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2020

# Program Specification

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|---|
| **Program Name: Bachelor Degree of Nursing Science (BDNS)** |
| **Qualification Level : 6** |
| **Department:------------** |
| **College: Nursing ( Male and Female Division)** |
| **Institution: Northern Border University** |

# Content

## A. Program Identification and General Information

**1. Program Main Location:**

Arar (Male and Female Division)

**2. Branches Offering the Program:**

NA

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

**Economically, and Social and cultural:** To bring down the shortage of manpower as well as dependency on the foreign nurses and producing cost effective health care services because the Kingdom of Saudi Arabia has a rapid population growth which is associated with high health care costs and places a major budgetary constrain on the Ministry of Health Budget. To prepare nursing professional in acceptance of the challenges of extended role demanded by constantly changing scientific knowledge and technology.

**Technological developments:** To keep at par with scientific and technological development and to participate actively in changing trends in health care delivery system. To be able to use new information technology and to improve diagnostic and therapeutic health care practices by increasing the number of highly qualified trained nurses.

**National needs and development:** To meet the national needs and demands of human resources by preparing the required number of qualified national competent nurses for providing quality nursing services in various health care settings. To create awareness in people on lifestyle modification for prevention of health problems, communicable diseases, and their related complications in achievement of the objective of optimal health status in individuals and families.

**4. Total Credit Hours for Completing the Program: (144H)**

**5. Professional Occupations/Jobs:**

1. General Nurse Specialist in different care settings (hospitals, community centers, etc.....)
2. Faculty staff

**6. Major Tracks/Pathways** (if any): **Not Applicable**

| Major track/pathway | Credit hours (For each track) | Professional Occupations/Jobs (For each track) |
|---|---|---|
| **1.** General Nurse without specialization | 144 H | Professional nurse |
| **2.** | | |
| **3.** | | |
| **4.** | | |

**7. Intermediate Exit Points/Awarded Degree** (if any)**: Not Applicable**

| Intermediate exit points/awarded degree | Credit hours |
|---|---|
| | |
| | |

## B. Mission, Goals, and Learning Outcomes

**1. Program Mission:**

A distinctive nursing program to graduate highly qualified nurse leaders in education, research and provide nursing care for individuals and communities with cultural and religious conduct.

**2. Program Goals:**

1. Preparing competent graduate professional nurse, with knowledge, understanding and practice that enable them to function as a professional nurse in a variety of practice settings to meet the current and future health needs of the Kingdom.
2. Developing and integrating scientific research skills and evidence-based practice to improve clinical decision making and quality of patient care.
3. Providing health education for individual, family and community with diverse culture through community collaboration and participation.
4. Employee leadership and teamwork skills through utilization of information technology, collaboration and communication with other health care team and sectors.

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

The program is directly relevant and completely correlated to the mission of the NBU as it is clear from the mission of the program and the mission of university. Both the two mission concentrate on the distinction and the creation of knowledge society which can keep abreast of the new world scientific developments.

### Alignment of Program Mission/Goals with the College and NBU Missions/Goals:

| Level | Mission and Goals | | Education | Research | Community Service | Other |
|---|---|---|---|---|---|---|
| | | | **Mission Domains** | | | |
| NBU Mission | We are a regionally serving comprehensive university committed to educational excellence. Guided by our core values, heritage, and place, we deliver innovative educational programs characterized by outcomes that leverage the human, economic, cultural, and natural resources for the Northern Border's region and beyond. | | | | | |
| NBU Goals | G1 | Providing excellent education that sharpens intellect and professionalism. | √ | | | |
| | G2 | Stimulating research and innovation following the university's research priorities. | | √ | | |
| | G3 | Developing community partnership. | | | √ | |
| | G4 | Developing an administrative and financial system that enhances management efficiency and diversifies sources of income. | | | | √ |
| College Mission | The College is committed to distinctive nursing education and research through the development of nursing programs, research environment and community partnerships | | | | | |
| College Goals | G1 | 1. Provide distinguished educational programs | √ | | | |

| | | | | | |
|---|---|---|---|---|---|
| G2 | 2. Strengthening the capabilities of faculty members | √ | | | |
| G3 | 3. Create a system to support students | √ | | √ | |
| G4 | 4. Provide a supportive environment for scientific research | √ | √ | √ | |
| G5 | 5. Strengthening community partnership to serve the learning opportunities and increase the College's contribution to community services | √ | | √ | |
| G6 | 6. Introducing a distinctive and effective quality management system in the college | √ | √ | √ | |
| G7 | 7. Sustain and distinctive College's Infrastructure and resources. | √ | √ | √ | |
| Program Mission | A distinctive nursing program to graduate highly qualified nurse leaders in education, research and provide nursing care for individuals and communities with cultural and religious conduct. | | | | |
| Program Goals — G1 | 1. Preparing competent graduate professional nurse, with knowledge, understanding and practice that enable them to function as a professional nurse in a variety of practice settings to meet the current and future health needs of the Kingdom. | √ | | | √ |
| G2 | 2. Developing and integrating scientific research skills and evidence-based practice to improve clinical decision making and quality of patient centered care. | √ | √ | | |
| G3 | 3. Providing health education for individual, family and community with diverse culture through community collaboration and participation. | √ | √ | √ | |
| G4 | 4. Employee leadership and teamwork skills through utilization of information technology, collaboration and communication with other health care team and sectors. | √ | | √ | √ |

It is evident from the previous matrix that each of the program's mission is consistent with both the college and university's mission, as is the consistency between the program's objectives and the goals of college and university.

5. Graduate Attributes:

The nursing program aligned its graduate attributes from NBU and National competency framework. The nursing program adopted from National competency framework two themes which includes the patient

centered care & evidence based practices, while the remaining attributes are aligned with the NBU graduate attributes that clearly represented in the next table.

**Northern Border University and Program's Graduates' Attributes**

| Graduates' Attributes (GAs) for NBU and Program's Graduates' Attributes | |
|---|---|
| National identity | **GA1:** demonstrate high standards of ethical and socially responsible behavior, as well as academic and professional honesty and integrity; contribute to finding solutions to social problems; and commit to being a responsible citizen. |
| Self-management | **GA2:** Demonstrate self-management skills, self-learning and critical thinking, the ability to take initiative to self-develop according to specific standards, and ability to present evidence and arguments to make a decision unbiasedly. |
| Critical thinking | |
| Digital culture | **GA3:** Effectively use information technology, analytical, mathematical, and statistical tools to perform data analysis, suggest solutions, and solve problems using critical thinking. |
| Teamwork | **GA4:** Have the ability to lead a team, assume responsibility for performing tasks and developing work, achieve goals effectively, and promote health, psychological and social aspects. |
| Entrepreneurship | **GA5:** Identify the function of entrepreneurship and its requirements in the successful, commercial application. |
| Communication skills | **GA6:** Effectively communicate both verbally and in writing, using appropriate presentation forms, scholarly language, adequate reasoning for various issues and dealing with beneficiaries. |
| Patient – centered care | **GA7:** The Nursing graduate will deliver compassionate and coordinated care that recognizes patients' preferences, values, and needs and respects the patient as an active partner in providing holistic, safe, and effective care. |
| Evidenced based practice and research | **GA8:** The Nursing graduate will be able to conduct scientific research related to current trends, issues in nursing, appraise evidence-based practice by using their clinical expertise and make clinical decisions based on patients' preferences, experience and values |

**Alignment of the Program's Graduates Attributes (GAs) with the Program's Goals(G)**

| Program Goals (G) | | G1 | G2 | G3 | G4 |
|---|---|---|---|---|---|
| Program's Graduates Attributes | GA1 | √ | | | |
| | GA2 | | √ | √ | |
| | GA3 | | √ | | √ |
| | GA4 | | √ | | √ |
| | GA5 | | | | |
| | GA6 | | | √ | √ |
| | GA7 | √ | | √ | |
| | GA8 | | √ | | |

The previous matrix illustrates the consistency between the program's graduates attributes and the program goals, For example the consistency graduates attributes (GA 2 ) with (goal 2 and 3) of the program

# Alignment of program graduates' Attributes with the National Qualifications Framework (NQF)

| Competencies/ Attributes of the National Qualifications Framework (NQF), Level Six (Bachelor) | program graduates' Attributes (GAs) | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | GA1 | GA2 | GA3 | GA4 | GA5 | GA6 | GA7 | GA8 |
| **Knowledge and understanding** | | | | | | | | |
| **1.** Broad in-depth integrated body of knowledge and comprehension of the underlying theories, principles, and concepts in one or more disciplines or field of work, | | | | | | | √ | |
| **2.** In-depth knowledge and comprehension of processes, materials, techniques, practices, conventions, and/or terminology, | | | | | | | | |
| **3.** A broad range of specialized knowledge and understanding informed by current developments of a discipline, profession, or field of work, | √ | | | | | | | |
| **4.** Knowledge and comprehension of research and inquiry methodologies | | | √ | | | | | √ |
| **Skills** | | | | | | | | |
| **Cognitive skills** | | | | | | | | |
| **1.** Apply integrated theories, principles, and concepts in various contexts, related to a discipline, profession, or field of work, | | | | | | | √ | |
| 2. Solve problems in various complex contexts in one or more disciplines or fields of work, | | | | √ | | | | |
| 3. Use critical thinking and develop creative solutions to current issues and problems, in various complex contexts, in a discipline, profession or field of work, | | √ | √ | | | | | |
| 4. Conduct inquiries, investigations, and research for complex issues and problems | | | | | | | | √ |
| **Practical and physical skills** | | | | | | | | |
| 1. Use and adapt advanced processes, techniques, tools, instruments, and/or materials in dealing with various complex practical activities | | | √ | | | | | √ |
| 2. Carry out various complex practical tasks and procedures related to a discipline, professional practice, or field of work. | | | | √ | | √ | | |

| Learning Outcomes | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Communication and ICT Skills** | | | | | | | | | |
| 1. Communicate effectively to demonstrate theoretical knowledge comprehension and specialized transfer of knowledge, skills, and complex ideas to a variety of audiences, | | | | | | √ | √ | | |
| 2. Use mathematical operations and quantitative methods to process data and information in various complex contexts, related to a discipline or field of work, | | | √ | | | | | | √ |
| 3. Select, use, and adapt various standard and specialized digital technological and ICT tools and applications to process and analyze data and information to support and enhance research and/or projects. | | | √ | | | √ | | | |
| **Values, Autonomy, and responsibility** | | | | | | | | | |
| **Values and ethics** | | | | | | | | | |
| 1. Demonstrate commitment to professional and academic values, standards, and ethical codes of conduct, and represent responsible citizenship and coexistence with others. | √ | | | | | | | | |
| **Autonomy and responsibility** | | | | | | | | | |
| 1. Effectively plan for and achieve academic and/or professional self-development, assess own learning and performance, and autonomously make decisions regarding self-development and/or tasks based on convincing evidences. | √ | √ | | | | | | | |
| 2. Autonomously and professionally manage tasks and activities related to the discipline and/or work, | | | | √ | | | | | |
| 3. Collaborate responsibly and constructively on leading diverse teams to perform a wide range of tasks while playing a major role in planning and evaluating joint work, | | | | √ | | | | | |
| 4. Actively participate in advancing the discipline and society. | | | √ | √ | | | | | |

**\* This matrix is unified on all bachelor's degree programs.**

**Alignment of program graduates' Attributes with the National Competency Framework for Bachelor of Nursing Programs**

| National Competency Framework | Graduate attributes | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | GA1 | GA2 | GA3 | GA4 | GA5 | GA6 | GA7 | GA8 |
| **Professionalism** <br> The Nursing graduate will demonstrate accountability and responsibilities for the delivery of nursing care that is consistent with moral, ethical, legal, humanistic and regulatory principles. | √ | | | | | | | |
| **Patient Centered Care** <br> The Nursing graduate will deliver compassionate and coordinated care that recognizes patients' preferences, values, and needs and respects the patient as an active partner in providing holistic, safe, and effective care. | | | | | | | √ | |
| **Evidence Based Practice & Research** <br> The Nursing graduate will be able to conduct scientific research related to current trends, issues in nursing, appraise evidence-based practice by using their clinical expertise and make clinical decisions based on patients' preferences, experience and values | | | | | | | | √ |
| **Leadership and Management** <br> "The Nursing graduate will demonstrate leadership and management competencies to have affect the conduct of nursing and healthcare professionals in their community in a way that will facilitate the establishment and fulfillment of shared goals". | | √ | | √ | | | | |
| **Quality and Safety Management** <br> "Quality: The Nursing graduate will be aware and uses information to display the effects of care given and uses improvement techniques to design and check modifications to continuously enhance the fine and protection of health care systems". <br> "Safety: The Nursing graduate will minimize chance of harm to patients and health care providers through both system effectiveness and individual performance" | √ | | | | | | √ | |
| **Health Education and Promotion** <br> The Nursing graduate will be able to identify communities, individuals and patients' needs related to their health preventions, and promote healthy behaviors by providing health information and educational activities using reliable resources with respect to different age groups and cultural backgrounds | √ | | | | | | | |
| **Communication and Information** Technology <br> The Nursing graduate is expected to maintain effective communication and interaction with patients and their | | | √ | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| families notwithstanding their co-workers. They will also be expected to foster mutual respect for one another and harbor cooperative decision-making with the outcome of optimizing patient Satisfaction and the overall improvement of the patient's health outcomes.<br><br><span style="color:red">Information Technology</span><br>The Graduate Nurse will be expected to take advantage of these developments to analyze and synthesize information in order to collaboratively make critical decisions for the best patient outcome. | | | | | | | |

**Alignment of program goals with the National Competency Framework for Bachelor of Nursing Programs**

| National Competency Framework | Program goals | | | |
|---|---|---|---|---|
| | GA1 | GA2 | GA3 | GA4 |
| **Professionalism**<br>The Nursing graduate will demonstrate accountability and responsibilities for the delivery of nursing care that is consistent with moral, ethical, legal, humanistic, and regulatory principles. | √ | | | |
| **Patient Centered Care**<br>The Nursing graduate will deliver compassionate and coordinated care that recognizes patients' preferences, values, and needs and respects the patient as an active partner in providing holistic, safe,and effective care. | | | | |
| **Evidence Based Practice & Research**<br>The Nursing graduate will be able to conduct scientific research related to current trends, issues in nursing, appraise evidence-based practice by using their clinical expertise and make clinical decisions based on patients' preferences, experience and values | | √ | | |
| **Leadership and Management**<br>"The Nursing graduate will demonstrate leadership and management competencies to have affect the conduct of nursing and healthcare professionals in their community in a way that will facilitate the establishment and fulfillment of shared goals". | | | | √ |
| **Quality and Safety Management**<br>"<span style="color:red">Quality:</span> The Nursing graduate will be aware and uses information to display the effects of care given and uses improvement techniques to design and check modifications to continuously enhance the fine and protection of health care systems".<br>"<span style="color:red">Safety:</span> The Nursing graduate will minimize chance of harm to patients and health care providers through both system effectiveness and individual performance" | | √ | | |
| **Health Education and Promotion**<br>The Nursing graduate will be able to identify | | | √ | |

| communities, individuals and patients' needs related to their health preventions, and promote healthy behaviors by providing health information and educational activities using reliable resources with respect to different age groups and cultural backgrounds | | | | |
|---|---|---|---|---|
| **Communication and Information** Technology<br>The Nursing graduate is expected to maintain effective communication and interaction with patients and their families notwithstanding their co-workers. They will also be expected to foster mutual respect for one another and harbor cooperative decision-making with the outcome of optimizing patient Satisfaction and the overall improvement of the patient's health outcomes.<br>Information Technology<br>The Graduate Nurse will be expected to take advantage of these developments to analyze and synthesize information in order to collaboratively make critical decisions for the best patient outcome. | | | | √ |

| **5. Program learning Outcomes*** | |
|---|---|
| **Knowledge** : | |
| K1 | Recognize knowledge for nursing, life& human sciences, and other related disciplines to provide quality nursing care. |
| K2 | State a systematic approach to analyze real or potential problems for the purpose of developing, testing, and evaluating innovative solutions within a variety of healthcare settings. |
| K3 | Describe patient-centered care, based on preferences, needs, values of patient, families, and communities at different health care settings. |
| K4 | Reproduce the findings from research and evidence based practice to provide competent nursing care for patients suffering from different health care issues. |
| **Skills** | |
| S1 | Appraise effective communication using interpersonal skills and information technology |
| S2 | Design safe and high-quality nursing care activities in different clinical settings. |
| S3 | Demonstrate various complex practical tasks and procedures related to professional nursing practice. |
| S4 | Compose the application of modern technology in clinical, managerial, and administrative settings |
| **Value** | |
| V1 | Appraise nursing care in professional, ethical, moral and legal way concerning the cultural influence. |
| V2 | Show multidisciplinary teamwork and leadership skills to improve the delivery of high-quality nursing care. |
| V3 | Use critical thinking and problem-solving skills to provide safe patients' health care |
| V4 | Demonstrate professional knowledge, skills, and attitudes utilizing clinical reasoning and evidence-based practices. |

**Alignment of the program's learning outcomes (PLOs) with the Program's Graduates Attributes (GAs)**

| PLOs | | K1 | K2 | K3 | K4 | S1 | S2 | S3 | S4 | V1 | V2 | V3 | V4 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Program's Graduates Attributes (GA) | GA1 | | | √ | | | | | | √ | | | |
| | GA2 | √ | √ | | √ | | √ | √ | | | | √ | √ |
| | GA3 | | | | √ | √ | | | √ | | | | √ |
| | GA4 | | | √ | | √ | | | | √ | | | |
| | GA5 | | | | | √ | | | | | √ | | |
| | GA6 | | | √ | | √ | √ | | | | | √ | |
| | GA7 | | | | | | | √ | | √ | | | |
| | GA8 | | | √ | | √ | | | | | √ | √ | |

\* Add an alignment matrix for graduate attributes with learning outcomes for each track or exit point (if any)

**Alignment of program learning outcomes (PLOs) with the National Qualifications Framework (NQF)**

| NQF | PLOs alignment with NQF |
|---|---|
| **Knowledge and understanding** (Theoretical, Factual) | **Knowledge PLOs** |
| 1. Broad in-depth integrated body of knowledge and comprehension of the underlying theories, principles, and concepts in one or more disciplines or field of work, <br> 2. In-depth knowledge and comprehension of processes, materials, techniques, practices, conventions, and/or terminology, <br> 3. A broad range of specialized knowledge and understanding informed by current developments of a discipline, profession, or field of work, <br> 4. Knowledge and comprehension of research and inquiry methodologies. | 1. Recognize knowledge for nursing, life& human sciences, and other related disciplines to provide quality nursing care. <br> 2. State a systematic approach to analyze real or potential problems for the purpose of developing, testing, and evaluating innovative solutions within a variety of healthcare settings. <br> 3. Describe patient-centered care, based on preferences, needs, values of patient, families, and communities at different health care settings. <br> 4. Reproduce the findings from research and evidence-based practice to provide competent nursing care for patients suffering from different health care issues. |
| **Skills** (Practical Application of Knowledge) | **Skills PLOs** |
| **Cognitive skills** | |
| 1. Apply integrated theories, principles, and concepts in various contexts, related to a discipline, profession, or field of work, <br> 2. Solve problems in various complex contexts in one or more disciplines or fields of work, <br> 3. Use critical thinking and develop creative solutions to current issues and problems, in various complex contexts in a discipline, profession or field of work, <br> 4. Conduct inquiries, investigations, and research for complex issues and problems | 1. Appraise effective communication using interpersonal skills and information technology <br> 2. Design safe and high-quality nursing care activities in different clinical settings <br> 3. Demonstrate various complex practical tasks and procedures related to professional nursing practice. <br> 4. Compose the application of modern technology in clinical, managerial, and administrative settings |
| **Practical and physical skills** | |
| 1. Use and adapt advanced processes, techniques, tools, instruments, and/or materials in dealing with various complex practical activities <br> **2.** Carry out various complex practical tasks and procedures related to a discipline, professional practice, or field of work. | |

| Communication and ICT Skills | |
|---|---|
| 1. <u>Communicate effectively</u> to demonstrate theoretical knowledge comprehension and specialized transfer of knowledge, skills, and complex ideas to a variety of audiences,<br>2. Use mathematical operations and quantitative methods to process data and information in various complex contexts, related to a discipline or field of work,<br>**3.** Select, use, and adapt various standard and specialized <u>digital technological</u> <u>and ICT</u> tools and applications to process and analyze data and information to support and enhance research and/or projects. | |
| **Values, Autonomy, and responsibility** | **Values PLOs** |
| **Values and ethics** | |
| 1. Demonstrate commitment to <u>professional</u> and academic values, standards, and <u>ethical codes</u> of conduct, and represent responsible citizenship and coexistence with others. | |
| **Autonomy and ICT responsibility** | 1. Appraise nursing care in <u>professional</u>, <u>ethical,</u> moral and legal way concerning the cultural influence.<br>2. <u>Show multidisciplinary teamwork</u> and leadership skills to improve the delivery of high-quality nursing care<br>3. Use critical thinking and problem-solving skills to provide safe patients' health care<br>4. Demonstrate professional knowledge, skills, and attitudes utilizing clinical reasoning and evidence-based practices. |
| 2. Effectively plan for and achieve academic and/or professional self-development, assess own learning and performance, and autonomously make decisions regarding self-development and/or tasks based on convincing evidence.<br>3. Autonomously and professionally manage tasks and activities related to the discipline and/or work,<br>4. Collaborate responsibly and constructively on <u>leading diverse teams</u> to perform a wide range of tasks while playing a major role in planning and evaluating joint work,<br>5. Actively participate in advancing the discipline and society. | |

* Add a table for each track and exit Point (if any)
* Underline the keywords present in the learning outcomes and their equivalent or similar in the National Qualifications Framework (NQF).
* After completing the matrix, a brief critical comment shall be made on it.
The previous table shows that there is consistency between domines (Knowledge, Skills and values) of the National Qualifications Framework (NQF) and program learning outcomes (PLOs).

### Alignment of program learning outcomes with the National Competency Framework for Bachelor of Nursing Programs

| National Competency Framework | PLOs | | | | | | | | | | | |
|:---:|:---:|:---:|:---:|:---:|:---:|:---:|:---:|:---:|:---:|:---:|:---:|:---:|
| | K1 | K2 | K3 | K4 | S1 | S2 | S3 | S4 | V1 | V2 | V3 | V4 |
| N1 | | | | | | | √ | | √ | | | |
| N2 | | | √ | | | | | | | | √ | |
| N3 | | | | √ | | | | | | | | √ |
| N4 | | √ | | | | | | | | √ | | |
| N5 | √ | | | | | √ | | | | √ | √ | |
| N6 | | | | | | | | | √ | | | |
| N7 | | | | | √ | | | √ | | | | |

**Alignment of the Program's Learning Outcomes (PLOs) with the Program's Goals (G)**

| Program Goals | | G1 | G2 | G3 | G4 |
|---|---|---|---|---|---|
| | K1 | √ | | | |
| | K2 | | √ | | |
| | K3 | √ | | √ | |
| | K4 | | √ | | |
| **Program's Learning Outcomes (PLOs)** | S1 | | | | √ |
| | S2 | √ | | √ | |
| | S3 | √ | | √ | |
| | S4 | | | | √ |
| | V1 | √ | | √ | |
| | V2 | | | | √ |
| | V3 | | √ | | √ |
| | V4 | √ | √ | | |

The previous matrix illustrates the consistency between the program's learning outcomes and the program goals, For example the consistency program's learning outcomes(V4 ) with (goal 1 and 2) of the program goals.

\* Add a table for each track and exit Point (if any)

# C. Curriculum

## 1. Curriculum Structure

| Program Structure | Required/ Elective | No. of courses | Credit Hours | Percentage |
|---|---|---|---|---|
| Institution Requirements | Required | **4** | **7** | **4.86%** |
| | Elective | **2** | **4** | **2.78%** |
| | **Free Courses** | **2** | **4** | **2.78%** |
| College Requirements | Required | **19** | **42** | **29.16%** |
| | Elective | | | |
| Program Requirements | Required | **18** | **83** | **57.64%** |
| | Elective | **2 ( out of 6)** | **4** | **2.78%** |
| Capstone Course/Project | | | | |
| Field Experience/ Internship | Required | - | **12 months** | - |
| **Total** | | **51** | **144** | **100%** |

\* Add a table for each track (if any)

## 2. Program Study Plan according to 3 semesters

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College or Department) |
|---|---|---|---|---|---|---|
| **Level 1** | 1606101 | English-1 | Required | | 3 | College |
| | 1103102 | Biology | Required | | 3 | College |
| | 1104102 | Mathematics | Required | | 3 | College |
| | 1601101 | Islamic Culture -1 | Required | - | 2 | Institution |
| | | Free course- 1 | Elective | | 2 | Institution |
| **Level 2** | 1606102 | Enghlish-2 | Required | | 3 | College |
| | 1101102 | Physics | Required | | 3 | College |
| | 1102102 | Chemistry | Required | | 3 | College |
| | 1601201 | Islamic Culture-2 | Required | | 2 | Institution |
| | 1608102 | Health and fitness | Required | | 1 | Institution |
| **Level 3** | 1210131 | Medical Terminology | Required | | 2 | College |
| | 1105102 | Computer Skills | Required | | 3 | College |
| | 1607101 | Communication Skills | Required | | 2 | College |
| | 1602101 | Arabic Language | Required | - | 2 | Institution |
| | | Free course 2 | Elective | | 2 | Institution |
| **Level 4** | 1207214 | Anatomy | Required | | 2 | College |
| | 1203212 | Physiology | Required | | 2 | College |
| | 1801213 | Basic Concepts of Professional Nursing | Required | | 2 | Program |
| | 1805253 | Psychology for nursing | Required | | 2 | Program |
| | | Elective Islamic | Required | 1601201 | 2 | Institution |
| | 1211213 | Biochemistry | Required | 1102102 | 2 | College |
| **Level 5** | 1801211 | Health Assessment | Required | | 3 | Program |
| | 1801212 | Foundation of Professional Nursing (I) | Required | | 5 | Program |
| | 1211214 | Nutrition | Required | 1211213 | 2 | College |
| | | Elective Islamic | Required | 1601201 | 2 | Institution |
| **Level** | 1801214 | Foundation of Professional Nursing (II) | Required | 1801211 1801212 | 7 | Program |
| | 1802221 | Development | Required | -------- | 2 | Program |

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College or Department) |
|---|---|---|---|---|---|---|
| 6 | | Throughout life span | | | | |
| | 1204212 | Pathology | Required | | 2 | College |
| | 1212222 | Medical Parasitology | Required | 1103102 | 1 | College |
| Level 7 | 1801315 | Nursing Care of Adult (I) | Required | 1801214 | 7 | Program |
| | 1208311 | Pharmacology (1) | Required | | 1 | College |
| | 1210321 | Applied Biostatistics | Required | | 2 | College |
| | | ELECTIVE SPECILAIZATION(1)* | Elective | | 2 | Program |
| Level 8 | 1801317 | Nursing Care of Adult (II) | Required | 1801315 | 7 | Program |
| | 1208312 | Pharmacology (II) | Required | 1208311 | 2 | College |
| | | ELECTIVE SPECILAIZATION(2)* | Elective | None | 2 | Program |
| | 1212312 | Medical Microbiology | Required | 1103102 | 1 | College |
| Level 9 | 1802322 | Maternity Nursing | Required | 1801214 | 6 | Program |
| | 1805455 | Community Health Nursing | Required | 1801317 | 6 | Program |
| Level 10 | 1802323 | Child Health Nursing | Required | 1802221 1802322 | 6 | Program |
| | 1805458 | Nursing Leadership / management | Required | - | 6 | Program |
| Level 11 | 1805457 | Nursing Informatics | Required | 1105102 | 2 | Program |
| | 1802426 | Research Process & Evidence-Based Nursing | Required | 1210321 | 3 | Program |
| | 1805456 | Geriatric Nursing | Required | - | 2 | Program |
| | 1803431 | Emergency Nursing | Required | 1801317 | 5 | Program |
| Level 12 | 1804441 | Critical Care Nursing | Required | 1801317 | 6 | Program |
| | 1805459 | Psychiatric/ Mental Health Nursing | Required | - | 6 | Program |

* Include additional levels if needed
** Add a table for each track (if any)

## 3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template

Course Specifications

## 4. Program learning Outcomes Mapping Matrix

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

* Add a table for each track (if any)

| Levels | Course code & No. | Knowledge | | | | Skills | | | | Values | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | K1 | K2 | K3 | K4 | S1 | S2 | S3 | S4 | V1 | V2 | V3 | V4 |
| **Level 1** | 1606101 | I | | | | I | | | | | | | |

| Levels | Course code & No. | Knowledge | | | | Skills | | | | Values | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | K1 | K2 | K3 | K4 | S1 | S2 | S3 | S4 | V1 | V2 | V3 | V4 |
| | 1103102 | I | | | | | | | | | | | |
| | 1104102 | I | | | | | | | | | | | |
| Level 2 | 1606102 | I | | | | I | | | | | | | |
| | 1101102 | I | | | | | | | | | | | |
| | 1102102 | I | | | | | | | | | | | |
| Level 3 | 1210131 | I | | | | | | | | | | | |
| | 1105102 | I | | | | I | | | | | | | |
| | 1607101 | I | | | | I | | | | | | | |
| Level 4 | 1207214 | I | | | | I | | | | | I | I | |
| | 1203212 | I | | | | I | | | | | | I | |
| | 1801213 | I | | | | I | | | | | | | |
| | 1805253 | | P | | | P | | P | | | | P | |
| | 1211213 | I | | | | I | | | | | | | |
| Level5 | 1801211 | | I | | | | | I | | I | | | |
| | 1801212 | | I | | | I | | I | | I | | | |
| | 1211214 | P | | | | P | | P | | | | | |
| Level 6 | 1801214 | | | P | | | | P | | | | P | |
| | 1802221 | P | | | | P | | | | P | | | |
| | 1204212 | | | P | | P | | | | | P | | |
| | 1212222 | P | | P | | | | | P | P | | | |
| Level 7 | 1801315 | | P | P | | P | | P | | | | P | |
| | 1208311 | P | | | | P | | | | P | P | | |
| | 1210320 | | | P | P | | | P | P | | | P | P |
| Level 8 | 1801317 | | | P | P | | P | P | | | | P | |
| | 1208312 | P | | | | P | | | | P | P | | |
| | 1212312 | P | | P | P | | | | P | P | | | |
| Level 9 | 1802322 | | | P | | | P | P | | P | | | |
| | 1805455 | | M | | | M | M | | | M | | | |
| Level 10 | 1802323 | | | P | | | P | P | | P | | | |
| | 1805458 | | M | | | M | M | | | | | M | |
| Level 11 | 1805457 | | M | | | M | | | | M | | | M |
| | 1802426 | | M | | M | M | | | | | | | M |
| | 1805456 | | M | | | M | M | | | | | M | |
| | 1803431 | | | M | | | M | M | | M | | M | |
| Level 12 | 1804441 | | | M | M | | | M | M | | | | M |
| | 1805459 | | M | M | | M | | | | M | | | |
| Elective courses | 1801316 | P | | | | | P | P | | P | P | | |
| | 1805352 | P | P | P | | P | | P | | | P | | P |
| | 1805353 | | P | | | | P | | | P | | | |
| | 1805354 | M | M | | | M | M | | M | M | | | M |
| | 1802324 | M | | | | M | | | | | | M | |

**Program Specification**

| Levels | Course code & No. | Knowledge | | | | Skills | | | | Values | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | K1 | K2 | K3 | K4 | S1 | S2 | S3 | S4 | V1 | V2 | V3 | V4 |
| | 1802325 | | M | | | M | | | | M | | | |

The articulated PLOs, and the CLOs matrix together serve as the foundation of a program coherence. In the acquisition and development of a skill, a nursing graduate passes through different levels of competency start with introductory level (I), then learner will progress to be proficient (P) and when he/she master the skill he become at mastered level (M) in skill acquisition. The beginner courses will start with I-level of CLOs then they will progress through the academic level to reach the P-level at the mid and second half of the program until M-level at the end of the program. Some CLOs reached M-level early and some reached at the end based on the nature of CLOs and course themes. Desired levels of performance (I = Introduced   P = Practiced M = Mastered)

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**5. Teaching and learning strategies to achieve program learning outcomes.**
Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes.

The Northern Border University developed teaching and learning strategies manual and evaluation methods that describes the teaching, learning strategies, and assessment methods that aligned with the national qualification framework with a complete description of different styles of teaching strategies and assessment methods. The nursing program is committed to follow NBU policy for maintaining the quality standard in the application of teaching & learning strategies and assessment methods through following this manual in its program. The program is keen to maintain the best practice and establishes consistency between PLOs, teaching and learning strategies and assessment methods. Teaching and learning strategies in the nursing program are student-centered and encourage active learning. It provides the means by which a curriculum's objectives are achieved.  Teaching strategies are central to the curriculum and the fundamental part in the educational process.

**The selection of teaching and learning methods in the program based on:**

- Maintain consistency between PLO and teaching and learning methods
- Use multiple teaching and learning methods
- Select teaching and learning methods that are viable in terms of resources.
  **Main educational strategies used in the program:**

Teaching strategies are well planned and identified in the program specification according to each course learning outcomes, which are aligned with PLOs. There are many teaching strategies the program follows:

1- Teaching large groups, the program uses lectures (teacher centered methods), interactive teaching (class discussion) and videos.
2- Cooperative / active learning: The teaching methods utilized in this approach is small group

discussion, group projects (graduation project), oral presentation, homework and written assignment.

3- Inquiry-based instruction: brain storming, group discussion, case study and role playing.

4- Experiential learning or work-based learning such as lab work (practical session in the lab), field work (clinical practice) and simulations.

Furthermore, these teaching strategies are chosen based on the type of skills to be developed in view of three domains of learning. These include

- Lectures, discussion, conversation, brain storming, cooperative learning and concept mapping inside lectures are designed to impart knowledge and understanding

- Simulated clinical experience, demonstration & practical application, microteaching, topic presentation and case discussion are identified for developing the skills (Cognitive skills, Practical and physical skills and Communication and ICT Skills).

Group discussion, practical application, microteaching, investigation is identified for developing Values, Autonomy, and responsibility.

## Extra-curricular activities

The Nursing Program is not just about attending lectures. Outside of required classes, many extracurricular activities await students, offering opportunities for personal and social development. They also offer a chance to build skills that will benefit you in life after graduation.

These activities could include doing community service work; joining a sports team, a club or a performing arts group.

The activity's magnitude does not matter as much as student's dedication to it and his/her understanding of how it affects him/her and the wider community on campus and beyond.

**The key skills you can gain through.**

**Teamwork.** Teamwork is an important skill in your career after graduation. Teamwork environments can enhance creativity, increase productivity, and allow each individual to focus on their unique talents. Good team members can accommodate different perspectives, backgrounds, and personalities. Apart from academic activities like group projects, you can also learn about teamwork through participation in social groups, holding a leadership position in a student organization, playing a sport, or making plans with your peers.

**Time management**. University activities help you learn to think of time as an important resource, to be managed wisely. Developing a system to balance study, social activities, and personal time puts you more in control of your life and increases your productivity. You can use college activities to learn how to use

planning tools to keep you focused. Time management is also an important professional skill that can help you complete tasks on time and within budget.

**Digital literacy**. Digital literacy means the ability to use computers and digital tools to their full potential to communicate, access and manipulate information. Most jobs today involve a variety of technologies, and most employers require job candidates to have digital literacy skills. Student.

**Verbal communication skills.** Communicating with others is an important skill that you can learn through activities that involve teamwork, like sports and academic clubs. Verbal communication skills allow you to describe your ideas effectively, lead others in setting goals, and help establish effective working relationships that build commitment toward reaching those goals.

**Professionalism.** Being professional is a positive way to present yourself when applying for jobs or leadership positions. Professionalism includes how you dress, how you communicate with others, and how you present yourself in personal interactions. A professional demeanor can build respect among colleagues and improve relationships. It is one of the things companies value most in their employees.

**Leadership.** Leadership skills include patience, motivation, decisiveness, and the ability to build and motivate a team to achieve goals. Consider signing up for a leadership or management course as an elective, or online. Such courses will provide you with theoretical knowledge, while your club or sports activities allow you opportunities to practice leadership skills outside of the classroom. Apply for leadership positions in those activities to further hone your skills. Taking a leadership role will help you learn skills that employers value, like knowing how to provide constructive criticism, delegate tasks, resolve conflicts, motivate the group, and balance the achievement of goals and challenges.

Alignment of the extracurricular activities with program learning outcomes and graduate's attributes

| | PLOs | GA | |
|---|---|---|---|
| **Serving pilgrims during the Hajj season** | | | |
| Collect data and analysis | K3, S1 | GA1 | |
| Physical assessment and laboratory investigation | K2 | GA7 | |
| Health education and activities | V4 | GA7 | |
| **Hackson Health Innovation** | | | |
| Preparation of innovation project | K4-V2-V3 | GA4-GA5 | |
| **Cultural and Artistic Olympiad** <br>    **Holy Quran competition** | | | |
| Reciting the Holy Quran and intonation | K1 | GA2-GA6 | |
| **Golf Diabetic Week** | | | |
| Laboratory investigation using glucometer | S2 | GA3 | |

| Posters preparation and Brochures | S1 | | GA6 | |
|---|---|---|---|---|
| **Early screening makes a difference (Breast Cancer)** | | | | |
| Demonstrate breast self-examination | S3-V3 | | GA2 | |
| Collect date regarding risk factors and history | K1, V1 | | GA8 | |

Serving pilgrims during the Hajj season

## Program Learning outcomes and the teaching and learning strategies used to achieve them.

| PLOS | | Teaching & Learning Strategies |
|---|---|---|
| **Knowledge:** | | |
| K1 | Recognize knowledge for nursing, life& human sciences, and other related disciplines to provide quality nursing care. | • Classroom Discussion<br>• Lecture<br>• Self – Questioning<br>• Investigation<br>• Summary<br>• Scientific Research<br>• Collaborative Learning<br>• Brainstorming<br>• Self-Learning<br>• Case study |
| K2 | Describe patient-centered care, based on preferences, needs, values of patient, families, and communities at different health care settings. | |
| K3 | State a systematic approach to analyzing real or potential problems for the purpose of developing, testing, and evaluating innovative solutions within a variety of healthcare settings. | |
| K4 | Reproduce the findings from research and evidence-based practice to provide competent nursing care for patients suffering from different health care issues. | |
| **Skills:** | | |
| S1 | Appraise effective communication using interpersonal skills and information technology | • Scientific Research<br>• Demonstration And Return demonstration<br>• Narrative<br>• Collaborative Learning<br>• Self-Directing Learning<br>• Brainstorming<br>• Lecture<br>• Role Play<br>• Practical Application |
| S2 | Design safe and high-quality nursing care activities in different clinical settings. | |
| S3 | Demonstrate various complex practical tasks and procedures related to professional nursing practice. | |
| S4 | Compose the application of modern technology in clinical , managerial, and administrative settings | |
| **Values:** | | |
| V1 | Appraise nursing care in professional, ethical, moral and legal way concerning the cultural influence. | • Demonstration And Return demonstration<br>• Collaborative Learning<br>• Self-Directing Learning<br>• Brainstorming<br>• Practical Application<br>• Written Assignment<br>• Case study |
| V2 | Show multidisciplinary teamwork and leadership skills to improve the delivery of high-quality nursing care. | |
| V3 | Use critical thinking and problem-solving skills to provide safe patients' health care | |
| V4 | Demonstrate professional knowledge, skills, and attitudes utilizing clinical reasoning and evidence-based practices. | |

**6. Assessment Methods for program learning outcomes.**

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

**The strategies for student assessment in the program and process used to verify students' achievement is done through a variety of methods including:**

1. **Formative assessment (60%): it is continuous assessment. This includes a range of activities selected according to the course content, which differs from course to course. It includes:**

- Exams: this includes quiz, midterm exams, homework, open book exams.

- Papers and presentation: this gives students the chance to go deeper with the material to apply the knowledge.

- Practical and Clinical Experience assessment: which includes assessing the student performance during practical / clinical training. This includes the following:

  - OSCE (mid-term)
  - Assignment assessment, rubric
  - Presentation assessment
  - Lab Exam
  - Simulation and role play
  - Writing report
  - Field training-based evaluation
  - Direct observation of procedural skills (DOPS)
  - Rubrics Observational checklist.

- In – class activity: having students to work in small group to solve problems creates space for powerful peer-to-peer learning and rich class discussion.

2. **Summative assessment strategies (40%): written examination at the end of the course including MCQs, Short answer and Essay- Type questions.**

   - **Practical and Clinical Experience assessment. This includes the following:**

     - Final OSCE
     - Final OSPE
     - Rubrics Observational checklist.

**In addition, the program used many processes to verify students' achievement is done through a variety of methods including:**

- Written reflection: students need to develop skills that will enable them to look at a piece of work they produce or an aspect of their professional practice and make accurate judgments about it.

- Survey: data on student opinion, attitude, behavior, or confidence in understanding gathered either during class or in skill laboratory. This can illustrate student engagement with the material as well as prior knowledge and comprehension.

- Checks for understanding: pausing every 10 minutes to see whether students are following along with the lesson not only identifies gaps in comprehension but helps to improve lectures or online lessons.

**Program Learning outcomes and the assessment methods used to achieve them.**

| PLOs | | Assessment Methods<br>(Direct and Indirect) |
|---|---|---|
| **Knowledge:** | | |
| K1 | Recognize knowledge for nursing, life& human sciences, and other related disciplines to provide quality nursing care. | **Direct Methods**<br>❖ Written Essay |
| K2 | Describe patient-centered care, based on preferences, needs, values of patient, families, and communities at different health care settings. | ❖ Written Objectively<br>❖ Indirect Method:<br>❖ stakeholders' evaluation survey |
| K3 | State a systematic approach to analyzing real or potential problems for the purpose of developing, testing, and evaluating innovative solutions within a variety of healthcare settings. | ❖ Course evaluation survey<br>❖ Program evaluation survey<br>❖ Student experience evaluation survey |
| K4 | Reproduce the findings from research and evidence-based practice | ❖ Exit Exam<br>❖ Saudi Nursing License |

| | | |
|---|---|---|
| | to provide competent nursing care for patients suffering from different health care issues. | Exam (SNLE) |
| **Skills:** | | |
| **S1** | Appraise effective communication using interpersonal skills and information technology | Direct Method: |
| **S2** | Design safe and high-quality nursing care activities in different clinical settings. | ❖ Written Essay<br>❖ Written Objectively |
| **S3** | Demonstrate various complex practical tasks and procedures related to professional nursing practice. | ❖ OSCE<br>❖ OSPE<br>❖ Presentation |
| **S4** | Compose the application of modern technology in clinical, managerial, and administrative settings | ❖ Lab Exam<br>❖ Simulation and role play<br>❖ Writing report<br>❖ Field training-based evaluation<br>❖ Direct observation of procedural skills (DOPS)<br>❖ Rubrics<br>Observational checklist.<br> Indirect Method:<br>❖ stakeholders' evaluation survey<br>❖ Course evaluation survey<br>❖ Program evaluation survey<br>❖ Student experience evaluation survey<br>❖ Exit Exam<br>❖ Saudi Nursing License Exam (SNLE) |
| **Values:** | | |
| V1 | Appraise nursing care in professional, ethical, moral and legal way concerning the cultural influence. | Direct Method:<br>OSPE |
| V2 | Show multidisciplinary teamwork and leadership skills to improve the delivery of high-quality nursing care. | Presentation<br>Lab Exam |
| V3 | Use critical thinking and problem-solving skills to provide safe patients' health care | Simulation and role play<br>Observational checklist |
| V4 | Demonstrate professional knowledge, skills, and attitudes utilizing clinical reasoning and evidence-based practices. | Evaluation based on performance<br>Field training-based evaluation<br>Rubrics<br>Written Essay<br>Written Objectively<br>Indirect Method:<br>stakeholders' evaluation survey<br>Course evaluation survey<br>Program evaluation survey<br>Student experience evaluation survey<br>Exit Exam<br>Saudi Nursing License Exam (SNLE)<br>Graduate students Exam: that measures program learning outcome |

## D. Student Admission and Support:

### 1. Student Admission Requirements

1. The applicant must be a Saudi national or from a Saudi or non-Saudi mother who is married to a Saudi and has children from him.
2. The applicant must have a high school certificate or its equivalent from inside or outside the Kingdom.
3. If the applicant's high school certificate is obtained from outside Saudi Arabia, he/she must submit evidence of academic achievement equivalent to these requirements. The certificate must be approved by the Saudi Arabian Cultural Attaché.
4. The weighted total score calculated as it follows: weighted total score = 25% achievement test score + 25% general aptitude test score + 50% high school grade.
5. The applicant should not have passed a period exceeding five years from the date of obtaining the high school certificate.
6. The applicant must have the result of the abilities and achievement test for all male and female students.
7. University regulations prohibit the admission of any student who has previously obtained a bachelor's degree or who was dismissed for disciplinary reasons from one of the public universities in the Kingdom or from any other university.
8. Selections of applicants are made online based on the best weighted total score, availability of seats, and fulfillment of admission conditions.
9. Applicants must be physically fit.
10. Be of good behavior and conduct.

### 2. Guidance and Orientation Programs for New Students

1. The orientation program for the preparatory year conducted by the Guidance and Counselling Unit at the Deanship of Student Affairs, which includes introducing the Deanship of Student Affairs, its vision, mission, and the units that make up it, the housing unit, the conditions for admission to student housing, the housing prohibitions, oriented of the nutrition unit and its objectives, the student services unit, the health services provided at the university's health center, student activities, including cultural, sports, mobile activities, student's fund. Services for students with special needs, Student Rewards Unit, Student Advisory Council, its tasks, the conditions for student nomination for membership of the Council, student clubs.

2. The faculty of nursing offers a complete orientation session for first year students annually. Orientation program was provided to both male and female students. It includes informed students about the important steps to be followed admitted to the college (such as university website, activate email, follow up circulars, aware of study plan from the university website, knowing academic advisor, knowing blackboard), competencies to be develop, study plan in first year. Finally the students got overall idea about all the academic activities during their program and availability of various resources.

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

**Academic.**

1. All new students are required to meet the academic advisor at the beginning of registration of the semester at fixe period for making important academic decisions such , in cases of urgent inquiries, the student can meet the academic advisor by setting an

appropriate appointment in the advisor's office or in the corridors of the college

2. Each college establishes an academic advising unit to supervise the follow-up of advisory services provided to students to meet their academic needs, direct their paths and solve their problems. The unit also helps them develop their personalities and skills in various fields

- Orientation programs for new students to introduce the study and examination system to achieve the necessary adaptation to university studies, and inform them of their rights and duties

- Advising programs for scholarship students to guide them to what achieves their continued studies, and to help them overcome obstacles or problems they may encounter to enhance their academic excellence and academic achievement

Career

- It is the responsibility of the student to decide his/her goals and ambitions to get a bright future career, in addition to the responsibility for following up his academic progress and request advice and guidance from the academic advisor to implement his study plans

- Special and advance attention (at the beginning of the semester and after the first semester) in guiding students who are about to graduate and help them get a high rate that allows them to get a suitable job opportunity after their graduation.

Psychological and social

- Advising programs to help students with special needs, during their university life, to achieve the highest levels of psychological and social adaptation and academic achievement as applicable by their abilities, to study their problems and work to solve them, and to provide training opportunities for them, each according to his field and needs

- academic advisor helping the student to understand himself, the nature of his problems that affect his educational attainment and how to solve them

- Academic advising process familiarize all members with mechanisms of academic, psychological and social guidance for the students.

- Reporting some recommendations regarding the academic advising process to those who are authorized to make decision and assist student or direct him to the competent authorities, especially if student needs psychological or social guidance

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

**Low achievers**

1. Each academic advisor reviews the exam results of the previous semester for his/her student to identify the failing students with the start of a new academic year.

2. The academic advisor observes the performance of the stumbling students and makes a report in

accordance with form no. (5), counseling low-achieving students in the student file on their academic status and giving it to the group's coordinator.

3. Each academic advisor conducts a personal interview with all these students to identify their problems from their point of view and write reports on that.

4. The academic advisor coordinates between the teacher who teach the courses in which the students are stumbling and the students who are faltering, in order to set appointments to meet with them during office hours to re-explain and clarify the stumbling points. And can suggest the following plan:

   ▪ Held revision session for the students according needs.

   ▪ Assist students in managing their study time.

   ▪ Enhancing the student's motivation and self-efficacy to become active and interactive.

   ▪ Reviewing lectures by a faculty member using easy and simplified presentation methods.

5. Reports of defaulting are studied by the academic supervisor of the group, and the needs of defaulting students are determined.

6. The Academic Supervisor presents the appropriate plans to address the causes of stumbling to the academic advising unit.

7. Meetings are held with academic Supervisor to discuss the implementation of plans to address and overcome the causes of students' stumbling blocks.

8. Each academic advisor shall, immediately after announcing the results of the examinations, follow up the improvement in the level of achievement of these students, and submit a report thereon to her Excellency the academic supervisor.

**The support system for disabled students (short-term)**

**In Case of Physical disability**

In case of medical condition that affect student attendance for classroom and based on medical consultation and academic committee recommendation, scientific department can direct course coordinator to give online lectures for those students.

In case of a physical disability, the academic advisor directs the student to obtain health care, coordinates for him:

▪ Arrange the suitable time for missed lectures and exams.
▪ Relocation of classes and exam hall.
▪ Use of infrastructure services for students with disabilities (Ramp- especially prepared bathroom)

**In case of psychological problem**

Students who suffer from Psychological problems and discovered by her/his teachers and academic supervisor, so her the academic supervisor arrange many meeting with student in trial to assist students to solve problems and if the problem persist and may affects her/his performance. the academic supervisor uploads the report to the academic advising unit for discussion and recommendation. The academic advising unit send the recommendation to the college board for discussion and take the appropriate actions and refer the student to the psychological guidance unit in university.

E. Teaching and Administrative Staff

**1. Needed Teaching and Administrative Staff**

| Academic Rank | Specialty | | Special Requirements / Skills ( if any ) | Required Numbers | | |
|---|---|---|---|---|---|---|
| | General | Specific | | M | F | T |
| Professors | Nursing | ▪ Medical surgical nursing<br>▪ Emergency nursing<br>▪ Critical nursing<br>▪ Maternity nursing<br>▪ Child health nursing<br>▪ Leadership & Management<br>▪ Nursing education<br>▪ Psychiatric & Mental health nursing<br>▪ Community Health nursing | - | 1 | 4 | 5 |
| Associate Professors | Nursing | ▪ Medical surgical nursing<br>▪ Emergency nursing<br>▪ Critical nursing<br>▪ Maternity nursing<br>▪ Child health nursing<br>▪ Leadership & Management<br>▪ Nursing education<br>▪ Psychiatric & Mental health nursing<br>▪ Community Health nursing | - | 1 | 4 | 5 |
| Assistant Professors | Nursing | ▪ Medical surgical nursing<br>▪ Emergency nursing<br>▪ Critical nursing<br>▪ Maternity nursing<br>▪ Child health nursing<br>▪ Leadership & Management<br>▪ Nursing education<br>▪ Psychiatric & Mental health nursing<br>▪ Community Health nursing | - | 2 | 1 | 3 |
| Lecturers | Nursing | ▪ Medical surgical nursing<br>▪ Emergency nursing<br>▪ Critical nursing<br>▪ Maternity nursing<br>▪ Child health nursing<br>▪ Leadership & Management<br>▪ Nursing education<br>▪ Psychiatric & Mental health nursing<br>▪ Community Health nursing | - | 3 | 7 | 10 |
| Teaching Assistants | Nursing | - | - | - | - | - |

| Academic Rank | Specialty | | Special Requirements / Skills ( if any ) | Required Numbers | | |
|---|---|---|---|---|---|---|
| | General | Specific | | M | F | T |
| Technicians and Laboratory Assistants | Nursing | 4 | - | 2 | 2 | 4 |
| Administrative and Supportive Staff | Nursing | 5 | - | 1 | 4 | 5 |
| Others ( specify ) | Nursing | NA | - | - | - | - |

## 2. Professional Development

### 2.1 Orientation of New Teaching Staff

Describe briefly the process used for orientation of new, visiting and part-time teaching staff

**At the level of Northern Border University**:
• Northern Border University make orientation program for new staff including topics related to Academic Guidance, study exam and policy regulation, policy and regulation regarding to scientific research, promotion SDL, and information technology, etc.
• There is a contracted faulty directory manual that was in English and Arabic format contains all information for new faculty as visa, annual and emergencies holidays, duties of the faculty members, bank account --- etc

**At the level of nursing program:**
• There is nursing mentoring manual that including brief description about Program specification, program objectives, learning outcomes, teaching strategies, assessment methods and format, mechanism used for course and program evaluation, rules, and regulations.
• Also scientific department conduct condensed orientation program with new faculty as course specification, course file, evaluation process to facilitate the smooth transition and integration in the department work**.**

### 2.2 Professional Development for Teaching Staff

Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

Northern Border University determine needs of faculty members by using faculty members survey and make training program and workshops through the deanship of development of university education, deanship of E learning and distances learning, deanship of library affairs, deanship of quality and academic accreditation and University agency for Academic Affairs.

## F. Learning Resources, Facilities, and Equipment

### 1. Learning Resources.

Mechanism for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

Based on annual courses review and recommendations. The department chair prepares a list of educational resources, which will be submitted to the library committee. That includes the required textbooks, electronic resources, and audiovisual materials. The processes followed by faculty and teaching staff for planning and acquisition resources for library and classrooms are as follow:
1. At the end of each semester, the faculty staff submits the course report to the department chair that may suggest the need for additional educational resources.
2. The academic guidance unit prepares a list of expected number of students for each course is

| |
|---|
| prepared to estimate the quantity of needed resources. 3. Library committee will prepare the needed textbook and resources report, after the dean approval the committee will send it to the library deanship in the university. |

**2. Facilities and Equipment**

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

## Library

The faculty of nursing share the medicine and applied medical science in the same library at the female campus

• The faculty staff and head of departments receive a list of books and references from the deanship of library.

• Each head of department fill out forms of the references and books that are need according to the course report for the recommendation of updating the references

• Another way to detect availability and adequacy of books and suitable references is the student opinion about adequacy of the textbook and references

• Approve the list by the dean and sent to Deanship for Library for further process.

• The student have an ID allow him to free access to Saudi Digital Library (SDL) that have a marvelous text books and database.

## laboratories

▪ The head of each department with the assigned faculty within the department revise the needed supplies and equipment for their lab and sent it to the lab committee.

▪ Laboratory supervisors prepare an inventory report to count and determine status of available supplies, equipment, and consumables in laboratories.

▪ Laboratory committee will prepare the needed laboratories supplies and resources report, after the dean approval the committee will send it to the laboratory in the university.

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

The program develops and implement specific occupational safety and health working practice with coordination with university especially in labs and clinical training sites through the following:

1. There is written policy for safety inside each lab.
2. There is orientation program for staff and students about safety
3. There is orientation program for staff and students about evacuation plan
4. Emergency exit is available
5. There is smoke detector all over the college
6. Emergency kits are available all time in each lab and some rooms.

# G. Program Management and Regulations

**1. Program Management**

**1.1 Program Structure**

(including boards, councils, units, committees, etc.)

- ❖ College board
- ❖ Departments councils
- ❖ Student Advisory Council
- ❖ College Advisory Board
- ❖ Quality and accreditation unit
- ❖ Guidance and advising unit
- ❖ Graduated Unit
- ❖ Internship and Training Unit
- ❖ Alumni Unit
- ❖ Curriculum and Study Plans Committee
- ❖ Study Schedules Committee
- ❖ Examination committee
- ❖ Academic excuses and requests committee
- ❖ The Committee for Postgraduate Studies and Scholarships

- ❖ Annual Report Committee
- ❖ Scientific Research Committee
- ❖ Scientific Committee
- ❖ Disciplinary Committee
- ❖ Crisis and emergency Committee
- ❖ Student Activity Committee
- ❖ Security and Safety Committee
- ❖ Laboratory Committee.
- ❖ Study Schedule Committee.
- ❖ High impact Practice committee.
- ❖ Follow-up Committee.

## 1.2  Stakeholders Involvement

Describe the representation and involvement of stakeholders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, etc.)

- ❖ College is careful of the representation and involvement of stakeholders in the program planning and development (Students, professional bodies, scientific societies, alumni, employers) through: College advisory board, Quality and Academic Accreditation Committee, Student advisory council, quality supervisory committee, disciplinary committee and Crisis, emergency Committee and Alumni Unit.
- ❖ Also, at end of each year there is an employer and stakeholder survey about the program graduated students, to get feedback about program learning outcomes, effectiveness of teaching strategies and assessment methods

## 2. Program Regulations

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

THE BYLAW FOR UNDERGRADUATE STUDY AND EXAMINATIONS.pdf
F student handbook final 1443-1444 H (1)(1)_230216_111141 (1).pdf

- ▪ The Bachelor of Nursing Program is 144 Credit hours consisting of 8 Semesters followed by one year of Internship field training program (refer to the Curriculum Study Plan Table above).
- ▪ Students are expected to finish the 144 credit hours of the program within 8 semesters (4 years) when following the level credit hours load as suggested in the study plan.
- ▪ **Attendance:** All courses described in Curriculum Study Plan Table are required with attendance level of no less than 75% in both theoretical and clinical parts of the courses.
- ▪ **Graduation Requirements:** Successful Completion of the required credit hours of the program and successful completion of the Internship program

## H. Program Quality Assurance

### 1. Program Quality Assurance System

Provide online link to quality assurance manual

- ▪ The courses offered in other departments were aligned with the program intended learning outcomes, including University and College requirement courses.
- ▪ The course specifications of these courses were prepared in consultation with the program chair / coordinator
- ▪ Review of course reports and students' surveys by the Nursing Quality Assurance committee by the end of every semester. Recommendations are submitted to the Department chair for review of courses
- ▪ Quality System Manual for Nursing Program-.pdf

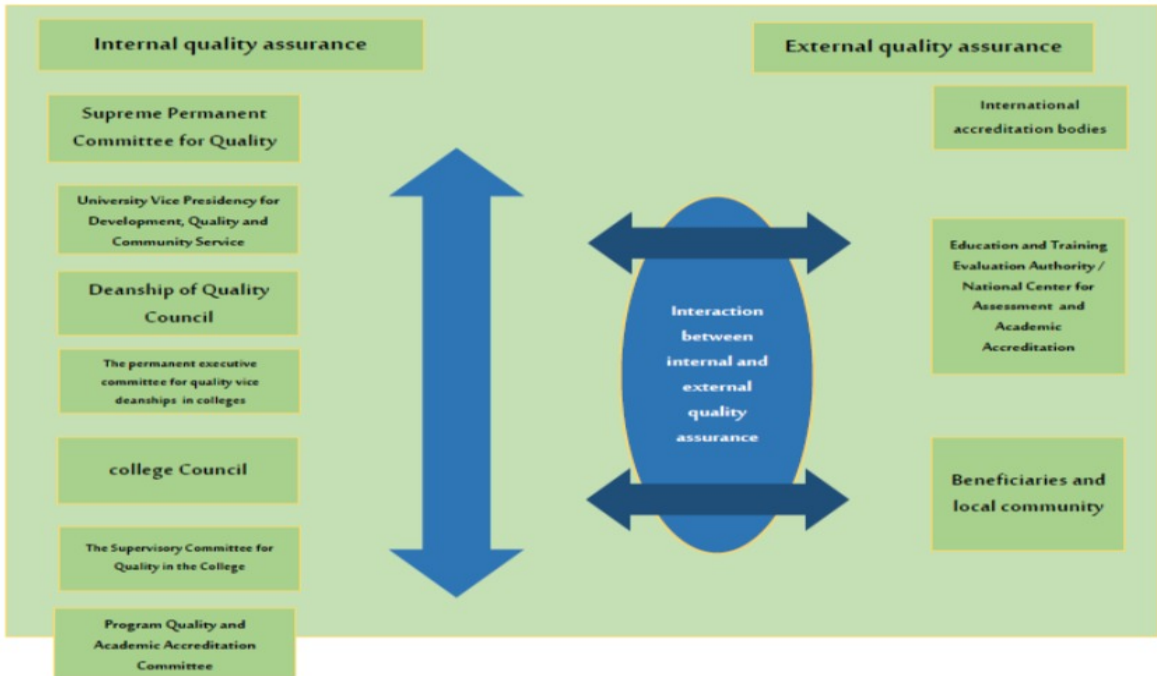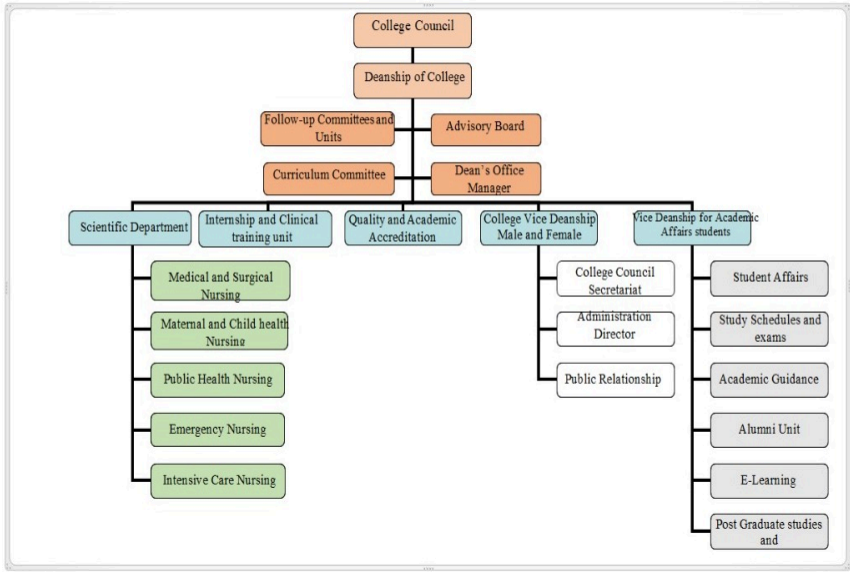Organizational structure of the College



Figure 6. An organizational chart of the internal and external quality management system at the college / program level

## 2. Program Quality Monitoring Procedures

Teaching and other staff involved in the program must be committed to improving both their own performance and the quality of the program as a whole. Regular evaluations of quality must be undertaken within each course based on valid evidence and appropriate benchmarks. Plans for improvement made and implemented. Central importance must be attached to student learning outcomes with each course contributing to the achievement of overall program objectives through many procedures as the following:

1. Student progression rate (year-to-year).
   • Periodic student evaluations of the program

- Program graduate surveys and recommendations and follow-up visits
2. Key Performance Indicator
3. Feedback from clinical mentors and preceptors
4. The overall student performance and examination results
5. The results of students in Saudi Nursing Licensure Examination
6. Stakeholders' survey results
7. Course evaluation survey
8. Program evaluation survey
9. Student experience evaluation survey
10. Comprehensive exit exam for expected graduating students (evaluating learning outcomes test).
11. Annually program report
12. Course reports at end of each semester
13. Advisory committee of program which included the stakeholders and employers, this committee is involved in planning and feedback of program

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

Program evaluated quality of course that taught from another department as medical college, educational college, faculty of applied medical science and faculty of science through.
1. Course evaluation survey
2. Periodic and final exams results
3. Program evaluation survey

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

**Programs achieve Consistency between male and female sections through:**
1. Programs achieve Consistency between male and female sections through:
2. Faculty members following same course specification for male and female.
3. Faculty members do same exam for male and female.
4. Involvement of male and female students in college committees
5. Male and female Faculty members share in education in two sections

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

Not applicable

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

**Program Learning Outcomes is evaluated through the following:**
1. Students 'achievement of learning outcomes in nursing program is verified through direct methods upon completion of the curriculum evaluation for each batch of students. The results of the course evaluation are used to measure progress in achieving student learning outcomes as reference points and continuous evaluation.
2. Exit exam for expected graduate students.
3. Percentage of achievement of Saudi Specialty License Exam
4. Through Policy for evaluating learning outcomes for academic programs at the undergraduate level Northern Border University
5. Program graduate surveys
6. Key Performance Indicator
7. Stakeholders' survey results

## 7. Program Evaluation Matrix

| Evaluation Areas/Aspects | Evaluation Sources/References | Evaluation Methods | Evaluation Time |
|---|---|---|---|
| Effectiveness of teaching | Students, Graduates & alumni& Faculty | Indirect (Surveys)& Direct (CLOS and PLOs Measurement) | End of semesters |
| Effectiveness of assessment | Students Graduates Saudi Commission of health specialty Employers PLOs measurement Peers | Peer courses evaluation Exam Report Direct peer review exam assessment External reviewer for program specification, report and course specification, reports | Annually Periodic Annually Periodic |
| effectiveness of learning resources | Students Graduates | Questionnaire | End of semesters, |
| leadership | Faculty Staff Dean of the college | Academic leaders evaluation survey | end of academic year |
| Students' services | Students | Questionnaire | End of semesters |
| Field experiences | Students Supervisors Internship unit | Questionnaire | End of internship |
| Community services | Beneficiaries | Survey | End of the year |
| Overall program quality | KPIs Advisory board | Minutes of the Meeting | Annually Twice annually |

**Evaluation Areas/Aspects** (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)

**Evaluation Sources** (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify)

**Evaluation Methods** (e.g., Surveys, interviews, visits, etc.)

**Evaluation Time** (e.g., beginning of semesters, end of academic year, etc.)

## 8. Program KPIs*

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

| No | KPIs Code | KPIs | Target | Measurement Methods | Measurement Time |
|---|---|---|---|---|---|
| **1- Mission and Goals** | **KPI-P-01** | **Percentage of achieved indicators of the program operational plan objectives** | **70%** | Percentage of performance indicators of the operational plan objectives of the program that achieved the targeted annual level to the total number of indicators targeted for these objectives in the same year | Annually |
| | **KPI-P-02** | **Students' Evaluation of quality of learning experience in the program** | **4** | 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 | Annually |
| | **KPI-P-03** | **Students' evaluation of the quality of the courses** | **4** | Average students overall rating for the quality of courses on a five-point scale in an annual survey | Annually |
| **3- Teaching and Learning** | **KPI-P-04** | **Completion rate** | **80%** | Proportion of undergraduate students who completed the program in minimum time in each cohort | Annually |
| | **KPI-P-05** | **First-year students retention rate** | **80%** | Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year | Annually |
| | **KPI-P-06** | **Students' performance in the professional and/or national examinations** | **80%** | Percentage of students or graduates who were successful in the professional and / or national examinations, or their score average and median (if any) | Annually |
| | **KPI-P-07** | Graduates' employability and enrolment in postgraduate programs | 80% | Percentage of graduates from the program who within a year of graduation were: a. employed b. enrolled in postgraduate programs during the first year of their graduation to the total number of graduates in the same year | Annually |
| | **KPI-P-08** | Average number of students in the class | 20 | Average number of students per class (in each teaching session/activity: lecture, small group, tutorial, laboratory or clinical session) | Annually |
| | **KPI-** | Employers' evaluation | 4 | Average of overall rating of | Annually |

| No | KPIs Code | KPIs | Target | Measurement Methods | Measurement Time |
|---|---|---|---|---|---|
| | P-09 | of the program graduate's proficiency | | employers for the proficiency of the program graduates on a five-point scale in an annual survey | |
| 4-Students | KPI-P-10 | Students' satisfaction with the offered services | 4 | Average of students' satisfaction rate with the various services offered by the program (restaurants, transportation, sports facilities, academic advising, ...) on a five-point scale in an annual survey | Annually |
| 5-Teaching Staff | KPI-P-11 | Ratio of students to teaching staff | 10:1 | Ratio of the total number of students to the total number of full-time and fulltime equivalent teaching staff in the program | Annually |
| | KPI-P-12 | Percentage of teaching staff distribution<br><br>Professor<br>Associated professor<br>Assistant professor<br>Lecturer | <br><br>10 %<br>15 %<br>50 %<br>25 % | Percentage of teaching staff distribution based on: a. Gender b. Branches c. Academic Ranking | Annually |
| | KPI-P-13 | Proportion of teaching staff leaving the program | Less than 10 % | Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff. | Annually |
| | KPI-P-14 | Percentage of publications of faculty members | 60 % | Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program | Annually |
| | KPI-P-15 | Rate of published research per faculty member | 1 :1 | The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year) | Annually |
| | KPI-P-16 | Citations rate in refereed journals per faculty member | 3:1 | The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published | Annually |
| 6-Learning Resources, Facilities, and | KPI-P-17 | Satisfaction of beneficiaries with the learning resources | 4 | Average of beneficiaries' satisfaction rate with the adequacy and diversity of learning resources | Annually |

| No | KPIs Code | KPIs | Target | Measurement Methods | Measurement Time |
|---|---|---|---|---|---|
| **Equipment** | | | | (references, journals, databases… etc.) on a five-point scale in an annual survey | |

\* including KPIs required by NCAAA

## I. Specification Approval Data

| Council / Committee | **COLLEGE BOARD ( 1443-1444 H)** |
|---|---|
| **Reference No.** | **THIRD** |
| **Date** | **4/6/1444 H** |