meetings and sessions of the Quality and Development Deanship in the field of quality and accreditation.

➤ **Personal skills:**

- Leadership skills.
- Effective communication skills.
- Relevant computer skills.
- Preferred: a good level of English (reading, writing and speaking).

**Job title: Deputy Director of Quality and Development Unit**

General job description:

**Working on behalf** of the Quality and Accreditation Manager in the following up of quality activities at the college. The incumbent of this position is administratively, financially and technically associated with the Director of the Quality and Accreditation Unit.

Job duties:

- Working on behalf of the Quality and Accreditation Manager's tasks – if he is not available.
- Doing all the tasks – relevant to quality and accreditation work – that are assigned to him by the Quality and Accreditation Manager.

- Assisting the Quality and Accreditation Manager in the execution of all assigned tasks.
- Preparing for meetings held by the Quality and Accreditation Manager in the college.
- Reviewing reports from the Program Coordinators, and submitting them to the Quality and Accreditation Manager.
- Attending events held by the Quality and Development Deanship, and he is invited to.

Minimum job requirements:

- **Qualification: PhD. and, if the doctoral is not available, the master's degree will be given an opportunity.**
- **Practical experience:**
  - Preferred: has attended specialised courses in the field of quality and accreditation.
  - Preferred: has experience in the activities and works of the college (teaching, research, community service, academic guidance, student guidance, examinations committee during exams and school plans).
  - Preferred: has participated in workshops, seminars, meetings and sessions of the Quality and Development Deanship in the field of quality and accreditation.
- **Personal skills:**
  - Leadership skills.
  - Effective communication skills.
  - Relevant computer skills.
  - Preferred: a good level of English (reading, writing and speaking).

**Job title: Deputy Coordinator of Quality and Development Unit (Female)**

General job description:

**This function is within** the supervisory leadership functions of the academic department. The incumbent of this position is administratively and technically linked to the Director of the Quality Management Unit in the Vice-Deanship in coordination with the Head of the Academic Department.

Job duties:

- Contributing to the dissemination of the culture of quality and accreditation in the academic department in collaboration with the Institutional and Programmatic Accreditation Officer and the Director of the Quality Unit at the College.
- Carries out tasks assigned by the Director of the college Quality Unit and the Head of Department to ensure participation in the development of those tasks, and in a way that supports the efforts of the Quality and Development Deanship.
- Submitting periodic reports on the progress and completion of all work assigned to the Director of the Quality Unit of the College in collaboration with the Head of Department, who in turn will submit them to the Quality and Development Vice-Deanship, and then raise them to the Quality and Development Deanship at the university level.
- Participation in the development of quality standard-of-work plans in collaboration with the Head of Department, the manager of the institutional accreditation and the director of the college Quality Unit.
- Supervising the preparation of self-assessment, self-study, and the strategic plan for implementing plan in the academic department.
- Proposing the formation of tasks' teams (institutional self-assessment team, file teams related to all quality activities in the academic department).
- Participating in the college procedures and preparations for institutional accreditation; to ensure that performance matches both the proposed time plans and the requirements of the NCAAA.

<ul style="list-style-type: none"> <li>▪ Following up the implementation of tasks assigned by the Manager of the Quality and Development Unit of the Vice-Deanship of Quality and Development in the light of directives from the DQD at university level.</li> <li>▪ Collaboration with the heads of the 11 accreditation standards to implement the self-evaluation plan developed by the College's Self-Assessment Committee in collaboration with the Director of Quality and Development at the Vice-Deanship of Quality and Development at the college.</li> <li>▪ Following up preparation of the educational institution's file for its submission for accreditation in accordance with the specifications and standards set by the NCAAA.</li> </ul>
<p>Minimum job requirements:</p> <ul style="list-style-type: none"> <li>➤ <b>Qualification: PhD.</b></li> <li>➤ <b>Practical experience:</b> <ul style="list-style-type: none"> <li>▪ Preferred: has attended specialised courses in the field of quality and accreditation.</li> <li>▪ Preferred: has experience in the activities and works of the college (teaching, research, community service, academic guidance, student guidance, examinations committee during exams and school plans).</li> <li>▪ Preferred: has participated in workshops, seminars, meetings and sessions of the Quality and Development Deanship in the field of quality and accreditation.</li> </ul> </li> <li>➤ <b>Personal skills:</b> <ul style="list-style-type: none"> <li>▪ Leadership skills.</li> <li>▪ Effective communication skills.</li> <li>▪ Relevant computer skills.</li> <li>▪ Preferred: a good level of English (reading, writing and speaking).</li> </ul> </li> </ul>

<p><b>Job title: Quality Coordinator in Scientific Departments (male)</b></p>
<p>General job description:</p> <p>This is one of the supervisory leadership functions of the academic department. The incumbent of this position is administratively and technically linked to the Director of Quality and Accreditation, and collaboration with the Head of the Academic Department.</p>
<p>Job duties:</p> <ul style="list-style-type: none"> <li>▪ Contributing to the dissemination of the culture of quality and accreditation in the academic department in collaboration with the Institutional and Programmatic Accreditation Officer and the Director of the Quality Unit at the College.</li> <li>▪ Carries out tasks assigned by the Director of the college Quality Unit and the Head of Department to ensure participation in the development of those tasks, and in a way that supports the efforts of the Quality and Development Deanship.</li> <li>▪ Submitting periodic reports on the progress and completion of all work assigned to the Director of the Quality Unit of the College in collaboration with the Head of Department, who in turn will submit them to the Quality and Development Vice-Deanship, and then raise them to the Quality and Development Deanship at the university level.</li> <li>▪ Participation in the development of quality standard-of-work plans in collaboration with the Head of Department, the manager of the institutional accreditation and the director of the college Quality Unit.</li> <li>▪ Supervising the preparation of self-assessment, self-study, and the strategic plan for implementing plan in the academic department.</li> <li>▪ Proposing the formation of tasks' teams (institutional self-assessment team, file teams related to all quality activities in the academic department).</li> <li>▪ Participating in the college procedures and preparations for institutional accreditation; to ensure that performance matches both the proposed time plans and the requirements of the NCAAA.</li> </ul>

- Following up the implementation of tasks assigned by the Manager of the Quality and Development Unit of the Vice-Deanship of Quality and Development in the light of directives from the DQD at university level.
- Collaboration with the heads of the 11 accreditation standards to implement the self-evaluation plan developed by the College's Self-Assessment Committee in collaboration with the Director of Quality and Development at the Vice-Deanship of Quality and Development at the college.
- Following up preparation of the educational institution's file for its submission for accreditation in accordance with the specifications and standards set by the NCAAA.

Minimum job requirements:

➤ **Qualification: PhD.**

➤ **Practical experience:**

- Preferred: has attended specialised courses in the field of quality and accreditation.
- Preferred: has experience in the activities and works of the college (teaching, research, community service, academic guidance, student guidance, examinations committee during exams and school plans).
- Preferred: has participated in workshops, seminars, meetings and sessions of the Quality and Development Deanship in the field of quality and accreditation.

➤ **Personal skills:**

- Leadership skills.
- Effective communication skills.
- Relevant computer skills.
- Preferred: a good level of English (reading, writing and speaking).

**Job title: Quality Coordinator in Academic Departments (Female)**

General job description:

**The incumbent is administratively and technically associated** with the Quality and Accreditation Unit Coordinator in coordination with the Head of the Academic Department.

Job duties:

- Contributing to the dissemination of the culture of quality and accreditation in the academic department in collaboration with the Institutional and Programmatic Accreditation Officer and the Director of the Quality Unit at the College.
- Carries out tasks assigned by the Director of the college Quality Unit and the Head of Department to ensure participation in the development of those tasks, and in a way that supports the efforts of the Quality and Development Deanship.
- Submitting periodic reports on the progress and completion of all work assigned to the Director of the Quality Unit of the College in collaboration with the Head of Department, who in turn will submit them to the Quality and Development Vice-Deanship, and then raise them to the Quality and Development Deanship at the university level.
- Participation in the development of quality standard-of-work plans in collaboration with the Head of Department, the manager of the institutional accreditation and the director of the college Quality Unit.
- Supervising the preparation of self-assessment, self-study, and the strategic plan for implementing plan in the academic department.
- Proposing the formation of tasks' teams (institutional self-assessment team, file teams related to all quality activities in the academic department).
- Participating in the college procedures and preparations for institutional accreditation; to ensure that performance matches both the proposed time plans and the requirements of the NCAAA.



- Following up the implementation of tasks assigned by the Manager of the Quality and Development Unit of the Vice-Deanship of Quality and Development in the light of directives from the DQD at university level.
- Collaboration with the heads of the 11 accreditation standards to implement the self-evaluation plan developed by the College's Self-Assessment Committee in collaboration with the Director of Quality and Development at the Vice-Deanship of Quality and Development at the college.
- Following up preparation of the educational institution's file for its submission for accreditation in accordance with the specifications and standards set by the NCAAA.

Minimum job requirements:

➤ **Qualification: PhD.**

➤ **Practical experience:**

- Preferred: has attended specialised courses in the field of quality and accreditation.
- Preferred: has experience in the activities and works of the college (teaching, research, community service, academic guidance, student guidance, examinations committee during exams and school plans).
- Preferred: has participated in workshops, seminars, meetings and sessions of the Quality and Development Deanship in the field of quality and accreditation.

➤ **Personal skills:**

- Leadership skills.
- Effective communication skills.
- Relevant computer skills.
- Preferred: a good level of English (reading, writing and speaking).

**Job title: Program Coordinator (men)**

General job description:

Purses all quality activities associated with the program. This function is within the supervisory leadership functions of the academic department. The incumbent of this position is administratively and technically linked to the Director of the Quality and Accreditation Unit of the Quality and Development Vice-Deanship in coordination with the head of the department.

Job duties:

- Performing tasks assigned by the Manager of the Quality and Accreditation Unit.
- Liaison between officials and members of the committees associated with the program and the Director of the Quality and Accreditation Unit.
- Setting up the program file that contains all of the program accreditation requirements and according to the Program File Revision form prepared by the Quality and Development Deanship (e.g. Program Specification – Program Report – Program Performance indicators – Reference Comparison Documentation – Self-Study – Program Academic Standards document ...).
- Participating in setting up files related to the program's accreditation requirements, such as the Academic standards file, course files, and performance indicators file.
- Keeping copies, paper and electronic, of the compiled final version of all files associated with the program, and uploading a copy to the Manager of the Quality and Accreditation Unit.
- Attending workshops by target group, and as assigned by Manager of the Quality and Accreditation Unit.
- Participating with the Manager of the Quality and Accreditation Unit in nominating members to attend workshops and forming committees related to all quality activities of the program.
- Holding meetings with program coordinators at the college to facilitate work on quality and development activities.
- Setting up and fulfilling requirements for technical support visits and internal review.

- Coordinating work related to the program among the different committee officials.
- Providing technical support to members of the various committees involved with the program.
- Identifying the technical support needed from the Quality and Development Deanship, and submitting requests to the Director of the Quality and Accreditation Unit at the college.
- Participate in the Program Specification and courses specifications according to the NCAAA models.
- Arranging the communication among faculty members involved in the Program Specification and courses specification.
- Following up the implementation of program files and its courses in accordance with NCAAA forms.
- Participating with relevant committees in preparing self-assessment and self-study of the program in coordination with the Quality and Accreditation Unit Manager and the Program Accreditation Officer.
- Designing a database of program members to facilitate interconnectivity that helps to implement the quality activities.
- Participating in pursuit of the program's preparation for academic accreditation, and ensuring that performance matches the proposed accomplishment period in collaboration with the Program Accreditation Officer.
- Following up the implementation of the Program Improvement Plan.
- Participating in the Internal and External Review Committee, to verify compliance of programs with NAACA documents.
- Continuing to provide the necessary physical and human requirements for program accreditation in collaboration with the Program Accreditation Officer and the Head of the Department.
- Providing statistical information, data, and documentation for the program in collaboration with members of the academic department.
- Regularly present all the quality activities in the program to the board for approval.
- Periodic reporting on the work flow and achievement of the Head of Department and Director of the Quality Unit at the college.
- Submitting the regular requirements of the Quality and Development Deanship to the Manager of the Quality and Certification Unit in accordance with the Unit's systems.

**Minimum job requirements:**

➤ **Qualification:**

- PhD. In the absence of doctoral staff, master's degree is given the opportunity.

➤ **Practical experience:**

- Preferred: has attended specialised courses in the field of quality and accreditation.
- Preferred: has experience in the activities and works of the college (teaching, research, community service, academic guidance, student guidance, examinations committee during exams and school plans).
- Preferred: has participated in workshops, seminars, meetings and sessions of the Quality and Development Deanship in the field of quality and accreditation.

➤ **Personal skills:**

- Leadership skills.
- Effective communication skills.
- Relevant computer skills.
- Preferred: a good level of English (reading, writing and speaking).

**Job title: Program Coordinator (Female)**

**General job description:**

Following up on the implementation of all quality activities associated with the program for the female section. The incumbent of this position is administratively and technically linked to the Coordinator of the Quality and Accreditation Unit in the college, and collaborates with the head of the academic department.

**Job duties:**

- Performing tasks assigned by the Manager of the Quality and Accreditation Unit.
- Liaison between officials and members of the committees associated with the program and the Director of the Quality and Accreditation Unit.
- Setting up the program file that contains all of the program accreditation requirements and according to the Program File Revision form prepared by the Quality and Development Deanship (e.g. Program Specification – Program Report – Program Performance indicators – Reference Comparison Documentation – Self-Study – Program Academic Standards document ...).
- Participating in setting up files related to the program's accreditation requirements, such as the Academic standards file, course files, and performance indicators file.
- Keeping copies, paper and electronic, of the compiled final version of all files associated with the program, and uploading a copy to the Manager of the Quality and Accreditation Unit.
- Attending workshops by target group, and as assigned by Manager of the Quality and Accreditation Unit.
- Participating with the Manager of the Quality and Accreditation Unit in nominating members to attend workshops and forming committees related to all quality activities of the program.
- Holding meetings with program coordinators at the college to facilitate work on quality and development activities.
- Setting up and fulfilling requirements for technical support visits and internal review.
- Coordinating work related to the program among the different committee officials.
- Providing technical support to members of the various committees involved with the program.
- Identifying the technical support needed from the Quality and Development Deanship, and submitting requests to the Director of the Quality and Accreditation Unit at the college.
- Participate in the Program Specification and courses specifications according to the NCAAA models.
- Arranging the communication among faculty members involved in the Program Specification and courses specification.
- Following up the implementation of program files and its courses in accordance with NCAAA forms.
- Participating with relevant committees in preparing self-assessment and self-study of the program in coordination with the Quality and Accreditation Unit Manager and the Program Accreditation Officer.
- Designing a database of program members to facilitate interconnectivity that helps to implement the quality activities.
- Participating in pursuit of the program's preparation for academic accreditation, and ensuring that performance matches the proposed accomplishment period in collaboration with the Program Accreditation Officer.
- Following up the implementation of the Program Improvement Plan.
- Participating in the Internal and External Review Committee, to verify compliance of programs with NAACA documents.
- Continuing to provide the necessary physical and human requirements for program accreditation in collaboration with the Program Accreditation Officer and the Head of the Department.
- Providing statistical information, data, and documentation for the program in collaboration with members of the academic department.

<ul style="list-style-type: none"> <li>▪ Regularly present all the quality activities in the program to the board for approval.</li> <li>▪ Periodic reporting on the workflow and achievement of the Head of Department and Director of the Quality Unit at the college.</li> <li>▪ Submitting the regular requirements of the Quality and Development Deanship to the Manager of the Quality and Certification Unit in accordance with the Unit's systems.</li> </ul>
<p>Minimum job requirements:</p> <ul style="list-style-type: none"> <li>➤ <b>Qualification:</b> <ul style="list-style-type: none"> <li>▪ PhD. if there are no doctoral holders, there is an opportunity for a master's degree.</li> </ul> </li> <li>➤ <b>Practical experiences:</b> <ul style="list-style-type: none"> <li>▪ Preferred: has attended specialised courses in the field of quality and accreditation.</li> <li>▪ Preferred: has experience in the activities and works of the college (teaching, research, community service, academic guidance, student guidance, examinations committee during exams and school plans).</li> <li>▪ Preferred: has participated in workshops, seminars, meetings and sessions of the Quality and Development Deanship in the field of quality and accreditation.</li> </ul> </li> <li>➤ <b>Personal skills:</b> <ul style="list-style-type: none"> <li>▪ Leadership skills.</li> <li>▪ Effective communication skills.</li> <li>▪ Relevant computer skills.</li> <li>▪ Preferred: a good level of English (reading, writing and speaking).</li> </ul> </li> </ul>

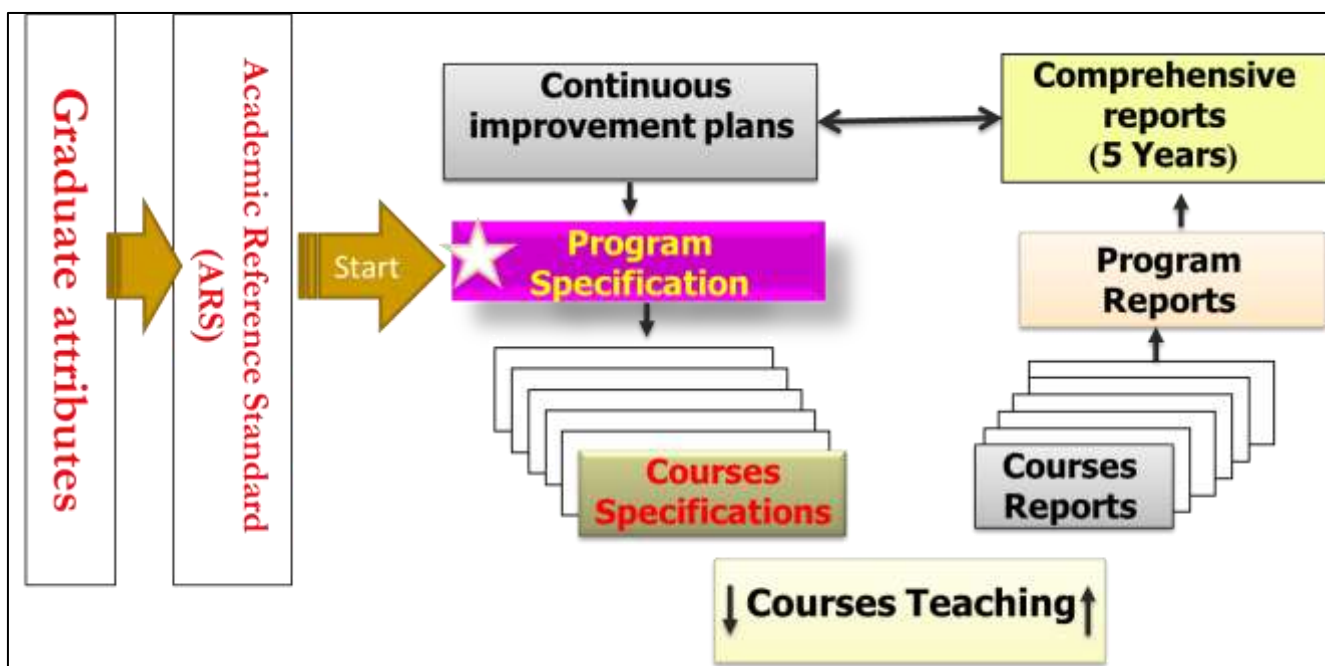
<p>Job title: <b>Program Accreditation Officer (male)</b></p>
<p>General job description:</p> <p>This function is located within the supervisory leadership functions of the Quality and Development Vice-Deanship at the college. The incumbent of this position is administratively and technically linked to the Quality and Accreditation Unit Manager of the Quality and Development Vice-Deanship and collaborates with Quality and Accreditation Management of Quality and Development Deanship.</p>
<p>Job duties:</p> <ul style="list-style-type: none"> <li>▪ Coordination, leadership and management of preparations for internal and external programmatic assessments of relevant programs in the college and its academic departments in collaboration with the Quality Unit Manager.</li> <li>▪ Constructing a database of program coordinators in academic departments to facilitate communication by email or by phone.</li> <li>▪ Conducting, implementing and managing workshops to support the culture of quality and awareness about accreditation practices, procedures and requirements.</li> <li>▪ Supervising self-assessment and self-study procedures in collaboration with Program Coordinators and Quality Coordinators in the academic departments.</li> <li>▪ Following up the procedures concerning periodic opinion polls for graduates, employers and other beneficiaries of the college, its programs, activities and services, in collaboration with the college's units and academic departments.</li> <li>▪ Following up on the design and implementation of surveys (for students, faculty members, staff) regarding all elements of educational process.</li> <li>▪ Following up on procedures for adopting and matching academic Program Specifications in academic departments with the requirements and standards of the NCAAA and reference marks.</li> <li>▪ Assisting the academic departments in nominating and identifying separate residents to assist them in their quality assurance activities, taking their advice on ways to develop quality in the program.</li> </ul>

<ul style="list-style-type: none"> <li>▪ Designing, developing and continuing to put in place various mechanisms for improving communication with beneficiaries, improving education and learning processes, research, community service, student and academic guidance.</li> <li>▪ Coordination with the Vice-Dean and Quality Manager; to provide the physical and human requirements for the accreditation of the program's academic departments.</li> <li>▪ Identifying the members of the committees concerned with the accreditation requirements of each Department's programs in collaboration with the Manager of the Quality Unit of the College and the Heads of Departments.</li> <li>▪ Following up the preparation of academic program files in preparation for their submission for accreditation in accordance with the specifications and standards established by the NCAAA.</li> </ul>
<p>Minimum job requirements:</p> <p>➤ <b>Qualification:</b></p> <ul style="list-style-type: none"> <li>▪ PhD. In the absence of doctoral staff, master's degree is given the opportunity.</li> </ul> <p>➤ <b>Practical experience:</b></p> <ul style="list-style-type: none"> <li>▪ Preferred: has attended specialised courses in the field of quality and accreditation.</li> <li>▪ Preferred: has experience in the activities and works of the college (teaching, research, community service, academic guidance, student guidance, examinations committee during exams and school plans).</li> <li>▪ Preferred: has participated in workshops, seminars, meetings and sessions of the Quality and Development Deanship in the field of quality and accreditation.</li> </ul> <p>➤ <b>Personal skills:</b></p> <ul style="list-style-type: none"> <li>▪ Leadership skills.</li> <li>▪ Effective communication skills.</li> <li>▪ Relevant computer skills.</li> <li>▪ Preferred: a good level of English (reading, writing and speaking).</li> </ul>

<b>Job title: Coordinator of Program Accreditations (female)</b>
<p>General job description:</p> <p>The incumbent of this position is administratively and technically linked to the Quality and Accreditation Unit Manager of the Quality and Development Vice-Deanship in collaboration with Quality and Accreditation Management of the Quality and Development Deanship.</p>
<p>Job duties:</p> <ul style="list-style-type: none"> <li>▪ Participation in the implementation of the institutional self-assessment plan and self-study.</li> <li>▪ Participation in the preparation of the enterprise accreditation file according to specifications and standards prepared by the NCAAA.</li> <li>▪ Constructing a database of program coordinators in academic departments in collaboration with the Program Accreditation Officer to facilitate communication by email or by phone.</li> <li>▪ Collaborating with the Quality and Development Deanship in the dissemination of the Quality Culture in the area of institutional accreditation.</li> <li>▪ Coordinating and leading preparations for, and managing the internal and institutional assessments to which the academic departments and administrative units of the college are subjected, in coordination with the Quality Unit Coordinator.</li> <li>▪ Identifying the members of the committees on institutional accreditation requirements in coordination with the Manager of the Quality Unit of the College.</li> <li>▪ Participation in the preparation of quality improvement plans for the administrative units and academic departments.</li> </ul>
<p>Minimum job requirements:</p> <p>➤ <b>Qualification:</b></p>

- PhD. if there are no doctoral holders, there is an opportunity for a master's degree.
- **Practical experience:**
  - Preferred: has attended specialised courses in the field of quality and accreditation.
  - Preferred: has experience in the activities and works of the college (teaching, research, community service, academic guidance, student guidance, examinations committee during exams and school plans).
  - Preferred: has participated in workshops, seminars, meetings and sessions of the Quality and Development Deanship in the field of quality and accreditation.
- **Personal skills:**
  - Leadership skills.
  - Effective communication skills.
  - Relevant computer skills.
  - Preferred: a good level of English (reading, writing and speaking).

## 1.7 Life cycle of the program:



## Student enrolment:

### - Students Admission Requirements:

1. The applicant must be a Saudi or a regular resident if he is a non-Saudi.
2. The applicant must have a “Bachelor of Science in Nursing” degree from a Saudi University and to be officially approved by the higher authorities in the KSA
3. Applicant must have a record of good conduct
4. The student should be medically fit, must pass a medical examination to prove that he/she is free of infectious diseases and physically/mentally healthy to complete the program of study.
5. Applicant must submit two letters of recommendation from professors who have taught him.
6. A minimum grade average of “Good” in the bachelor degree.



7. The applicant must successfully pass a written examination.
8. The applicant must register in the Saudi Commission for Health Specialties (SCFHS) and classified as a certified “Nurse Specialist” for a job in his field, and have a valid commission registration upon joining the bridging program.
9. A score of at least 65 in the General Aptitude Test (GAT) for university graduates.
10. A score of at least 5 on IELTS, 61 on IBT-TOEFL, 500 on PBT-TOEFL, or 83 on STEP.

### **Study plan of the program:**

To be eligible for a Master in Adult Critical Care Nursing degree, candidate must have completed 48 credit hours distributed as:

	Requirements	Credit Hours
1.	Nursing Compulsory Requirements	40
2.	Nursing Electives Requirements	8
3.	Comprehensive Exit Exam	0
<b>Total</b>		<b>48</b>

#### **1. Nursing Compulsory Requirements: (40) credit hours from the following\*:**

Course Code	Course Name	Credit Hours	Theory	Practical	Pre-requisite	Co-requisite	College/Department
NURS 501	Theoretical Foundation for Nursing	3	3	0			Community Health Department
NURS 511	Advanced Health Assessment	3	3	0		NURS 512	Medical Surgical Nursing Department
NURS 512	Advanced Health Assessment Practical	3	0	6		NURS 511	Medical Surgical Department
NURS 513	Advanced Research in Nursing	3	3	0			Community Health Department
NURS 543	Adult Critical Care Nursing I Theory	4	4	0	NURS 511	NURS 544	Medical Surgical Nursing Department
NURS 544	Adult Critical Care Nursing I Clinical	3	0	6	NURS 512	NURS 543	Medical Surgical Nursing Department
NURS 517	Advanced Research Statistics	2	2	0	NURS 513		Community Health Department
MED 513	Advanced Pathophysiology	3	3	0			Medical Surgical Nursing Department
NUR 545	Adult Critical Care Nursing II Theory	4	4	0	NURS 543	NURS 546	Medical Surgical Nursing Department
NUR 546	Adult Critical Care Nursing II Clinical	3	0	6	NURS 544	NURS 545	Medical Surgical Nursing Department
MED 521	Clinical Pharmacology and Therapeutics	3	3	0	MED 513		Medical Surgical Nursing Department
NURS 523	Interdisciplinary Professional Ethics	2	2	0	NURS 501		Nursing Administration Department
NURS 591	Applied Clinical Project	3	3	0	NURS 513 NURS 517	NURS 593	Specialty Nursing Department
NURS 593	Seminar	1	1	0	NURS 513 NURS 517	NURS 591	Specialty Nursing Department

#### **2. Nursing Elective Requirements: (8) credit hours from the following\*:**

Course Code	Course Name	Credit Hours	Theory	Practical	Pre-requisite	Co-requisite	College/Department
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NURS 547	Planning and Evaluation of Health programs	3	3	0	NURS 501		Community Health Nursing Department
NURS 527	Managing Acutely Ill and Complex Clients	3	3	0	MED 513		Medical Surgical Nursing Department
NURS 529	Clinical Infectious Diseases	3	3	0	MED 513		Medical Surgical Nursing Department
NURS 531	Transforming and Leading Healthcare	2	2	0	NURS 501		Nursing Administration Department
NURS 533	Quality and Safety in Healthcare	2	2	0	NURS 501		Nursing Administration Department

### 3. Passing the Comprehensive Exit Exam (NUR 596): (Zero Credit Hour)

Course Code	Course Name	Credit Hours	Pre-requisite	Co-requisite	College/Department
NUR 596	Comprehensive Exit Exam	0	Pass All Credits Successfully		Specialty Nursing Department

## Coursework and Project Track with Comprehensive Exam Study Plan

### First Year:

First Semester			Second Semester			
Course Code	Course Name	Credit Hours	Course Code	Course Name	Credit Hours	
NURS 501	Theoretical Foundation for Nursing	3	NURS 543	Adult Critical Care Nursing I Theory	4	
NURS 511	Advanced Health Assessment	3	NURS 544	Adult Critical Care Nursing I Clinical	3	
NURS 512	Advanced Health Assessment Practical	3	NURS 517	Advanced Research Statistics	2	
NUR 513	Advanced Research in Nursing	3	MED 513	Advanced Pathophysiology	3	
<b>Total</b>		<b>12</b>	<b>Total</b>		<b>12</b>	<b>24</b>

### Second Year:

First Semester			Second Semester			
Course Code	Course Name	Credit Hours	Course Code	Course Name	Credit Hours	
NUR 545	Adult Critical Care Nursing II Theory	4	NURS 591	Applied Clinical Project	3	

NUR 546	Adult Critical Care Nursing II Clinical	3	NURS 593	Seminar	1	
MED 521	Clinical Pharmacology & Therapeutics	3	NURS ---	Elective	3	
NURS 523	Interdisciplinary Professional Ethics	2	NURS ---	Elective	3	
			NURS ---	Elective	2	
<b>Total</b>		<b>12</b>	<b>Total</b>		<b>12</b>	<b>24</b>

Course Code	Course Name	Credit Hours
<b>NUR 596</b>	<b>Comprehensive Exit Exam</b>	<b>0</b>

**Note:**

Students should pass the Comprehensive Exit Exam

## **Graduation requirements:**

- Successfully complete required courses according to the program study plan with at least good (70%) (2 or above out of 4) average
- Have a cumulative and major (GPA) of Very Good (3) or above out of (4) according to the UoH grading system for postgraduate studies
- Successfully Complete and submit the research project
- Pass the comprehensive exit exam at the end of the second year

## **2. Quality documentation path:**

### **2.1 List of quality files in the program:**

#### **1. Program File**

##### **Contents of the Academic Program File:**

No	Table of Contents
1	Index of the Program File Contents and Program File Auditing Reports
2	Official Approval of the Program and Assignment of the Program Coordinator
3	Program Specification with its Official Approval and Program Consistency with the NQF
4	The Approved Program Academic Reference Standards (ARS), with: A. Academic Standards and Graduates Attributes Mapping Matrix B. Program Learning Outcomes (PLOs) and Graduates Attributes Mapping Matrix
5	Annual Program Report (APR) with its Official Approval
6	Evidences for Student's Orientation, Support and Guidance
7	Evidences for Teaching Staff Orientation and Professional Development Activities
8	Evidences for Implementation of the Program Improvement Plan
9	Approved KPIs List and KPIs Reports
10	Proficiency Exit Exam Reports with Evidences for activation of the academic support plan
11	Program Learning Outcomes (PLOs) Assessment Report
12	Reports of Different surveys used for program Evaluation
13	Orientations for new students and teaching staff
14	Program Guidebooks: A. Program Guide B. Quality System Manual
15	Self-Evaluation Scale for Programs (SESP) & Self-Study Report of the Program (SSRP)

## 2. Course's File

### Contents of the Course File:

No	Table of Contents
1	Index of the Course File Contents and Course File Auditing Reports
2	Updated Course Specification and its approval by the ruling councils
3	Updated Course Report and its approval by the ruling councils
4	Course Scientific Contents & Learning Resources with Samples of updated student works & outputs in the course
5	Variety of Direct Assessment Methods & Exams of the CLOs
6	Indirect Assessments of the CLOs
7	Corrective Actions Based on the Results of Different Course Evaluations including Internal/external Auditing

3. Academic Reference Standards and Graduates Attributes File.
4. Program evaluation and PLO's assessment file
5. Program self-study report (SSRP) and self-evaluation scales (SES) file
6. Key Performance Indicators & Benchmarking File.
7. Quality Dissemination File.
8. Internal Auditing file.
9. The training and professional development of faculty member's file
10. Files of different committees (community service, research, etc.).

### 2.2 List of operational plans associated with program quality:

- Annual Program Improvement Plan of the Annual Program Report.
- Courses Improvement Plan of the Courses reports.
- Program Improvement Plan of the Program Self-Study Report.

### 2.3 List of quality mechanisms, procedures and policies activated by the program:

- Project for Assessment of Academic Applied Practices (PAAAP)
- Mechanism for follow up and evaluation of the performance of academic units.
- Mechanism for preparing and following up the implementation of the community service plan
- Mechanism for preparing and following up the implementation of the research plan
- Mechanism for Communication with Alumni
- Mechanism for dealing with students' complaints
- Mechanism of Academic Advising & Student Support
- Mechanism for Follow-up and support weak students and motivate excellent students
- Mechanism of Announcing courses & Field Experiences Specification
- Mechanism to ensure the appropriateness of the qualifications of the faculty members for the courses they teach
- Mechanism for Recognition of Outstanding Faculty Members
- Procedure for feedback on class works
- Mechanism for assessing Student's performance in theory courses
- Mechanism for evaluating effectiveness of field experience courses
- Procedure for Safekeeping Students Examination Answer Sheets
- Criteria for Different Assessment Tools used in Theory or Field Experience Courses

- Procedure for Sharp Waste Disposal
- Mechanism for Continuous Communication with Employers
- Mechanism to Ensure Adequacy & Appropriateness of Learning Resources
- Mechanism for Compensating of Non-Covered Planned Topics in the Courses
- Mechanism for verification of the validity and objectivity of students' assessment
- Internal Auditing Mechanism

## **2.4 List of quality forms activated by the program:**

**Many forms applied in the program such as:**

- Program File Auditing Form.
- Program Specification Auditing Form.
- Program Report Auditing Form.
- Course Profile Auditing Form.
- Course Specification Auditing Form.
- Field Experience Course Specification Auditing Form.
- Field Experience Report Auditing Form.
- Course Report Auditing Form.
- Pre-teaching and post-teaching for measurement of CLOs Auditing form (sample)
- Theoretical Exam Paper Auditing Form.
- Application of Exam Paper Criteria Auditing Form.
- Inventory for material and humanitarian Resources of the academic program.
- Report of the academic program Key Performance Indicators (KPIs)
- The Operational Plan.
- Reports for variety of surveys used for program evaluation.

## **3. Measuring and evaluating quality practices in the program path**

### **3.1 List of surveys applied in the program**

- Program Evaluation Survey (PES), by students.
- Course Evaluation Survey (CES), by students.
- Course Evaluation survey by Faculty Members (CESFM)
- Field Experience Evaluation Survey (FEES), by students
- Field Experience Evaluation by Clinical Instructors (FEECI)
- Reality of the program, Faculty Members Perspective Questionnaire
- Reality of the program, Students Perspective Questionnaire
- Measurement of the Level of Satisfaction of Faculty Members on the Performance of Quality Units at UOH Colleges' Survey
- Employers Evaluation for Program and Graduates Competency Survey
- Graduates Evaluation of the Program at Least 6 Months After Graduation
- A questionnaire to assess the performance of the internal audit team
- A questionnaire to identify the status of the program from the point of view of administrators.
- An interview form to gather employers' opinions to determine the extent to which the program needs academic development.



- A questionnaire to identify the status of the program from the point of view of academic and administrative leaders.
- A questionnaire to identify the status of the program from the point of view of civil community institutions.
- A questionnaire that assesses how a faculty member uses learning and education strategies in the classroom from the students' point of view.
- An opinion poll questionnaire for quality officials at the college on technical support, follow up activities and the assessment provided by the Quality Deanship.

### Program questionnaires:

- Student satisfaction measurement questionnaires on quality of services.
- Student satisfaction measurement questionnaires on academic guidance.

### 3.2 List of Program KPIs:

Code	Key Performance Indicators	Description
KPI-PG-1	Students' Evaluation of quality of learning experience in the program	Average of overall rating of final year students for the quality of learning experience in the program on a five-point scale in an annual survey
KPI-PG-2	Students' evaluation of the quality of the courses	Average students overall rating for the quality of courses on a five-point scale in an annual survey
KPI-PG-3	Students' evaluation of the quality of Academic supervision	Average students' overall rating of the quality of scientific supervision on a five- point scale in an annual survey.
KPI-PG-4	Average time for students' graduation	Average time (in semesters) spent by students to graduate from the program.
KPI-PG-5	Rate of students dropping out of the program	Percentage of students who did not complete the program to the total number of students in the same cohort.
KPI-PG-6	Employers' evaluation of the program graduates' competency	Average of overall rating of employers for the competency of the program graduates on a five-point scale in an annual survey.
KPI-PG-7	Students' satisfaction with the provided services	Average of students' satisfaction rate with the various services provided by the program (food, transportation, sport facilities, academic advising, ...) on a five-point scale in an annual survey.
KPI-PG-8	Ratio of students to faculty members	Ratio of the total number of students to the total number of full-time and full- time equivalent faculty members participating in the program.

Code	Key Performance Indicators	Description
KPI-PG-9	Percentage of publications of faculty members	Percentage of faculty members participating in the program with at least one research publication during the year to total faculty members in the program.
KPI-PG-10	Rate of published research per faculty member	The average number of refereed and/or published research per each faculty member participating in the program during the year (total number of refereed and/or published research to the total number of faculty members during the year)
KPI-PG-11	Citations rate in refereed journals per faculty member	The average number of citations in refereed journals from published research (total number of citations in refereed journals from published research for faculty members to the total published research)
KPI-PG-12	Percentage of students' publication	Percentage of students who: a. published their research in refereed journals b. presented papers in conferences to the total number of students in the program during the year.
KPI-PG-13	Number of patents, innovative products, and awards of excellence	Number of: a. Patents and innovative products b. National and international excellence awards obtained annually by the students and staff of the program.

### 3.3 Program quality monitoring processes

Procedures to ensure and monitor the quality of the program include the following:

#### A. Internal Program Auditing:

1. Establishment of the Internal Auditing Committee at the college level with clear standards and specific tasks.
2. Training of the Internal Auditing Committee members on internal audit mechanisms and process
3. Preparation of a time plan for the internal review of academic programs at the college, including activities and quality requirements that will be reviewed.
4. Reviews of plan at scheduled intervals and of all academic programs.
5. Preparation of periodic reports to address the results of internal audit visits.
6. Implementation of corrective actions for each program to address issues identified by internal review reports
7. The Vice-Deanship of Quality & Development should assess the effectiveness of implementing academic programs as necessary corrective actions.
8. Discussion of program internal auditing reports by the General Quality Committee.
9. Submission of General Quality Committee recommendations on the internal auditing reports for each program to the departmental councils to discuss and make relevant decisions.

10. The Vice-Deanship of Quality & Development should follow up on the implementation of academic programs by making the relevant decisions on departmental councils based on the internal audit reports of those programs.

## **B. External Program Auditing:**

1. Establish specific criteria for the selection and adoption of an external auditor to the program, and once selected, gain approval from the governing councils.
2. election of external references based on the criteria developed, the candidate's curriculum vitae, and the requirements of governing councils.
3. Identify the documentation to be reviewed and send it to the DQD to approve beginning with the external auditor of the program.
4. The DQD will contact the external auditor on the conduct of the audit to ensure objectivity and the preservation of financial rights.
5. Receive the DQD of the external auditor's report and send it to the college Vice-Deanship.
6. The Vice-Deanship of Quality & Development should direct the head of the department who manages the academic program to take the necessary corrective actions in the light of external audit reports.
7. The Vice-Deanship of Quality & Development should verify the implementation of the academic program of corrective action in the light of external audit reports, taking into account the need to inform the DQD.
8. To present the corrective actions taken in the light of the external audit report to the General Committee for Quality that assesses the effectiveness of the academic program's corrective actions.
9. Submit the recommendations of the General Committee for Quality based on the external audit report, and corrective actions taken in the light of that audit, to the departmental council for approval.

## **A. Evaluation of the internal quality system of the academic program:**

1. Establishment of a special committee on the evaluation of internal quality systems for academic programs, using clear and specific criteria and tasks.
2. The Quality Vice-Deanship of Quality and Development (VDQD) at the college level, prepares the internal quality systems assessment plan for academic programs including tools, techniques, and time periods for evaluation.
3. Review and audit of the internal quality systems evaluation plan by the DQD.
4. Take corrective actions in the light of the DQD review report on the internal quality systems evaluation plan for academic programs.
5. The General Quality Committee (GQC) discuss the time plan for evaluating the internal quality systems of academic programs.
6. Submission of the recommendations of the General Quality Committee, regarding the time plan for evaluating the internal quality systems of programs, to the departmental council and the college council for approval.
7. Implementation of the scheduled time limited review plan for internal quality systems for all academic programs.
8. Prepare report for results of the evaluation of internal quality systems for programs.
9. Discussion of the reports that evaluate the internal quality systems of academic programs by the General Quality Committee.

10. Submission of the recommendations of the General Committee Quality, regarding reports on the internal quality systems of programs, for approval by the departmental council and the college council.
11. The college council must discuss the decisions of the departmental councils relating to the results of the evaluation of the internal quality systems of academic programs and take the necessary decisions.
12. The Vice-Deanship of Quality & Development (VDQD), at the college level, will follow up on the implementation of academic programs to make the relevant decisions on departmental councils based on the internal audit reports of those programs.

## **B. Course Quality Assessment:**

1. Identify tools and techniques associated with evaluation of the quality of the courses.
2. Identify the categories involved in evaluating the quality of the course (students - faculty members - internal and external auditors).
3. Construct a time-plan to assess the quality of the courses in the program, including evaluation tools and methods.
4. Discuss the time plan for evaluating the quality of the courses by the General Quality Committee.
5. Submit the recommendations of the General Quality Committee, regarding the time plan for evaluating the quality of the courses, to the departmental council for approval.
6. It is the responsibility of the Vice-Deanship of Quality & Development (VDQD), at the College level, to follow up on the implementation and activation of the time plan for evaluating the quality of courses.
7. Prepare reports in accordance with the results for applying the quality assessment tools and methods.
8. Discuss the reports for evaluating the quality of courses by the General Quality Committee.
9. Submit the recommendations of the General Quality Committee, regarding the reports for evaluating the quality of courses, to the departmental councils for decision-making based upon those recommendations.
10. The Vice-Deanship of Quality and Development (VDQD), at the College level, should follow up on the implementation of academic programs for the decisions taken by the departmental councils based on the reports of evaluating.
11. Conduct internal auditing for all quality documents.
12. Conduct the different program evaluation questionnaires to all internal and external beneficiaries of the program.
13. Apply the Program for Academic Courses' Evaluation (PACE).
14. Conduct periodic visits by DQD experts
15. Periodically measure program KPIs.
16. Follow up program improvement plans.

## **3.4 Internal review mechanism for the program**

### **A. Procedures for the semester basis auditing of academic program performance based on quality requirements prepared by the DQD:**

1. Preparation of required information drawn from the NCAAA standards, previous field visit reports for academic programs, KPI reports, classroom observation reports, and measurement of PLOs for academic programs etc.

2. The DQD must establish an internal audit committee at the level of the University, and its main task is to follow up and evaluate academic programs each semester (visit to follow up on evaluating academic programs each semester; and visit to follow-up on assessing during the year).
3. The college must establish an internal auditing committee at the college level to provide technical support for the requirements of the program in each term, as well as for visits.
4. The DQD and the internal audit team make visits to academic programs to ascertain the extent to which the quality requirements have been met each term.
5. Prepare the follow up and evaluation reports for academic programs, and then submit them to the programs.
6. The most prominent findings of the follow up and evaluation report for the academic programs will be included as items in the academic program improvement plan.
7. Corrective actions will be taken by academic programs based upon the program improvement plan.

## **B. Audit procedures to ensure the quality of academic programs at the University of Hail:**

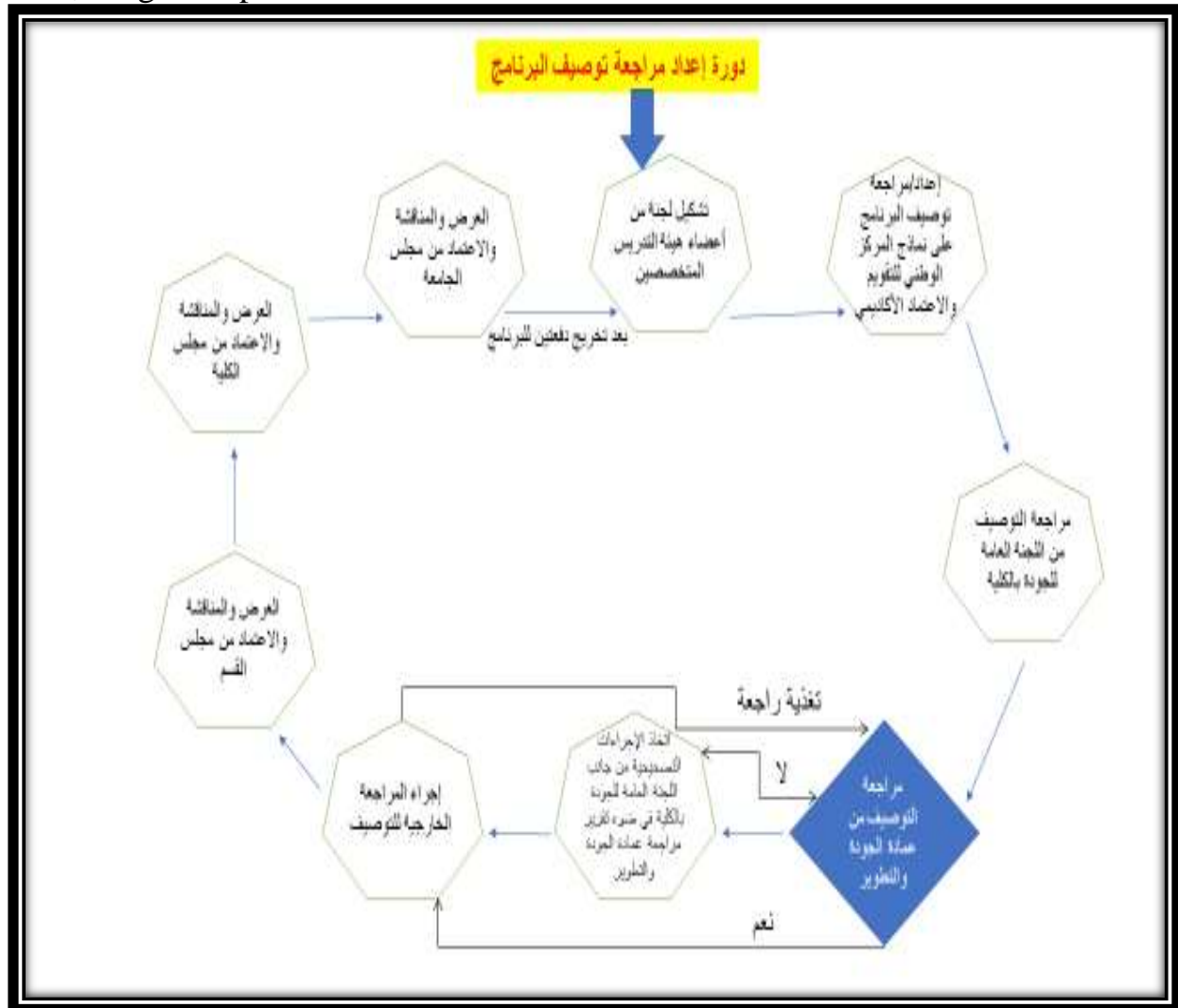
1. Conduct internal audits for the course plans of the updated or developed program (self-assessment), and external audits through independent auditors with experience in the academic specialization.
2. The Deanship of Quality and Development will periodically audit the program and Course Specifications to ensure that the teaching strategies contained within them are aligned with the intended learning outcomes, and to check the updates and quality of the Course Specifications.
3. The Deanship of Quality and Development will prepare specific forms that compare learning and teaching methods used by the academic staff with those included in the Course Specifications.
4. The DQD review the inventory forms for learning and teaching styles and check their implementation through observation during their periodic visits.
5. The DQD issued an electronic template to be used by the academic programs to measure the intended learning outcomes at the course level.
6. The DQD reviews the forms for measuring the learning outcomes of courses during the follow up and assessment visits.
7. The DQD reviews the program and course reports during its periodic visits to ensure that they are met, and also the effectiveness of the teaching strategies used in accordance with the item proposed.
8. Present the evaluation reports for programs prepared by DQD in the University Council for discussion and development decision-making in the light of the reports' findings.
9. The DQD, in collaboration with the colleges, measure and report on performance indicators for programs and incorporate the results of these reports into the program improvement plan in preparation for corrective actions to be taken.
10. Administer program and course evaluation questionnaires to students and faculty members and prepare reports based upon the results, then incorporate the findings into the program improvement plan in preparation for corrective actions to be taken.
11. Obtain graduates' evaluations of the program as well as evaluations of graduates by their employers, and prepare a report based upon the results. Then include these findings in the program improvement plan in preparation for corrective actions to be taken.
12. Explore faculty members' opinions on the appropriateness of books and references in the program. This should take into account the fact that the Deanship of Quality and Development, during their periodic visits, reviews Course Specifications that include the names of books and

references for each course, and considers the extent to which those sources are relevant and whether replacements are needed to develop the course.

13. The DQD, in collaboration with the university colleges, prepares the external/internal proficiency exit exam for measuring learning outcomes at each academic program level.
14. Academic programs create academic support plan for weaknesses as identified from the results of the proficiency exit exam results.

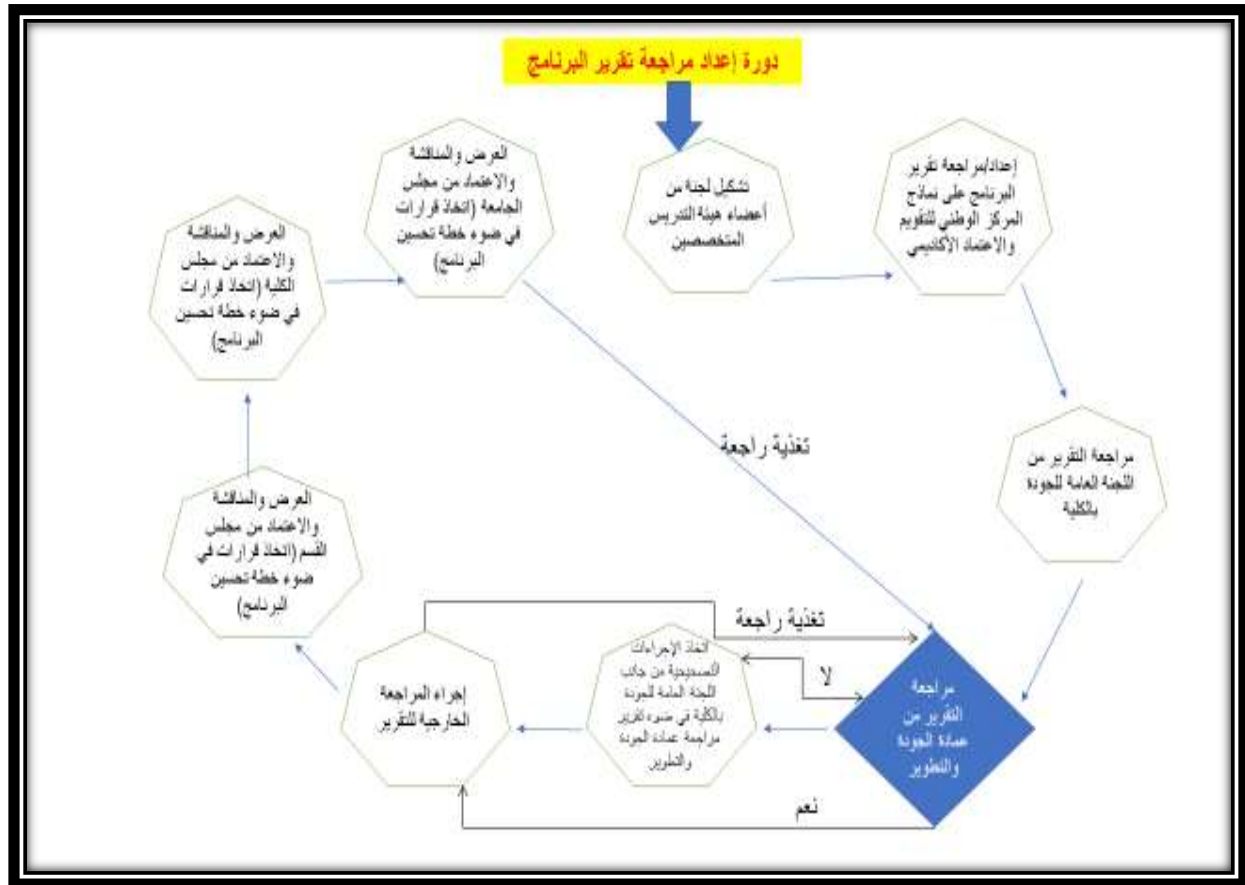
### 3.5 Program Specification and report review cycle

First, Program Specification:





## Second, Program report:



## 4. The stages of the application of quality path:

### 4.1 National and international accreditation agencies for the program

#### National accreditation agency:

Education and Training Evaluation Commission (ETEC) - National Commission for Academic Accreditation and Evaluation (NCAAAE).

#### International accreditation agency:

None

### 4.2 National program accreditation standard

The National Centre for Academic Accreditation and Evaluation has issued six key criteria for program accreditation:

- ☐ Standard 1. Program Management and Quality Assurance
- ☐ Standard 2. Teaching and Learning
- ☐ Standard 3. Students
- ☐ Standard 4. Faculty
- ☐ Standard 5. Learning Resources, Facilities, and Equipment

- Standard 6. Research and Projects

#### **4.3 Accreditation or awards received by the program in the field of quality**

None

#### **4.4 Professional roles expected to be filled by graduates of the program:**

- Program graduates will be classified as Senior Nurse Specialist by the Saudi Commission for Health Specialties (SCFHS) at the national level, which is equivalent to Clinical Nurse Specialist (CNS) at the international level.
- Graduates from a Master of Adult Critical Care Nursing can work in a variety of healthcare settings, including tertiary care hospitals, community hospitals, and specialty hospitals. These settings offer diverse opportunities for advanced practice nurses specializing in adult critical care.
- Graduates from a Master of Adult Critical Care Nursing can pursue various jobs. Here are some potential expected Jobs:
  - Nurse Unit Manager
  - Senior Nurse Specialist
  - Clinical Nurse Specialist
  - Continuous Education Nurse
  - Nurse Case Manager
  - Clinical Research Nurse
- Specific Work areas in healthcare settings:
  - Intensive Care Units (ICUs)
  - Cardiac Care Units
  - Trauma/Orthopedic Care Unit
  - Emergency Departments
  - Medical and Surgical Departments

#### **4.5 Program quality committees:**

- General Quality Committee
- Program Advisory Committee.
- Program Report Executive/Preparation Committee.
- Internal Auditing Committee.
- Scientific Research Committee.
- Alumni Committee.
- Community Service Committee.
- Self-Assessment and Self-Study Committee
- Measurement and Evaluation Committee.
- Examination Committee.
- Academic Advising Committee.
- Quality Dissemination Committee

#### **4.6 Quality committees represented by students:**

- Program Advisory Council.
- General Quality Committee.