# Program Specification
## ▬ (Bachelor)

| | |
|---|---|
| **Program**: | Bachelor of Nursing Science (BNS) |
| **Program Code** : | 0913-091 |
| **Qualification Level**: | Bachelor's Degree |
| **Department**: | College of Nursing - |
| **College**: | College of Nursing - |
| **Institution**: | King Khalid University |
| **Program Specification**: | New ☐        Updated* ☒ |
| **Last Review Date**: | 2025 |

*Attach the previous version of the Program Specification.

## Table of Contents

## A. Program Identification and General Information

### 1. Program's main location:

King Khalid University – College of Nursing (Abha) Al-Qureiger Campus, Abha, 62529, Saudi Arabia

### 2. Branches offering the program (if any):

Not applicable

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

Not applicable

### 4. Professions/jobs for which students are qualified

BSN graduates will be qualified to take the licensure examination for nurses conducted by the Saudi Commission on Health Specialties (SCHS) as
  1. **Nurse specialist.**
  2. **Teaching assistant**

### 5. Relevant occupational/professional sectors:

- Universities/Colleges.
- Hospitals
- Primary Health Care Centers.
- Nursing Care Facilities.
- Outpatient Clinics.
- Schools

### 6. Major Tracks/Pathways (if any):

| Major track/pathway | Credit hours (For each track) | Professions/jobs (For each track) |
|---|---|---|
| Bachelor of Nursing Science (BNS) | 129 credit hours | 1. Nurse specialist. 2. Teaching assistant. |

### 7. Exit points/awarded degree (if any):

| Exit Points/Awarded Degree | Credit Hours |
|---|---|
| Not applicable | - |

### 8. Total credit hours: 129 CHs

## B. Mission, Objectives, and Program Learning Outcomes

### 1. Program Mission:

To prepare competent nursing graduates in line with the national and international educational standards through educational excellence , application of evidence based research and community services.

### 2. Program Goals:

Goal 1: Deliver quality teaching and learning process.
Goal 2: Enhance academic environment for faculty and students.
Goal 3: Provide safe and efficient use of learning resources, facilities, and equipment. Goal 4: Conduct innovative scientific research.
Goal 5: Participate actively in community services and activities.
Goal 6: Develop and sustain self-generated financial resources.

### 3. Program Learning Outcomes*

#### Knowledge and Understanding

| | |
|---|---|
| K1 | Demonstrate understanding of the fundamental principles , theories, and concepts of nursing practice in addition to those of the medical , social  and behavioral sciences . |
| K2 | Comprehend holistic nursing care approach in promoting , preventing diseases and improving the  health outcome of the individuals , families and communities . |

#### Skills

| | |
|---|---|
| S1 | Apply evidence-based decision making and critical thinking while providing safe and high quality nursing care |
| S2 | Conduct scientific research or scholarly work by analyzing, investigating , interpreting , critiquing  and sharing the results |
| S3 | Apply the nursing process as a framework in performing safe basic and advanced procedures based on patient centered and culturally sensitive care . |

| S4 | Utilize the latest trends and evolving   technologies and information systems in nursing practice effectively . |
|----|------------------------------------------------------------------------------------------------------------------|
| S5 | Communicate professionally with patient, families , healthcare team and community using different modalities |

| **Values, Autonomy, and Responsibility** | |
|------------------------------------------|---|
| V1 | Demonstrate autonomy, responsibility, accountability and cultural competence in the delivery of patient care in healthcare settings. |
| V2 | Adhere to safe , ethical regulation and rules of nursing practice and quality nursing care concepts in a variety of health care setting . |

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

# C. Curriculum

## 1. Curriculum Structure

| Program Structure | Required/ Elective | No. of Courses | Credit Hours | Percentage |
|---|---|---|---|---|
| Institution Requirements | Required | 7 | 19 | 14.7% |
| | Elective | - | - | - |
| College Requirements | Required | 6 | 17 | 13.2% |
| | Elective | - | - | - |
| Program Requirements | Required | 25 | 93 | 72.1% |
| | Elective | - | - | - |
| Capstone Course/Project | | | | |
| Field Training/ Internship | | | | |
| Residency year | | | | |
| Others | | | | |
| **Total** | | 38 | 129 | 100% |

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

## 2. Program Courses

### Regular Entry Level Students

| Level | Course Code | Course Title | Required or Elective | Pre/Co Requisite Courses | Credit Hours (Theory + Practical) | Type of requirements (Institution, College, or Program) |
|---|---|---|---|---|---|---|
| **FIRST YEAR** | | | | | | |
| Level 1 | خلق 0211 | Ethics of Professional Health | Required | - | 2 (2+0) | Institution |
| | NGL 0222 | Medical Terminology | Required | - | 2(2+0) | Institution |
| | NGL 0522 | English Language | Required | - | 5 | Institution |
| Level 2 | BIOS 0214 | Basic Biostatistics | Required | - | 2 (1+1) | College |
| | PHYS 0303 | Physics for Health Specialties | Required | - | 3 (2+1) | College |
| | BIO 0401 | Biology for Health Specialties | Required | - | 4 (3+1) | College |
| | CHEM 0402 | Chemistry for Health Specialties | Required | - | 4 (2+2) | College |

| Level | Course Code | Course Title | Required or Elective | Pre/Co Requisite Courses | Credit Hours (Theory + Practical) | Type of requirements (Institution, College, or Program) |
|---|---|---|---|---|---|---|
| **SECOND YEAR** | | | | | | |
| Leve 13 | NURS 2231 | Theoretical Foundation of Nursing | Required | - | 2 (2+0) | Program |
| | ANT 2311 | Introduction to Anatomy | Required | **Co-PHY 2312** | 3(2+1) | Program |
| | PHY 2312 | Introduction to Physiology | Required | **Co-ANT 2311** | 3 (2+1) | Program |
| | MIC 2335 | Medical Microbiology | Required | **Co-NURS 2632** | 2 (2+0) | Program |
| | NURS 2632 | Foundation of Professional Nursing1 | Required | **Co-ANT 2311** | 6 (3+3) | Program |
| Leve 14 | ARAB 0221 | Arabic Skills | Required | - | 2 (2+0) | Institution |
| | تطوع 0291 | مهارات في التطوع Volunteering Skills | Required | - | 2 (2+0) | Institution |
| | PHA 2241 | Basic Pharmacology | Required | - | 2 (2+0) | College |
| | NURS 2244 | Nursing informatics | Required | - | 2 (2+0) | Program |
| | NURS 2246 | Quality and Patient Safety in Nursing | Required | **Co-NURS 2633** | 2 (2+0) | Program |
| | NURS 2411 | Health Assessment | Required | **Pre-NURS 2632** | 4 (2+2) | Program |
| | NURS 2633 | Foundation of Professional Nursing 2 | Required | **Pre-NURS 2632** | 6 (3+3) | Program |
| **THIRD YEAR** | | | | | | |
| Leve 15 | صح3223 ة | Basic Nutrition | Required | - | 2 (2+0) | College |
| | NURS 3234 | Communication Skills and Health Education | Required | - | 2 (2+0) | Program |
| | NURS 3612 | Adult Health Nursing I | Required | **Pre-NURS 2411** **Pre-NURS 2633** | 6 (3+3) | Program |

| | | | | | | |
|---|---|---|---|---|---|---|
| | NURS 3651 | Maternal and Neonatal Health Nursing | Required | **Pre-NURS 2411 Pre-NURS 2633** | 6 (3+3) | Program |
| Level 6 | NURS 3253 | Human Growth and Development | Required | **Pre-NURS 3651** | 2 (2+0) | Program |
| | 3261صحة | Basic Epidemiology | Required | - | 2 (2+0) | Program |
| | 3266صحة | Communicable Diseases | Required | - | 2 (2+0) | Program |
| | NURS 3613 | Adult Health Nursing II | Required | **Pre-NURS 3612** | 6 (3+3) | Program |
| | NURS 3652 | Pediatric Health Nursing | Required | **Co-NURS 3253** | 6 (3+3) | Program |

| Level | Course Code | Course Title | Required or Elective | Pre/Co Requisite Courses | Credit Hours (Theory + Practical) | Type of requirements (Institution, College, or Program) |
|---|---|---|---|---|---|---|
| **FOURTH YEAR** | | | | | | |
| Level 7 | ثقف 0212 | الوسطية والاعتدال | Required | - | 2 (2+0) | Institution |
| | NURS 4221 | Introduction to Psychology | Required | **Co-NURS 4622** | 2 (2+0) | Program |
| | NURS 4342 | Introduction to Nursing Research | Required | - | 3 (3+0) | Program |
| | NURS 4415 | Emergency Nursing | Required | **Pre-NURS 3613** | 4 (2+2) | Program |
| | NURS 4622 | Psychiatric and Mental Health Nursing | Required | **Pre-NURS 3613** | 6 (3+3) | Program |
| Level 8 | مهر 0401 | تدريب 1 - مهارات الاعداد الوظيفي | Required | - | 4 (4+0) | Institution |
| | NURS 4225 | Geriatric Health Nursing | Required | **Co-NURS 4523** | 2 (2+0) | Program |
| | NURS-4414 | Intensive Care Nursing | Required | **Pre-NURS 3613** | 4 (2+2) | Program |
| | NURS 4523 | Community Health Nursing | Required | **Pre-NURS 4622** | 5 (3+2) | Program |
| | NURS 4545 | Administration and Leadership in Nursing | Required | **Pre-NURS 4221** | 5 (3+2) | Program |

* Include additional levels (for three semesters option or if needed)
** Add a table for the courses of each track (if any)

### 3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template (T-104)

https://drive.google.com/drive/folders/12VQ-s766oQD4uXEKPxhwzwzveG98bygs

# 1. Program learning Outcomes Mapping Matrix

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

| Course Code & No. | Knowledge and Understanding | | Skills | | | | | Values | |
|---|---|---|---|---|---|---|---|---|---|
| | K1 | K2 | S1 | S2 | S3 | S4 | S5 | V1 | V2 |
| خلق 0211 | I | | | | | | | I | |
| NGL 0222 | I | | | | | | | | |
| NGL 0522 | I | | | | | | | | |
| BIOS 0214 | I | | | | | | | | |
| PHYS 0303 | I | | | | | | | | |
| BIO 0401 | I | | | | | | | | |
| CHEM 0402 | I | | | | | | | | |
| NURS 2231 | I | I | I | I | I | | | | |
| ANT 2311 | I | | | | | | I | | |
| PHY 2312 | I | | | | | | I | | |
| MIC 2335 | I | | | | | | | | |
| NURS 2632 | P | P | P | P | | P | P | | |
| ARAB 0221 | I | | | | | | | I | |
| تطوع0291 | I | | | | | | | I | |
| PHA 2241 | I | I | | | | | | | |
| NURS 2244 | I | | | | | | | | I |
| NURS 2246 | I | | I | | | | | | |
| NURS 2411 | P | P | | P | | P | P | | P |
| NURS 2633 | P | P | P | P | | P | P | | |
| صحة3223 | I | | I | I | I | | | | I |
| NURS 3234 | I | | | | | | | I | |
| NURS 3612 | P | P | P | P | | P | | P | P |
| NURS 3651 | I | | P | | | P | P | P | |
| NURS 3253 | I | I | I | I | | | | | |
| صحة3261 | I | | | I | | | | I | I |
| صحة3266 | I | | I | | | | | | |
| NURS 3613 | | M | M | | | | | M | M |

| Course | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| NURS 3652 | P | P | | P | | P | P | P | |
| ثقف0212 | I | | | | | | | | |
| NURS 4221 | I | I | | | | | I | | I |
| NURS 4342 | I | | I | P | | | | | |
| NURS 4415 | P | M | M | M | M | | | M | |
| NURS 4622 | I | P | P | P | P | | | | P |
| مهر0401 | I | | | | | | | I | I |
| NURS 4225 | I | I | I | | I | | | I | I |
| NURS-4414 | M | M | M | M | M | | M | | M |
| NURS 4523 | M | M | M | M | M | M | M | M | M |
| NURS 4545 | M | | M | | | | M | M | M |

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

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

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

Policies of teaching are listed in the students' guidebook; these policies were derived from the Saudi regulation for higher education institutions. All of teaching strategies are used according to target ILO and all of teaching strategies are used regarding international teaching strategies. The program uses a variety of interactive learning strategies throughout the curriculum which is based onstudent- centered learning approaches. The curriculum is delivered through blended learning methods including, but not limited to:

| Theory based learning sessions | Clinically based learning sessions |
|---|---|
| Large-group sessions using:<br>✓ Didactic lectures<br>✓ Presentations<br>Small-group sessions using:<br>✓ Flipped classroom strategies.<br>✓ Problem Based Learning (PBL)<br>✓ Team Based Learning (TBL)<br>✓ Case-based learning<br>✓ Tutorials<br>✓ Seminars<br>✓ Small-group discussions | Clinically based learning sessions using:<br>• Laboratory session:<br>✓ Clinical skills training<br>✓ Simulation labs<br>✓ Case presentations<br>• Clinical Practice session:<br>✓ Clinical training in various clinical settings<br>✓ Clinical observation<br>✓ Bedside teaching<br>✓ Practical Logbook<br>✓ Critical thinking exercises through case-based learning. |

The extracurricular activities are planned to be integrated with the curriculum to achieve the PLOs. Examples include, but are not limited to:

- Breast cancer screening campaign: this is integrated with the breast cancer assignment and case study in the following courses: maternity and child nursing.
- World Cancer Day: This is integrated with the courses, namely: Medical and Surgical 1.
- World Kidney Day: This is integrated with the courses, namely: Medical and Surgical 2.
- Diabetes Mellitus Day is integrated with the courses, namely: Medical Surgical 2
- Mental Health Day, integrated with the psychiatric Mental Health Nursing course.
- Awareness of children's vaccination campaigns is integrated with pediatric nursing courses.
- Drug abuse and smoking awareness campaign—this is a psychiatric mental health nursing course.

- Hajj awareness campaigns

## 6. Assessment Methods for program learning outcomes

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

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

The BSN program utilizes direct and indirect assessment methods to measure the accomplishment of the program learning outcomes. Direct assessments are used to measure the course learning outcomes through direct evaluation of students' knowledge and skills. Direct assessment methods are selected by the coordinator of the course based on the learning outcomes written and specified in the course specifications. The assessment method includes ongoing and summative assessment. The achievement of the course learning outcomes is calculated every semester. Furthermore, formative assessments are also conducted to monitor student's progress and provide ongoing feedback on their performance during the course implementation. This is necessary for improving teaching strategies and improving student learning.

Indirect assessments are used to measure student's reflection and feedback toward learning in the form of student self-evaluation surveys. The students are required to provide feedback on their learning satisfaction at the end of every semester.

| Direct Assessment Methods | Indirect Assessment Methods |
|---|---|
| **Summative assessments**:<br><br>- Written Exams (Midterm and Finals)<br>- OSCEs<br>- OSPEs<br><br>**On-going assessments:**<br><br>- Quizzes<br>- Assignments<br>- Presentations<br>- Clinical portfolio<br>  - Workplace-based assessments<br>  - Case presentation rubrics<br><br>**Formative assessments:**<br><br>- Written exams<br>  - Multiple choice question<br>  - Extended matching type<br>  - True or false<br>  - Essay<br>- Practical demonstrations | **Evaluation surveys:**<br><br>- CLO evaluation survey<br>- Course evaluation survey<br>- Program evaluation survey<br>- Alumni survey |

## D. Student Admission and Support

### 1. Student Admission Requirements

The admission requirements of the program are based on the criteria set by the College Council in addition to the general requirements of King Khalid University. Applicants for the program should fulfill the following:

1. Applicant must be a Saudi national or born by a Saudi national mother provided that the following proof such as the national ID of the mother, birth certificate of the applicant, and family card is presented and submitted to email: regatiu.edu.sa.

2. Applicant must have a high school diploma or its equivalent from inside or outside the Kingdom of Saudi Arabia.

3. Passed all tests and personal interviews required by the King Khalid University and the College of Nursing – Abha.

4. Applicant must not have been dismissed from King Khalid University or any other university for any academic or disciplinary reasons.

5. Priority admission is given to those applicants who graduated from high school in the same year of application and admission

6. Applicant must be medically fit.

7. Applicant must have a high school cumulative average of 30%.
8. Applicant must have 30% in the General Aptitude Test.
9. Applicant must have 40% in the Achievement Test.

## 1. Guidance and Orientation Programs for New Students

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

> All new students admitted to the BSN program should undergo three (3) levels of orientation programs such as University Orientation, College Orientation, and Course Orientation.
>
> 1. University Orientation Program: This orientation program is intended for newly admitted students to the university. This is conducted at the beginning of the academic year during their first year at King Khalid University.
>    - University Vision, Mission, and Objectives
>    - University Policies and Regulations
>    - University Facilities and Services
>
> 2. College Orientation Program: This orientation program is intended for newly admitted students to the BSN program. This is also conducted at the

beginning of the academic year during their first year at the College of Nursing. The following are discussed during the orientation program:

- BSN Program Vision, Mission, and Objectives
- Overview of the Nursing Curriculum
- BSN Program Learning Outcomes
- College Policies and Regulations
- Students Support Services
- College Facilities and Services
- Library Support and Saudi Digital Library Literacy
- IT and e-Learning Support
- Clinical Affiliations/Clinical Training Facilities

3. Course Orientation: This orientation program is designed for all students enrolled in every semester. This is conducted at the beginning of the semester; the coordinator of the course is responsible to discuss and explain the following:

- BSN Program Vision, Mission, and Objectives
- Course Description
- Course Learning Outcomes
- Course Teaching Strategies
- Course Assessment Methods and Criteria
- Course Topics
- Course Materials/Requirements
- Course Learning Resources/References

## 3. Student Counseling Services

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

The BSN program creates an Academic Guidance and Advising Unit responsible for addressing the needs of the students including their concerns related to academic, professional, psychological, and social issues that might affect their academic

performance. Each student is assigned to an academic advisor throughout the program from the first year to the internship year. The academic advising assignments can be found in the Academia.

The assigned advisor is responsible for fulfilling the following duties and responsibilities:

1. Assist students in choosing courses to enroll including modifying and changing courses every semester according to the study plan.
2. Follow-up students who face difficulties in the course and provide an action plan together with the course coordinator and the head of the department.
3. Monitor student's performance and progress in all the courses enrolled throughout the semester.
4. Refer students to a professional/specialist when academic or personal problems occur and need appropriate intervention.
5. Guide students in exploring educational, professional, and career opportunities.
6. Instruct students to apply for assistance (economic, social, and financial support) through the "Mohtam" platform of the university website.
7. Provide specific academic advising hours to meet with students.
8. Keep an academic advising file on every advisee.
9. Safeguard the confidentiality and privacy of student's information.
10. File an academic advising form at every consultation meeting.

The student advisee is responsible for fulfilling the following duties and responsibilities:

1. Seek assistance prior to course registration/enrollment.
2. Request guidance on modifying and changing courses.
3. Make an appointment with the academic advisor to discuss issues and concerns.
4. Engage in an active discussion/conversation with the assigned academic advisor.
5. Attend advising sessions well-prepared with appropriate resources.
6. Sign the academic advising form right after the consultation meeting.

## 4. Special Support

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

*Support for low achiever students*

The academic advisor and the course coordinator and teaching staff is responsible and committed to identify low achievers, monitor their performance/progress, and provide them academic support to successfully complete and pass the course. The academic advisor can identify the low achiever students from academia platform through students' GPA and probation count.

The following actions are implemented to support low performers:

1. The course coordinator will refer the low performers to their respective academic advisors for additional consultation and support.
2. The academic advisor should conduct an individual consultation meeting with the low achievers to identify and solve the issues affecting their academic performance. In case of personal and psychological issues, the student will be referred to the director of the Academic Guidance and Advising Unit, the unit is responsible for making further referral to the Care and Consolation Center of the university.
3. The course advisor and academic coordinator will create a plan to conduct small group teaching session according to the student's needs. If a student still has difficulty understanding the topic, extra tutorial session will be scheduled during the office hours of the course coordinator.
4. Additional formative assessments will be given to monitor student's progress. This can further identify their strengths, weaknesses, and areas of improvement.

*Support for high academic achiever and talented students*

The College of Nursing supports and recognizes high academic achiever students and  talented students who participated in the curricular and extracurricular

activities through structured reward and recognition procedure based on the college policy. The following actions are implemented to support high performer and talented students:

1. The high academic achiever and talented students will be acknowledged and awarded during graduation ceremony.
2. A certificate of gratitude and appreciation will be given to those students who participated in the curricular and extracurricular activities conducted by the college.
3. The names of high academic achiever students will be posted in the honor list board located at the ground floor of the college building.

*Support for students with special needs*

The BSN program does not have student with special needs. However, the college building has been designed to have designated facilities to support student with special needs such as toilets, wheelchair ramps, and elevators.

## E. Faculty and Administrative Staff

### 1. Needed Teaching and Administrative Staff

| Academic Rank | Specialty | | Special Requirements / Skills (if any) | Required Numbers | | |
|---|---|---|---|---|---|---|
| | General | Specific | | M | F | T |
| Professor | Nursing Science | Medical-Surgical Nursing<br><br>Critical Care Nursing<br><br>Maternal and Child Nursing<br><br>Mental Health and | None | 2 | 3 | 5 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | Psychiatric Nursing | | | | |
| Associate Professor | Nursing Science | Medical-Surgical Nursing<br><br>Critical Care Nursing<br><br>Maternal and Child Nursing<br><br>Mental Health and Psychiatric Nursing | None | 4 | 5 | 11 |
| Assistant Professor | Nursing Science | Medical-Surgical Nursing<br><br>Critical Care Nursing | None | 4 | 5 | 11 |
| Lecturer | Nursing Science | Nursing Leadership and Management | None | 5 | 7 | 12 |
| Teaching Assistant | Nursing Science | None | BSN | 3 | 3 | 6 |
| Technicians and Laboratory Assistant | Nursing Science | None | BSN | 3 | 3 | 6 |
| Administrative and Supportive Staff | Nursing Science | None | BSN | 2 | 2 | 4 |
| Others (specify) | - | - | - | - | - | - |

## F. Learning Resources, Facilities, and Equipment:

### 1. Learning Resources

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

> The program is committed to providing all required learning resources to students, faculty, and staff members such as printed textbooks, e-Books, and online database references through the Saudi Digital Library (SDL) which offers a wide variety of databases. The program also used a learning management system platform such as Blackboard for online teaching and other academic activities.

### 2. Facilities and Equipment

(Library, laboratories, classrooms, etc.)

> **Library**
> Library management and overall operations is guided by policies and procedures including reference selection, textbook acquisition, borrowing, and distribution of available resources to students and faculty members. The library also offers support on SDL utilization, scheduling discussion rooms, and provisions for computer use inside the library. Additionally, the library is also responsible in checking and updating the written references in all course specifications based on the available updated references inside the facility.
>
>
> **Laboratories**
> The utilization of laboratories is governed by policies and procedures to organize the use of available equipment and instruments. Each lab also consists of a laboratory safety manual that is used to determine hazard control and evaluate potential hazards. Furthermore, the labs are supervised by laboratory technicians, they are responsible for preparing all necessary equipment and instruments needed in every session and scheduling preventive maintenance checks. The laboratories were divided into general labs and nursing skills labs:
>
> *General Laboratories*
>     1. Anatomy Lab
>     2. Chemistry Lab
>     3. Computer Lab
> *Nursing Skills Laboratories*
>     1. Fundamental Nursing Lab

2. Adult Nursing, I Lab
3. Adult Nursing II Lab
4. Maternity Nursing Lab
5. Pediatric Nursing Lab
6. Intensive Care Nursing Lab
7. Emergency Lab

**Clinical Training Facilities**

The program also has clinical facilities for the field experience of undergraduate students and interns. The program has agreements with government and private hospitals in Aseer Region.

*Government Hospitals*
1. Aseer Central Hospital
2. Abha Maternity and Children Hospital
3. Abha Psychiatric Hospital
4. Khamis General Hospital
5. Khamis Maternity and Children Hospital
6. Ahad Rufaidah Hospital
7. Prince Faisal Cardia Center
8. King Fahad Military Hospital
9. Primary Healthcare Center Khamis
10. Primary Healthcare Center Abha

*Private Hospitals*
1. Saudi German Hospital – Khamis
2. Abha Private Hospital

**Classrooms**

The program utilized classrooms for teaching, conducting interactive lectures, and other academic activities. The classrooms are equipped with emerging technologies that support effective learning.
1. Classrooms are equipped with smart boards, computers, and projectors.
2. Classrooms have free access to Wi-Fi for students and faculty members.
3. Classrooms have available chairs with armrest and portable whiteboards.

**3. Procedures to ensure a healthy and safe learning environment**

(According to the nature of the program)

**Facility and Equipment Maintenance Procedures**
1. Daily maintenance and sanitation of classrooms, laboratories, meeting rooms, auditoriums, and comfort rooms are conducted by the workers under the Maintenance Unit under the College Administrator.
2. Periodic inspection of all classrooms, laboratories, meeting rooms, auditoriums, and comfort rooms is conducted by college personnel to ensure that facilities and equipment are functional and in good condition.
3. Periodic maintenance and evaluation of all air conditioning systems in the College of Nursing building.
4. Observing the proper storage of cleaning materials and equipment by the university's maintenance department.
5. Follow-up on completing the work required for maintenance, replacement, and cleaning by personnel from and assigned by the Maintenance Unit under the College Administrator.
6. Prompt placement of electronic maintenance requests to be submitted to the responsible employee to proceed with the operation of maintenance in the event of power outages or problems associated with air conditioning, plumbing, and office furniture maintenance or transfer.
7. Prepare a monthly operational report detailing the status of the completion of work and maintenance by the university personnel.
8. Prompt notification of equipment failure, the need for maintenance or replacement of equipment, or the periodic maintenance and sanitation of facilities to be done by department heads.
9. Prompt telephone communication with the Customer Service Department, Deanship of Information Technology, and E-Learning through extension number 8000 (Female Section) or via King Khalid University Webpage Technical Support Services in the event of technical failures of computers or projectors inside the classrooms.
10. Utilization of a maintenance checklist to monitor the condition of classrooms, laboratories, meeting rooms, auditoriums, comfort rooms, and other facilities of the college.

**Procedure for Sharps Waste Disposal**
1. Syringes and needles provided for injection practice are used at the nursing skills laboratories only when the instructor/faculty is present for assistance.
2. Students must demonstrate safety precautions while utilizing needles during return demonstration with the supervision of their respective instructors.
3. Students are to practice injections only with the task trainers and manikins provided in the nursing skills lab.

4. To avoid accidental needle stick injuries, the instructors and students are taught to place the needles directly into sharp containers and avoid recapping, bending, breaking, clipping, or removing needles from the syringes.
5. Instructors and students are instructed during lab orientation that needles and other sharp objects must not be discarded in the regular trash or left out openly in the lab at any time.
6. In case of needle stick injuries, an incident report should be submitted and the needle stick injury protocol by the College of Nursing must be followed.
7. All laboratories have sharp containers installed for used sharp objects like needles and scalpels. All ¾ filled and damaged containers are closed tightly using adhesive tape and labeled "*handle it with care and for immediate disposal*" by the lab technician. The lab technician will immediately notify the maintenance department for immediate disposal.
8. All sharp containers and hazardous materials in the labs are collected regularly by the university personnel under the maintenance department for safe disposal. The lab technician prepares all waste including sharp containers and hazardous materials a day before the scheduled collection.

**Reporting a Safety Concern**

1. In case of safety hazards and concerns such as damage to the college facilities and equipment, faculty, students, and staff should report immediately to the college administrator.

**Reporting an Accident/Injuries**

1. In case of accidents either minor and major injuries, faculty, students, and staff should refer to the school nurse at the clinic located in the building. First aid should be given and referral to the nearest hospitals will be coordinated.

## G. Program Quality Assurance

### 1. Program Quality Assurance System

The quality assurance manual by the College of Nursing is an important tool to monitor the set standards for the program implementation, enhance teaching and learning practices, and evaluate the achievement of the program goals. The link to the quality assurance manual is attached below:

https://drive.google.com/drive/folders/1QBUa1Ma1wezDFoktligKo1J61B8QXovr

Provide a link to quality assurance manual.

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

The Quality Development and Academic Accreditation Unit ensures the quality of course delivery by:

1. The coordinator of each course as an expert in the field is responsible for preparing all course specifications including but not limited to formulating the course learning outcomes, selecting topics, identifying effective teaching strategies and assessment methods, setting assessment criteria, and providing available references from the library.
2. The course coordinator should submit the final course specifications and syllabus to their respective department heads for review. After approval, the department head should forward the course specifications and syllabus to the Chair of the Curriculum Planning and Review Committee.
3. The specifications and syllabus of all courses offered in every semester are presented and approved by the Curriculum Planning and Review Committee. Then forwarded to the Quality Development and Academic Accreditation Unit for review and approval. In case of minor and major changes in the course specifications as stipulated in the policy and procedure, the College of Nursing follows the appropriate process of approval.
4. At the end of every semester, the coordinator should prepare the course report and submit to their respective department heads for review. After approval, the department head should forward the course report to the Chair of the Curriculum Planning and Review Committee.
5. The Chair of the Curriculum Planning and Review Committee should call for a meeting and invite all course coordinators to present their course reports including their action plans for improvement. The course coordinators should also report the status of the previous action plan.
6. The approved course reports should be submitted to the Quality Development and Academic Accreditation Unit for filing and monitoring of the action plan implementation.
7. The Quality Development and Academic Accreditation Unit is responsible for reporting to the College Council.

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

This practice is not applicable since the King Khalid University-College of Nursing in Abha has only one campus and it is consistent with its internal process and procedures.

## 4. Assessment Plan for Program Learning Outcomes (PLOs),

The Quality Development and Academic Accreditation Unit set the target achievement of the program learning outcomes and course learning outcomes based on internal and external benchmarking. Furthermore, the unit directed all course coordinators to map their course learning outcomes to the program learning outcomes. To assess the achievement of the program learning outcomes, the course coordinators are responsible to calculate the achievement of their course learning outcomes every semester through direct and indirect assessment.

Direct assessment is calculated from the results of students' examinations, assignments, presentations, portfolios, OSCEs, OSPEs, and work-based assessment checklists in the clinical training. Indirect assessments are calculated from surveys such as course evaluation surveys and course learning outcomes survey answered by the students at the end of the course.

The direct and indirect achievements of the course learning outcomes is presented, reviewed, and approved by the Assessment and Examination Committee. The results are submitted to the Quality Development and Academic Accreditation for the calculation of the program learning outcomes. The results and action plan are submitted to the College Council.

## 5. Program Evaluation Matrix

| Evaluation Areas/Aspects | Evaluation Sources/References | Evaluation Methods | Evaluation Time |
|---|---|---|---|
| Quality of learning resources | Faculty and Students | Indirect (questionnaire) | end of the academic year |
| Independent reviewer | External reviewer | Direct | end of the academic year |
| Effectiveness of teaching | Faculty | Direct (ILOs Measurement) | end of the academic year |
| leadership | Faculty | Indirect (questionnaire) | end of the academic year |
| Assessment, learning resources | Students | Indirect (questionnaire) | end of the academic year |
| Effectiveness of teaching | Students, Graduates and Alumni | Indirect (questionnaire) | end of the academic year |
| SNLE (Saudi nursing license exam) | Saudi Commission for Health Specialties | direct | end of the academic year |
| PILOs Measurement report | Faculty | direct | end of the academic year |

**Evaluation Areas/Aspects** (e.g., leadership, effectiveness of teaching & assessment, learning resources, services, partnerships, etc.)
**Evaluation Sources** (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others.
**Evaluation Methods** (e.g., Surveys, interviews, visits, etc.)
**Evaluation Time** (e.g., beginning of semesters, end of the academic year, etc.)

## 6. Program KPIs*

The period to achieve the target (1) year(s).

| No. | KPIs Code | KPIs | Targeted Level | Measurement Methods | Measurement Time |
|---|---|---|---|---|---|
| 1 | KPI-P-01 | Students' overall evaluation of the quality of their learning Experiences in the program . | 3.5/5 | Course evaluation survey | Annual |
| 2 | KPI-P-02 | Students' overall rating on the quality of their courses. | 3.5/5 | Course evaluation survey | Semester |
| 3 | KPI-P-03 | Completion rate | 90% | Annual program report | Annual |
| 4 | KPI-P-04 | First-year students' retention rate | 95% | Annual program report | Annual |
| .5 | KPI-P-05 | Students' performance in the professional and/or national examinations | 80% | Annual program report | Annual |

| | | | | | |
|---|---|---|---|---|---|
| 6 | KPI-P-06 | Graduates' employability and enrolment in postgraduate programs | Employed (90%)<br><br>Enrolled in further study (10%)<br><br>Not seeking employment or further study (0%) | Alumni survey | Annual |
| 7 | KPI-P-07 | Employers' evaluation of the program graduates' proficiency | 3.5/5 | Employer satisfaction survey | Annual |
| 8 | KPI-P-8 | Ratio of students to teaching staff | 1:25 | Annual program report | Semestral |
| 9 | KPI-P-9 | Rate of published research per faculty member | 1:2 | Scientific research committee annual report | Annual |
| 11 | KPI-P-11 | Citations rate in refereed journals per faculty member | 4 Citations | Scientific research committee annual report | Annual |

## H. Specification Approval Data:

| Council / Committee | College Council |
|---|---|
| Reference No. | |
| Date | |