Association of Arab Universities   **Scientific Society of Arab Nursing Faculties**

Guide to Quality Assurance of Nursing Programs in Arab Universities

The Scientific Society of Arab Nursing Faculties

General Secretariat

First Edition

2014

PREFACE

The Scientific Society of Arab Nursing Faculties was established in 1998 under the umbrella of the Association of Arab Universities. The idea of its establishment represented an initiative by Al-Zaytoonah University / Jordan. It also represents an umbrella for all Arab nursing faculties in the Arab world.

The main objective of the Scientific Society of Arab Nursing Faculties is to implement nursing-related scientific and academic activities that would be of a positive impact among nursing professionals in the Arab world, thus leading to further development and thriving of the nursing profession regionally and internationally.

The society is involved in several activities, including conferences, excellence awards and a scientific journal, etc. Among the most prominent activities conducted by the society is the allocation of five awards, including: The Institutional Honorary Award for Outstanding Activities, the Academic Honorary Award for Outstanding Performance, Best Master's Thesis, Best Doctoral Thesis and the outstanding academic research award. For this purpose, three committees were formulated to oversee the society's various activities and projects, these include: Education and Training Committee, the Advisory Committee for Quality and Accreditation, and the Scientific Research Committee. A description of all these committees is listed below:

- **Education and Training Committee**

Formulated in 2011 with the aim at reviewing all academic-related matters as well as student education and training and student exchange. Its first mission was to review the basic nursing courses and to develop a special system to be adopted by Arab countries to facilitate the student transfer among Arab universities.

- **Scientific Research and Development Committee**

Formulated in 2011 with the aim at achieving scientific research-related objectives, and to develop the capacities of nursing faculty members in the Arab universities. Its first accomplishment was the establishment of a unique center for research and studies under the society's umbrella. During the 14th meeting of the society's executive committee that took place in Ain Shams University in Egypt; and based upon the evaluation results conducted by a neutral committee for all faculties, the nursing faculty at the Jordan University of Science and Technology was selected to host this center.

- **The Advisory Committee for Quality and Accreditation of Arab Nursing Faculties**

The objective of the formulation of the Advisory Committee for Quality and Accreditation of Arab Nursing Faculties is to ensure and upgrade the higher education quality in the nursing field, and to strengthen cooperation ties amongst different Arab and international institutions specialized in higher education quality. One of the main objectives if this committee is to support and mobilize quality assurance agencies in the Arab region, develop human resources, establish a cooperation mechanism for quality assurance of higher education in the Arab region and to strengthen regional and international cooperation frameworks to achieve quality assurance of higher education.

The Society had previously developed a guide to academic standards for nursing education that was adopted at the General Assembly meeting that took place in 2009 in Cairo. Therefore; the development of this guide was essential to represent the general framework through which all academic standards will be applied. The objective of this guide is to ensure the quality of nursing education in member faculties through mapping the general framework for the application of all academic nursing education quality standards, and to identify the right mechanism for the evaluation and adoption of academic programs in Arab nursing faculties, whereas the contents of this guide reflect the roles of the society and the Council of Quality and Accreditation in the Association of Arab Universities in the identification and application of quality standards in nursing faculties in the Arab region, besides to assisting those faculties in the development of their academic programs and to achieve quality assurance.

This guide was developed through different phases. The first edition was issued with the participation of the following deans to which we would like to extend our appreciation:

- **Prof.Dr. Awatef Othman (Republic of Sudan)**

- **Prof.Dr. Sabah Al-Sharqawi (Arab Republic of Egypt)**

- **Prof. Dr. Shadia Abdul Qadir (Egypt)**

- **Prof.Dr. Samiha Al-Jarrah (Jordan)**

- **Dr. Asma' Imam (Palestine)**

- **Dr. Manal Zenhom (Jordan)**

- **Dr. Fadia Hasna (Former Rapporteur of Quality and Accreditation Committee/ Jordan)**

The guide was reviewed and amended, taking into account the culture, environment and the reality of educational institutes in the Arab region. This review was conducted by:

- Prof. Dr. Harisa Al-Shimi

- Porf.Dr. Mutaha Gharaibeh

- Prof.Dr. Samiha Al-Jarrah

- Dr. Manal Zenhom

- Dr. Khalid Sulaiman

- Mr. Raed Ali

The Scientific Society of Arab Nursing Faculties also extends its highest appreciation to the Secretariat of the Association of Arab Universities and to the Quality and Accreditation Council, as well as to the Advisory Committee for their continuous technical support provided to the society, without which the development of this guide would not have been possible, namely:

- Prof.Dr. Sultan Abu Orabi / Association Secretary General / Chairman of Quality and Accreditation Council

- Prof. Dr. Mohammad Ra'fat / Assistant Secretary General / Director of Quality and Accreditation Council

- Prof.Dr. Abdul-Salam Ghaith / Adviser to Quality and Accreditation Council

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Dr. Khalid Sulaiman

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Section One

Introduction to Nursing Program Quality

1. Introduction

Our world is witnessing fast-paced development, coupled by information and communication technology revolution and its impact on the educational process, as well as its impacts represented by the higher international competition amongst academic institutes. On the other hand, the academic progress of any society reflects its levels of development and advancement; while such progress relies on the academic institutes; thus reinforcing the need to apply different quality assurance standards in the academic institutes.

The nursing academic field is currently facing various challenges such as securing acceptance for the increasing numbers of students, and the employment of competent faculty members supported by an efficient administrative and technical body, besides to the provision of an interactive learning environment for the introduction of efficient nursing capacities that enjoy the required skills to work and compete in the local, regional and international markets.

Quality assurance is considered as one of the most fundamental pillars for effective education; which explains the great interest of the Scientific Society of Arab Nursing Faculties in ensuring the quality of academic nursing education, represented by the development of the Guide to Nursing Program Quality Evaluation in Arab Universities aiming at applying advanced methods for quality assurance and continuous development and advancement, and for the achievement of the highest possible levels of practice, thus ensuring the provision of highly efficient nursing capacities.

This guide provides a number of standards to be implemented in order to achieve quality assurance and continuous improvement of the nursing program; which could be achieved through the following:

- Exchange of knowledge related to quality assurance and advancement of nursing education in member faculties and to ensure its continuous advancement.

- Development and update of nursing program quality assurance standards while ensuring their application by the member Arab nursing faculties.

- Exchange of best practices related to nursing program quality assurance.

- Enhance the communication among quality assurance agencies in different Arab countries.

- Encourage Arab member nursing faculties to establish their internal quality assurance units in accordance with the common nursing education standards developed by the quality assurance committee under the Scientific Society of Arab Nursing Faculties.

- Continuous advancement of academic nursing education quality through instilling different quality principles and advantages within Arab nursing faculties.

- Building the capacities and capabilities of faculty members and ancillary departments to keep pace with the advancement of science and technology for their application in the nursing field.

- Continuous update of nursing curricula to enhance students' learning and to keep pace with the advancement of science and technology.

Any nursing faculty willing to acquire the quality assurance certificate shall establish a quality assurance unit based on documented and approved academic standards, which would lead to improved performance, taking into account the need to maintain distinctive quality of its outputs besides to the need to maintain public confidence in order to maximize its role in development and advancement. This reflects the significance of this guide for nursing education quality which represents the key for all Arab nursing faculties to establish their own quality assurance unit and to acquire the quality and accreditation certificate after the application of the approved standards and meeting all requirements.

2) Guide Objectives

The goals of this guide include the following:

1. Introduction of quality assurance of academic nursing programs to all member Arab educational institutes and ensuring continuous advancement of such programs of various specializations.

2. Provision of adequate and accurate information related to the different phases of the quality assurance and accreditation of the nursing programs, including the mechanisms and requirements that have to be implemented by member nursing faculties in the Arab region.

3. Identification of quality assurance and accreditation process domains, with the identification of all indicators, components and prerequisites that should be met for the application for the quality and accreditation certificate.

4. Assisting various member Arab academic institutes and nursing leaderships in the development of a self-study for the nursing program in order to promote their performance levels in accordance with the Arab and international standards through a general framework set by the Quality Assurance and Accreditation Council in the Association of Arab Universities for this purpose.

5. Promote competition between different nursing programs provided by Arab academic institutes.

6. Assisting the Ministries of Higher Education in the Arab region to strengthen their efforts for the advancement of nursing programs through the information provided by the Scientific Society of Arab Nursing Faculties.

3) Nursing Program Quality Assurance Domains

The following domains for quality assurance of nursing programs were selected on the basis of the general framework adopted by the Quality Assurance Council in the Association of Arab Universities to ensure the quality of academic programs. These include 10 major domains as indicated in Table 1.

Table (1) Nursing Program Quality Assurance Domains

Domain One	**Program goals and learning outputs**
Domain Two	**Curriculum**
Domain Three	**Education and learning**
Domain Four	**Faculty members**
Domain Five	**Library and learning resources**
Domain Six	**Student progress and performance evaluation**
Domain Seven	**Facilities and services**
Domain Eight	**Nursing program management**
Domain Nine	**Scientific research and external communication**
Domain Ten	**Quality management and improvement**

4) Requirements for nursing program evaluation request

Arab educational institutes may apply for the evaluation of the nursing program and to acquire the quality assurance and accreditation certificate. The application shall be submitted to the Quality and Accreditation Council in the Association of Arab Universities, under the following terms and conditions:

1. The academic institute implementing the nursing program shall be a member of the Association of Arab Universities, and the nursing faculty shall be a member of the Scientific Society of Arab Nursing Faculties.

2. The institute shall have a minimum of three academic graduations of the nursing program under evaluation.

3. Development of a self-study report for the nursing program under evaluation to be enclosed with the application.

4. Payment of the academic program evaluation fees set by the Quality Assurance and Accreditation Council.

5) Nursing Program Evaluation Mechanism and Acquisition of Quality and Accreditation Certificate

Granting the Quality and Accreditation Certificate by the Quality Assurance and Accreditation Council is subject to a number of provisions and requirements that need to be considered carefully, and to be taken into account when applying for the certificate, including:

1. The application for the Quality Assurance and Accreditation certificate for the nursing program shall be ratified by the institute's board, and including the self-study report.

2. Subject to un-met requirements as stipulated earlier; the quality assurance and accreditation council may reject the application for the Quality Assurance and Accreditation Certificate. In this case, the institute may reapply after a minimum period of six months from the date of the rejected application.

3. The Council shall officially communicate with the institute in the event of meeting all requirements indicating the acceptance of application within a period of one month from the date of application.

4. Quality Assurance and Accreditation Council shall appoint a team of experts in the nursing field to conduct the field visit for the evaluation of the applicant institute.

5. The council shall coordinate with the applicant institute to set the date for the field visit. The council shall also request the identification of focal points in order to coordinate the field visit intended for evaluation.

6. The external auditing team submits its report to the Quality Assurance and Accreditation Council within a period of one month after conducting the field visit. This report shall not be considered final unless ratified by the council.

7. The Quality Assurance and Accreditation Council shall notify the academic institute applying for the evaluation of its nursing program about the outputs within two months following the evaluation process through a letter including one of the following recommendations:

    A) Granting the quality assurance and accreditation certificate after reviewing the capacity of the nursing program in meeting the quality assurance standards in accordance with the external auditing team report and recommendation. The council shall announce such accreditation by adding the name of the nursing program and the academic institute to the council's record and website of accredited academic programs.

    B) Conditional granting of the quality assurance and accreditation certificate by the Quality Assurance and Accreditation Council, where the institute will be obliged to meet the requirements listed in the report of the external auditing team. The academic institute shall be granted a specified period of time to meet these requirements prior to granting the certificate to ensure the capacity of the nursing program in meeting the quality assurance requirements. The council shall then announce granting the certificate by adding the name of the nursing program and the academic institute to the council's record and website of accredited academic programs.

    C) Disqualification from granting the quality assurance and accreditation certificate in the event of failure in meeting quality assurance- related requirements, such as the course design, teaching and learning, which are considered as primary requirements for quality assurance and accreditation.

8. The Quality Assurance and Accreditation certificate granted by the council shall be valid for a period of five years.

The Quality Assurance and Accreditation Council shall notify the academic institute with the final outcome, providing the latter with a report that includes the strength points as well as the areas that need further improvement.

Figure (1) reflects a summary of the various steps required for acquiring the quality assurance and accreditation for nursing programs.

	Steps to Obtain Quality Assurance and Accreditation Certificate for Nursing Programs
1	Submission of Quality Assurance and Accreditation request including the self-study report to the Quality Assurance and Accreditation Council in the Association of Arab Universities.
2	• Quality Assurance and Accreditation Council shall formulate the external auditing team in coordination with the Scientific Society of Arab Nursing Faculties. • The team usually consists of three reviewers (One rapporteur and two members)
3	• The Rapporteur of the external auditing team shall identify the following: 1. Appointment for the field visit to the academic institution 2. Visit agenda 3. Visit logistical arrangements
4	• The nursing program assessment visit shall: 1. Be for three consecutive days 2. Be conducted according to the agenda previously scheduled between the rapporteur and the university focal point 3. Be concluded by an oral report to the management of the academic institute
5	• The external auditing team shall submit its report including the recommendation to the Quality Assurance and Accreditation Council. • The Quality Assurance and Accreditation Council shall review and endorse the report and proceed with the quality assurance and accreditation procedures in accordance with the Association of Arab Universities rules and regulations.

6. Field Visit

The auditing team that is usually comprised of three members, and is appointed by the Quality Assurance and Accreditation Council, shall conduct a field visit to the academic institute to review all nursing program-related information for assessment and evaluation purposes. The field visit agenda usually comprises of a number of aspects, most importantly: an interview with the Dean and the Head of Department, as well as with the faculty members, administrative and technical staff, a random sample of students of different academic levels and a sample of university graduates and their respective employers, in addition to attending some lectures and examining the facilities and learning resources provided, and examining various documents and evidence submitted in the self-study report.

7. External auditing report and outputs

The field visit to the academic institution shall be followed by the development of a comprehensive review report for the nursing program to reflect the findings of the auditing team including the results that identify the strength and weakness points as well as the opportunities and potentials for improvement and development of the evaluated nursing program. The report shall be submitted along with the team's recommendation to the Quality Assurance and Accreditation Council in order to take the appropriate decision in relation to the nursing program.

Section Two

Nursing Program Quality Domains

This guide provides clear and precise standards that are inclusive, objective and flexible for the evaluation of nursing programs in the Arab higher education institutes, taking into account the environment and culture of these institutes as well as their realities. Based on the general framework for the academic program quality assurance standards; the nursing program quality assurance standards consist of ten domains that ensure their uniqueness and quality, as reflected in Table (1). Each domain consists of a number of elements and indicators that are usually used in the evaluation of the nursing programs. Such elements may be used to support the academic departments in conducting a self-study for their nursing programs through the development of an evaluation report and the identification of strength and weakness points, in order to eventually achieve an overall improvement and development of such programs, besides to the possibility to utilize such self-study reports by both internal and external auditing teams as a basis for the evaluation and assessment of nursing programs.

The domains are usually utilized for the development of the nursing program self-study report for further assessment and review, whereas each domain consists of a number of indicators that would support its evaluation as per the following:

Domain One: Program goals and learning outputs

The nursing program shall include clear, precise and measurable goals to be used by the auditing team to identify the programs capacity in achieving its goals and learning outputs. The self-study report shall examine the following indicators as a minimum requirement, in addition to the need to include a reference to all evidence and data adopted:

A. A general goal of the nursing program to be clearly documented and promoted among the concerned parties. This goal shall identify the desired knowledge and skills that shall also be aligned with the labor market needs and requirements.

B. A number of detailed and general goals emanating from the overall objective of the nursing program.

C. Conformity of the nursing program goals with the overall policy of the academic institute.

D. Availability of learning outputs and skills (professional, intellectual and general) that are consistent with the stated goals. Such outputs shall be measurable, documented and promoted within the nursing program.

E. The program goals and learning outputs shall be based on local, regional and international benchmarks such as ICN.

F. Availability of measuring tools and mechanisms for the examination and utilization of the learning outputs to review and assess the nursing program.

G. The level of application of learning outputs by graduate students.

H. Involvement of different stakeholders; including faculty members, students, graduates and local community in the identification and assessment of the nursing program goals.

I. Level of understanding of the nursing program goals and learning outputs by the faculty members and students.

Domain Two: The Curriculum

The self-study report shall review the effectiveness of the curriculum in achieving the nursing program goals and outputs, in addition to the need to provide the necessary related evidence and data. A number of aspects shall be reviewed as a minimum requirement, including:

A. Compatibility of the academic plan with the nursing program goals and learning outputs.

B. Availability of a detailed academic plan for the nursing program that outlines all academic courses, including their classification and sequence, besides to outlining the expected credit hours for each course.

C. Inclusion of all knowledge fields, intellectual skills, creative capacities and professional competencies that are sought to be provided to the students.

D. The academic plan is based on the utilization of local, regional and international references.

E. Adequate coverage of different knowledge fields within the specialty, with the total major credit hours to cover 60 % of the overall plan.

F. Availability of a detailed plan for each course to include the following:

   o Course general description

   o Breakdown of academic and practical hours for each course (the credit hour for practical course is equivalent to at least two hours)

   o General objective and detailed goals

- o Course learning outcomes

- o Course detailed contents

- o Lecture schedule

- o Teaching and assessment methods

- o Compatibility of the course outputs with the program's learning outputs

- o Compatibility of the applied assessment methods with the course outputs

- o Course book and references.

G. Curriculum documentation and detailed presentation to all concerned parties.

H. Curriculum modernity and consistency with the most recent nursing methodologies and related scientific research.

I. Curriculum periodical revision.

J. Comprehensiveness and in-depth balance of the curriculum scientific contents

K. Inclusion of nursing field training within the academic plan.

Domain Three: Teaching and Learning

The self-study report shall address the effectiveness of education and learning methods in achieving students' accomplishments and learning outputs in addition to outlining the necessary evidence and data. A number of aspects shall be reviewed as a minimum requirement, including:

A. Diversity of teaching methods in compatibility with the defined curriculum.

B. Effectiveness of teaching and learning methods applied to achieve the nursing program objectives and outcomes.

C. Coverage of theoretical and practical aspects in compatibility with the curriculum.

D. Instillation of the academic process with the outputs of the scientific research identified by the faculty members and the curriculum flexibility to achieving this goal.

E. Contribution of the teaching and learning methods to the development of the basic skills required by the labor market

F. Promotion of self-learning among students.

G. Positive interaction between students and faculty members.

H. Positive interaction between students and the development of team spirit.

I. Utilization of information and communication technology in the academic process.

J. Adoption of an auditing system to periodically assess the teaching process and related procedures.

Domain Four: Faculty Members

The self-study report shall examine the role of faculty members in achieving the objectives of the nursing programs and learning outputs, in addition to the provision of the necessary evidence and data. . A number of aspects shall be reviewed as a minimum requirement, including:

A. Availability of competent and fully-dedicated faculty members in terms of number, experience and specialty.

B. Coverage of all nursing-related knowledge fields.

C. Educational, professional and academic qualification of the newly-recruited faculty members.

D. Continuous academic development of faculty members to keep pace with the modern advancements in the nursing field.

E. Communication between faculty members and technical and administrative cadres.

F. Communication between faculty members and students.

G. Adoption of adequate recruitment and promotion methods.

H. Adoption of a fully-integrated system for periodical assessment and promotion of faculty members.

I. Consistency and service period of faculty members.

J. Level of participation in academic conferences and activities.

K. Extent of responsibility and freedom of faculty members in terms of curriculum assessment and development.

L. Availability of time and circumstances for professional development and academic research for faculty members.

M. The adopted mechanism to attract qualified faculty members.

N. Adoption of sabbatical leaves or any other incentives provided for faculty members.

O. Recruitment of part-time lecturers of significant practical experience working in hospitals and other related training centers.

Domain Five: Library and Learning Resources

The self-study report shall examine the effectiveness of the library and learning resources, including equipment, books, periodicals, etc... In addition to the provision of the necessary evidence and data. A number of aspects shall be reviewed as a minimum requirement, including:

A. Availability of educational equipments, materials, models and appropriate softwares for nursing programs.

B. Compatibility of learning resources with nursing programs.

C. Sound use of learning resources for the academic process.

D. Availability and diversity of books and periodicals and coverage of all nursing-related knowledge areas.

E. Availability of a fully-equipped library in terms of the quality of information, equipments and specialized technical cadres to serve the program.

F. Subscription to nursing-related electronic databases.

G. Availability of an electronic system to administer the educational content and availability of electronic materials.

H. Availability of an electronic system for information research in addition to the availability of electronic libraries.

Domain Six: Student progress and performance evaluation

The self-study report shall examine the level of student progress and academic achievement, in addition to the effectiveness of assessment methods used to measure the learning outputs and the provision of the necessary evidence and data. A number of aspects shall be reviewed as a minimum requirement, including:

a. Level of student attainment of learning outcomes to qualify them for scientific degrees.

b. Students' ability to pass competency exams after graduation, if any.

c. Graduates' success in the labor market and their level of accomplishments.

d. Students' progress and attainment of the required skills at each academic level.

e. Availability of various procedures to enable the students to review and discuss their scores.

f. Efficiency of the adopted assessment methods to identify the students' levels.

g. Diversity of student performance assessment methods and suitability for nursing programs.

h. Role of assessment methods in learning and feedback utilization.

i. Transparency and equity of assessment methods.

j. Availability of internal and external examiners and evaluators.

k. Efficiency of assessment methods in measuring the learning outputs.

l. Utilization of a specific mechanism to encourage students for advancement and innovation.

Domain Seven: Supporting Facilities and Services

The self-study report shall review the effectiveness and compatibility of the supporting facilities and services that help in achieving the outlined educational goals and outputs, in addition to the provision of the necessary evidence and data. A number of aspects shall be reviewed as a minimum requirement, including:

Availability of adequate classrooms, fully-equipped with the necessary tools and devices for the nursing program.

A. Availability of adequate offices for faculty members, fully-equipped with the necessary devices for the nursing program.

B. Availability of adequate laboratories and various work environments that are fully-equipped with modern equipments, educational tools and models required for the nursing program.

C. Availability of a full range of integrated facilities (stadiums, restaurants, showrooms, gyms, oratories, etc..)

D. Provision of adequate internet, printing and other electronic services to the nursing faculty members.

E. Adequacy and ability of faculty members, technical and administrative cadres as well as students to use the learning models and tools located in the laboratories according to their needs.

F. Capacity of graduate employment office to provide all students with the labor market required skills.

G. Availability of a psychological counseling unit.

H. Effectiveness of academic counseling office.

I. Campus internet coverage for students and cadres.

J. Availability of supporting facilities for people with special needs.

K. Provision of all administrative services and facilities for faculty members.

L. Formation of student clubs.

M. Provision of safety and security standards in laboratories for students and staff.

N. Proper restoration of educational resources to ensure their safety and sound use.

Domain Eight: Nursing Program Management

The self-study report shall review the effectiveness of administrative mechanisms implemented at the nursing department in addition to the provision of the necessary evidence and data. A number of aspects shall be reviewed as a minimum requirement, including:

A. Development and adoption of an introductory brochure that outlines the section's goals, vision and mission and the extent of adherence to it.

B. Appointment of an experienced head of department who enjoys ample nursing-related academic and managerial experience to ensure proper management and development of the section.

C. Operation of department council and supporting committees that shall meet regularly, and document their activities and observe the implementation of their resolutions.

D. Provision of an adequate environment that encourages teamwork and delivering as one.

E. Student involvement in decision-making process through their inclusion and participation in the department's committees and councils besides to the utilization of feedback provided by them.

F. Provision of adequate secretarial and administrative support to ensure the section's smooth work.

G. Recruitment of adequate and qualified technical personnel to provide the needed support to the nursing program.

H. Development of skills and building the capacities of technical and professional support cadres to keep pace with the recent development in the nursing field.

I. Availability of an integrated archive section.

J. Provision of an introductory and orientation program for new students.

K. Provision of academic support to students beyond lecture scope.

L. Equal opportunities for student acceptance.

M. Provision of adequate allocations for the nursing program / department.

N. Academic, administrative and financial autonomy to achieve the department's goals.

Domain Nine: Academic research and external communication

The self-study report shall review the department's academic research and external communication capacity in addition to the provision of the necessary evidence and data. A number of aspects shall be reviewed as a minimum requirement, including:

A. Role of faculty members in academic research.

B. Contribution of faculty members to community service.

C. Academic department role in cooperation with hospitals, health centers and related community groups.

D. Any research and cooperation agreements with hospitals, training centers, community organizations, academic institutions and international and regional research centers.

E. Representation of different relevant entities in councils and committees.

F. Communication with graduates and the establishment of alumni club.

G. Provision of a supportive and stimulating environment for academic research.

H. Adoption of sabbatical leaves for faculty members.

I. Adoption of fellowships for faculty members.

J. Student participation in academic research.

K. Scholarships for outstanding students.

L. Organization of workshops and training courses to enhance creativity of faculty members.

Domain Ten: Quality management and improvement

The self-study report shall review the effectiveness of quality management and improvement at the level of the academic institute and the nursing section, in addition to the provision of the necessary evidence and data. A number of aspects shall be reviewed as a minimum requirement, including:

A. Adoption of adequate mechanisms for continuous improvement of the academic process.

B. Establishment of an active quality assurance unit.

C. Adoption of a self-assessment system for all disciplines.

D. Adoption of a quality assurance guide for the documentation of different mechanisms and procedures and for the identification of roles and responsibilities.

E. Links with professional accreditation organizations.

F. Adoption of internal and external evaluation systems.

G. Adoption of adequate mechanisms for continuous academic, professional and educational development for faculty members and supporting cadres.

H. Development of adequate and concise acceptance methods.

I. Level of application of quality assurance mechanisms and procedures and their effectiveness in quality improvement.

J. Department documentation of assessment-and-development-related procedures and data.

K. Utilization of assessment results for development and improvement with the adoption of a documented timeframe.

Section Three

Nursing Program Evaluation

This section outlines the various tools that help the auditing team in the documentation of evidences according to a specified system that facilitates the process of decision-making and ensures its accuracy, followed by the development of the final draft of the self-study report. Nursing program evaluation tools require the adoption of two types of evaluation; quantitative and qualitative, as indicated below:

1) **Quantitative Evaluation**

    In this method, the auditing team members shall focus on gathering quantitative data and indicators. This method allows careful quantitative examination of each element of the academic performance elements, thus focusing on the quality of inputs, procedures and outputs.

    The following represent tables of quantitative data and indicators covering various aspects of the main elements of each domain; these represent a guide for the academic institution during the development of the self-study report besides to providing guidance for the external auditing team during their field visit.

1.   Academic Department Information

Name of Academic Institution: ………………………………………………………………

Administration	Name	Telephone No.	Mobile No.	e-mail
Dean				
Department Head				
Quality Officer				

Faculty: ……………………

Department: ……………….

Number of departments: (…………)

Department date of establishment:

Academic program: ………………………. Starting date: ………………………………

Number of nursing program students:

PHD (   ) / MA (   ) / Higher Diploma (   )/ BA (   )

Number of nursing program faculty members:

MA (   ) / PHD (   )

Adopted teaching program: Semestral / Annual / other

Nursing program credit hours: (   )

Website: …………………………..

2. Department Buildings

Department Buildings	Number	Average space (sqm)	Average number of users	Average number of operation / usage hours
Library				
Auditoriums				
Laboratories				
Computer laboratories				
Educational models				
Administrative staff offices				
Faculty members offices				

3. Department of nursing program and other subordinate specializations

Department (General Program)	Specialized program	Date of establishment	Number of first degree program students	Number of higher degree program students	Number of faculty members MA	Number of faculty members PHD

4. **Department Administrative Personnel according to Academic Level**

Administrative Personnel Academic Level	Number of personnel on permanent staffing	Number of contract employees
Master's degree or higher		
Higher diploma		
Bachelor's Degree		
Technical Diploma		
High School		
No certificate		

5. **Library**

Nursing Program physical resources	Total
Paper books	
Electronic books	
Encyclopedias and dictionaries	
Periodicals	
Electronic Databases	
Research equipments	
Reading seats	
Total library personnel	

6. Department financial allocations

Department's financial allocations for the pre-evaluation year (USD)	Department's financial allocations for the evaluation year (USD)

7. Full-time faculty members by academic rank

Academic rank	Total	Percentage
Professor		
Associate Professor		
Assistant Professor		
Lecturer		
Other ranks (UNESCO seat, distinguished prof, emeritus, etc.)		
Total		100%

8. **Part-time faculty members by academic rank**

Academic rank	Total	Percentage
Professor		
Associate Professor		
Assistant Professor		
Lecturer		
Other ranks (UNESCO seat, distinguished prof, emeritus, etc.)		
Total		100%

9. **Assistant Faculty Members (Lecturers) Categorized According to Titles Granted by the Academic Institution**

Title	Total	Percentage
Total		100%

10. Academic Promotions of Nursing Program Faculty Members

Academic promotions attained during the last three years	Total
Professor	
Associate Professor	
Assistant Professor	

11. Internal Evaluation of Nursing Faculty Members

Annual Evaluation of Faculty Members for pre-evaluation year	Total	Percentage
Excellent		
Very Good		
Good		
Average		
Total		100%

12. Average Weekly Working Hours for Nursing Faculty Members

Type of work	Average weekly working hours		
	Professor	Associate Professor	Assistant Professor
Lecturing			
Office hours with students			

Thesis supervision			
Academic Research			
Student Guidance			
Committee Membership			
Community Service			
Total			

13. Average Lecturers' Workload for the current Semester of the Nursing Program

Academic Rank	Total Identified Working Hours	Total Workload
Professor		
Associate Professor		
Assistant Professor		
Lecturer		

14. Total Number of Students by Academic Program and Gender

Academic Program	Males	Females

15. Total Number of Students in the Academic Department by Major and Academic Level

Academic Program	Department	Total Number of Students According to Academic Level				
		First	Second	Third	Fourth	Fifth

16. Number of dismissed, withdrawing and deferred nursing students in the last three years

Year	Total dismissed students	Total withdrawing students	Total deferred students

17. Rankings of Graduate Students during the Last Three Years *

Ranking		Excellent	Very Good	Good	Average	Weak	Total
For the year (…)	Number of Students						
	Percentage						
For the year (…)	Number of Students						
	Percentage						
For the year (…)	Number of Students						
	Percentage						

* Academic Institution rankings may be used

18. Students Aggregates and Average Number to Nursing Faculty Members

Indicator	Total in Evaluation Year	Total in Pre-evaluation Year	Proportion of Faculty Members to Students	Average Increase or Decrease compared to pre-evaluation year
Total Number of Bachelor's Degree Students				
Total Number of Post-Graduate Students				
Total Number of Faculty Members				
Total Laboratory Technical Staff				
Total				

19.   Information related to graduates in pre-evaluation year

Number of Graduates by Gender		Graduate Affairs Coordinator	Total Number of Higher Graduate Degree Seeking Students	Ratio of Enrolled Students to Graduates	Average Nursing Program Graduate Study in years
Males					
Females					
Total					

20. Nursing Program Requirements

	Requirement Type	Total Credit Hours	Percentage
1.	University Requirements		
2.	Faculty Requirements		
3.	Mandatory Requirements		
4.	Elective Requirements		
5.	Optional Requirements		
	Total		100%

21. Academic Research and Activities during the Pre-evaluation Year

	Indicator	Total
1.	Academic research published in indexed and specialized international journals	
2.	Academic research published in Arab journals	
3.	Academic research published in local journals	
4.	Academic articles by faculty members	
5.	Curricula published by faculty members	
6.	Translated books by faculty members	
7.	Faculty members on research contracts	
8.	Discussed higher diploma thesis	
9.	Discussed Master's thesis	
10	Discussed Doctoral Thesis	
11.	Conferences, seminars and workshops organized by the department or the	

	faculty	
12.	Internal and external conferences, seminars and workshops attended by faculty members	
13.	Faculty members participating in conferences, seminars and workshops	
14.	International conferences attended by faculty members	

22. Program Scientific Awards Granted in the Last Five Years

Award	Grantor (local, Arab or international)	Area of Specialization	Name of Faculty Member	Granting Date

23. Accomplished Results in Community Service during the Pre-evaluation Year*

Accomplishment	Total Number
Technical and industrial exhibitions and book fairs	
Cultural seminars and academic conferences and workshops	
Academic consulting provided to community organizations	
Addressing social issues	
Development of computer software and technologies	
Temporary and permanent academic, social and cultural committees attended by faculty members or administrative staff with the participation of various entities, ministries, associations and unions	
Contribution to academic societies	

* Other accomplishments and activities may be added as deemed appropriate

3)   Qualitative Evaluation

The implementation of this method requires the use of several tools and methodologies, including: discussions, interviews, observations and remarks, record examination, case studies and review of different measures and questionnaires, among others, thus applying the qualitative evaluation method. The auditing team shall then summarize the findings and outputs by answering the outlined criteria to reflect the level of nursing program quality in light of the collected data and evidence. The emphasis here shall be on the quality of inputs, processes and outputs, which entails the need for the assessor to use his/her expertise and the utilization of various tools and measures, besides to examining the different factors at the department under evaluation and their impact on student attainment levels, teaching and learning quality, students behavior and attitudes and overall development.

The qualitative evaluation of each quality domain identified by the Quality Assurance Council includes a number of indicators that cover various aspects of each domain to provide guidance for the academic institute during the development of the self-study report. External evaluators shall examine and analyze these domains for their evaluation during their field visit to the academic institution. The following are a number of indicators examined by evaluators for each domain.

1. Learning Goals and Outputs

	Indicator
1.	Clear and specified goals of the nursing program.
2.	Nursing program mission is translated into measurable goals.
3.	Involvement of faculty members and students in the formulation of the nursing program mission.
4.	The nursing program mission is based on the faculty's goals and vision reflected in planning and decision-making process.
5.	Measurable nursing program goals and learning outputs.
6.	Nursing program goals and learning outputs are approved by the faculty board.
7.	Nursing program mission, goals and learning outputs are declared to the

	community, faculty members, administrators and students.
8.	Nursing program goals and learning outputs include the graduates' expected results.
9.	Nursing program goals and learning outputs focus on the access to studying and specialization opportunities and in-depth knowledge acquisition.
10.	Nursing program goals and learning outputs focus on promoting academic research, intellectual independence and teamwork spirit.
11.	Nursing program goals and learning outputs include the orientation to advanced technology and building the required capacities to absorb and utilize such technologies in the area of specialization
12.	Nursing program goals and learning outputs focus on the linkages between academic education and various labor sectors.
13.	Nursing program goals and learning outputs focus on the integration of modern learning methods that would trigger the student's capacity to creativity and innovation.
14.	Involvement of faculty members and students in the development of the nursing program.
15.	Nursing program goals focus on the linkages between academic education and various labor sectors.
16.	Active and documented participation of stakeholders in the revision of the program goals.
17.	Program goals are published in students guide and the institution's various channels.

2. Curriculum

	Indicator
1.	The curriculum is aligned with the institution's overall philosophy to achieve its mission and goals, as well as meeting the aspirations and expectations of students and community.
2.	The department shall provide full definition of each program components in terms of the applied system (semestral, annual, credit hours)
3.	The department shall ensure clarity and coherence of various roles of all parties involved in the program development and review (Faculty board, committees, others).
4.	The department shall ensure compatibility of academic programs with the needs of community, labor market, and knowledge development requirements
5.	The department shall ensure compatibility of the nursing program learning outputs with the local and international higher education standards through the evaluation of the learning outputs, programs, courses and certificates.
6.	The development of the nursing program shall take into account various observations and opinions of specialists, professionals and beneficiaries.
7.	Academic programs shall be periodically reviewed and examined.
8.	Operation of a certified department for the evaluation of students' field training.
9.	Integrated files for each course shall be maintained including detailed data.
10.	Development of a special kit for the academic requirements for the last two semesters to include course description, student homework, exercises, projects, tests, grade breakdown and others)
11.	The section shall provide advanced curricula that keep pace with modern developments while ensuring their quality and continuous advancement.
12.	The section shall compare each course's material with other courses adopted in distinct academic institutions.
13.	The section shall outline a list of approved resources for each course
14.	The curriculum and its contents shall respond and cover various skills required for

	the labor market.
15.	The curriculum shall respond to academic thinking and self-learning development skills.
16.	The curriculum shall take into account the basic principles, theories and trends and different schools in the nursing field.
17.	The curriculum shall take into account the deep academic knowledge utilized in teaching basic nursing-related subjects
18.	The curriculum shall take into account the sound use of concepts, terminologies and content.
19.	The curriculum shall take into account the experience in the utilization of skills acquired by students during their study years in their work or for the completion of postgraduate studies.
20.	The curriculum shall take into account the modern and contemporary trends and issues related to the nursing field.
21.	The curriculum shall take into account the link between the field's academic knowledge and other knowledge fields.
22.	The curriculum is documented and published along with all related details to different stakeholders.

3. Teaching and Learning

	Indicator
1.	A clear documented plan for teaching and learning strategy to achieve its mission and goals.
2.	A clear vision that reflects the required level of information and knowledge
3.	A defined mechanism to review the teaching and learning strategy in light of the examination results and the student and faculty members opinion survey results.
4.	Equipment modernization and diversification in line with each knowledge subject

	requirements.
5.	The department shall ensure the link between adopted teaching methods and academic program goals, as well as with the academic content and desired academic results.
6.	The use of diverse teaching methods, including lectures, discussions, brainstorming, report writing among others.
7.	Courses shall include specific areas for self-learning development
8.	Application of adopted measures in relation to the university book
9.	Provision of effective field training courses in accordance with the students' actual needs and the faculty's goals.
10.	Application of specified and concise mechanisms for the implementation, monitoring and evaluation of field training courses.
11.	Application of appropriate models for student evaluation during and after field training.
12.	Ensure the effectiveness of field training courses in achieving the desired goals (through the collection of student opinions and evaluation result analyses)
13.	Implementation of evaluative research on the used teaching methods.

4. Faculty Members

	Indicator
1.	A clear vision of the departments' need of faculty members
2.	Employment of a sufficient number of qualified faculty members for the implementation of academic programs and provision of educational services
3.	Application of clear and transparent measures for the selection of faculty members
4.	Application of professional capacity building and continuous development

	programs for faculty members.
5.	Development of statistics and data for faculty members and support staff broken down according to academic ranking, degrees, experience, etc…
6.	The department shall apply teaching hours related instruction according to faculty members' academic degrees
7.	Each faculty member shall provide academic guidance for a specified number of students throughout their academic years.
8.	Faculty members are allowed to participate in temporary and permanent academic committees within and beyond the department.

5. Library and Learning Resources

	Indicator
1.	Provision of different facilities including the library, internet halls, electronic databases and others.
2.	Guidance for the use of different devices installed in laboratories and other facilities.
3.	Provision of educational technologies and equipments required for the teaching process (including data display and overhead projectors, slideshows, etc…).
4.	Documentation of student utilization of the library and computerized learning resources
5.	Availability of media library and educational slides
6.	Provision of the required time for assisting library users
7.	Adequacy of library and academic contents with the academic program
8.	Adoption of a specified classification program according to the Congress library or Dewey Decimal System
9.	Availability of nursing-related references, journals and periodicals

10.	Application of a computerized system for research and book lending purposes.
11.	Operation of a nursing laboratory that is fully equipped with the necessary teaching tools and materials.
12.	The use of laboratories and equipments is regularly monitored and evaluated.
13.	Adequate provision of field and practical training resources including facilities and sufficient number of study conditions, devices and other supporting equipments.
14.	Field training capacities are regularly developed to meet the training requirements and to ensure better quality of services provided to beneficiaries.
15.	Access of faculty members and students to various information for self-learning for improved provision of nursing care services.
16.	Use of computerized tools, internal and external networks for communication purposes in a coordinated manner along with the library services provided by faculties.
17.	Computer applications are an integral part of practical education according to the academic guidance and graduate preparation for continuous education and professional development.

6. Student Progress and Performance Evaluation

	Indicator
1.	Selection criteria is of a high quality
2.	Number of selected students us based on established plans
3.	Application of admission tests to examine students' academic and intellectual skills
4.	Application if behavioral penalties
5.	Maintenance of file record for each student indicating his/her behavioral attitude, activity, academic and social levels

6.	Distribution of orientation guides among newly-admitted students for the introduction of the department and facilities
7.	Students are engaged in decision-making and problem-solving in relation to students affairs and academic aspects
8.	Introduction of graduates qualifications to labor markets seeking to provide job opportunities for them
9.	Provision of statistical information related to students' numbers to be classified by gender, academic levels, academic programs, social and economic status, etc.
10.	Organization of informative social and recreational activities
11.	Collection of students' feedback in relation to teaching and learning quality
12.	Collection of students' feedback in relation to the assessment of the teaching process
13.	Attraction and selection of outstanding students by encouraging them to enroll in the academic programs
14.	Assessment of students' academic attainment levels and submission to the board
15.	Exploration of employers' views in terms of the desired graduate's quality and academic levels in all disciplines to identify deficiencies in skills for adequate amendment
16.	Scrutiny of students' academic background upon enrollment
17.	Conduction of regular student feedback surveys in relation to complementary services (sport activities, university cities, restaurants, parking lots, and others).
18.	Organization of extracurricular activities to deepen the ties between the faculty members and the students
19.	Student assessment methods are in harmony with the content of academic courses
20.	Measuring the various levels of knowledge among students through examination
21.	Diverse student assessment methods that are not limited to written tests

22.	Applied assessment methods enable the assessment of targeted educational outputs
23.	Compatibility of student evaluation methods with the content of academic courses
24.	Utilization of student assessment results and external audit reports related to academic programs and courses in the application of corrective actions and identification of academic programs and courses
25.	Examination timetables are announced in adequate dates for students
26.	Storage and retrieval of students information and grades using adequate and up-to-date information systems and databases
27.	Availability of an auditorium and any other halls according to the nursing program nature and requirements
28.	Availability of a meeting room
29.	Availability of a cafeteria for faculty members

7. Facilities and Services

	Indicator
1.	Compatibility of building design and use.
2.	Compatibility of building space and capacity.
3.	Availability of adequate auditoriums in terms of space, ventilation lighting, etc..
4.	Adequate offices and facilities are provided for faculty members.
5.	Adequate provision of a library, internet hall, databases, etc.
6.	Safety and security measures are applied within all facilities.
7.	The department provides clear instructions for the use of all devices and equipments in laboratories and units.
8.	The department provides training opportunities for faculty members on the different types of utilized educational technologies.
9.	The department applies modern business methods for administrative operations.
10.	Student-related data and grade records are maintained and retrieved through adequate and modern data bases and information systems.
11.	The department provides a conference room and other types of rooms depending on the nature and requirements of the nursing program.
12.	Availability of a meeting room.
13.	Availability of a cafeteria for faculty members.

8. Nursing Program Management

A. Department Leadership

	Indicator
1.	Nursing department exhibits leadership characteristics that are consistent with the nursing program overall quality requirements
2.	The nursing department provides adequate environment and human relations within the department to ensure the success of the educational process
3.	The nursing department ensures the best utilization of human and technical resources
4.	The nursing department constantly meets the needs for new academic disciplines
5.	The nursing department supports advancement of scientific research

6.	The nursing department collects community views and proposals in the advancement of nursing program performance
7.	The nursing department ensures the establishment of effective working ties between the senior management and faculty members
8.	The nursing department exercises all vested authorities
9.	The nursing department ensures enhanced interaction with local community institutions
10.	The nursing department takes into account the views of students' representatives in the spcialized councils
11.	The nursing department is keen to solve work-related issues
12.	The nursing department takes into account the views and proposals of the departments' staff as well as addressing their complaints
13.	The nursing department monitors its field performance
14.	The nursing department encourages in order to improve performance at work
15.	The nursing department runs an information system that meets the planning and decision-making requirements
16.	Decisions are made through competent councils and academic committees that will make all related decisions

B. Department Plans

	Indicator
1.	The department has future action plans indicating the methods adopted to achieve its goals
2.	The department plans are flexible to academic developments
3.	Department plans are reviewed periodically and adjusted accordingly
4.	The department engages faculty members, students, specialists and beneficiaries

	in the development of the annual plans and decision-making
5.	The department submits a comprehensive plan for all sections and divisions within its academic program
6.	Nursing program programs are applicable into projects
7.	The department provides an internal auditing system for plan results to ensure continuous improvement
8.	The department provides the required statistical information related to the total number of staff, faculty members, including their qualifications, experience, resumes, etc..

9. Academic Research and External Communication

	Indicator
1.	The department adopts clear mechanisms to monitor the implementation of the research plan
2.	The department's research plan is consistent with the available human and financial resources
3.	The department documents the research plan to be approved by the board
4.	The department provides an adequate environment for academic research thus encouraging faculty members to conduct community and labor market related research
5.	The department supports the implementation of joint research
6.	The department works under a cooperation framework with academic and research institutions to conduct joint research
7.	The department utilizes its academic research activities to address community-related matters and for development purposes
8.	The department gives the priority to field academic research of financial return to the community and its organizations

9.	The department encourages innovative research leading to new scientific horizons
10.	The department adopts various ways to support, motivate and encourage researchers
11.	The department encourages faculty members to attain scholarships locally and internationally.
12.	The department encourages faculty members to participate in conferences, seminars and symposiums locally and internationally.
13.	The department serves various local production sectors through research teams.
14.	The department utilizes the academic research results in the development of the academic courses
15.	The department provides research skills development courses (academic research development skills) for research assistants
16.	The department supports research assistants and students to participate in research projects
17.	The department allocated the required financial budget for scientific research and publication
18.	The department provides various equipments and tools required for research activities in addition to the application of the adequate rules to ensure their efficient use
19.	Students participate in academic conferences and seminars
20.	Students participate in academic research
21.	The department seeks to build relations with the medical institutions prior to students graduation and employment
22.	The department organizes academic, cultural and development workshops
23.	The department provides consultations to public and private community organizations
24.	The department encourages faculty members participation in community service

25.	The department supports faculty members participation in conferences, workshops and seminars
26.	The department conducts periodical surveys intended to collect the views and feedback from employing institutions to identify its graduates' capacities and competencies
27.	The department provides services in its areas of specialization to various community groups
28.	Strategies are developed to identify community needs and requirements and setting the priorities for community medical care
29.	Establishment of research cooperation agreements and joint committees between the faculty/ department and the stakeholders that will improve the success of the programs and achieving its goals
30.	Conduction of joint research based on addressing the health problems of the community and employees of medical institutions to find the required solutions

10. Quality Assurance and Development

	Indicator
1.	the faculty operates a quality assurance unit
2.	Availability of ratified annual plans based on the program's self-study results, where a periodical assessment for strengths and weaknesses is conducted in accordance with these results for development and improvement.
3.	Availability of special evidence for the quality of the academic programs according to which action mechanisms are applied
4.	The department conducts periodical self-study for its programs
5.	The department enjoys close relations with academic accreditation institutions
6.	The department adopts internal and external assessment methods
7.	The department applies activated mechanisms to ensure continuous

	improvement of the academic progress
8.	The department adopts effective mechanisms to evaluate the performance of the faculty members
9.	The department adopts specific mechanisms to ensure continuous academic development of faculty members and support staff
10.	The department adopts clear mechanisms for student admission
11.	Application of quality management mechanisms and procedures for quality development
12.	The department documents all evaluation and development related data and procedures
13.	Evaluation, development and improvement outputs are used according to a specified timeframe.
14.	The nursing program was evaluated by external parties
15.	The department adopts the results of the evaluation report for the development of different plans aiming at improving all performance aspects.
16.	Availability of financial and moral support to conduct evaluation studies

Section Four

Self-study Report

The self-study is that stage of quality assurance carried out by the institute to evaluate its academic program by comparing quality assurance standards (Domains) adopted by the institute and their implementation through the examination and identification of data and information availability and the various evidences reflecting their implementation. The report

will then be issued based on the self- study for the verification of evidence, followed by the development of a specified plan for quality development and improvement. This report shall represent the baseline document to be adopted by the external auditing team during their visit to the academic institute, being as the general framework for the evaluation of academic program quality in accordance with the scientific and objective terms.

Quality assurance measures and related indicators were formulated in a way to provide guidance for quality assurance purposes where the current situation is being compared with the adopted standards to develop the self- study, thus leading to the improvement and development of educational quality through the development of specified strategies to redesign the learning environment and teaching methods. The self- study consists of several domains based on the academic quality standards, as well as particular procedures related to preparation, evaluation and report development methods that are outlined in this guide in accordance with the guidebook published by Quality Assurance and Accreditation Council in the Association of Arab Universities that includes the general framework for all procedures.

The self-study report outlines an explanation for all aspects of academic levels, as well as the aspects of the quality of educational opportunities, and the strengths and weaknesses of the academic program, thus identifying the current weaknesses of the academic program and the mechanisms and solutions adopted to addressing them, in addition to highlighting any weaknesses that had emerged in previous evaluations and the adopted mechanisms to addressing them, besides to the aspects requiring further improvement in the academic program. Whereas the main objective of the evaluation process is to achieve further development and improvement, which will not be possible unless the self-evaluation process is being objectively conducted, while reflecting its outputs within the university plans to enhance the strength points and to address the weaknesses with the utilization of the available opportunities for improvement and ensuring the institute's keenness and willingness along with enhancing teamwork spirit.

Report development shall be based on transparency and accuracy, while avoiding narration. It should also be based on analysis and drawing outcomes based on the provided realities and supporting evidence. This report shall be adopted during the overall mission of the external auditing and review team. Accuracy of information is fundamental for report development, as they will be examined and verified by the team during their field visit. It should also be noted that any incorrect information or data will adversely affect the evaluation results.

The report shall include the following as a minimum requirement:

1) Introduction

A brief overview about the university, faculty and nursing department requesting the evaluation of its program, where the evaluation team identifies the correlation and harmonization of the nursing program goals and the mission of the faculty and the university, in addition to the level of progress in achieving these goals.

The following outlines some of the information that should be reflected in the report:

A. University overview

A paragraph describing the foundation of the university, along with its faculties and academic programs, the number of students, faculty and administrative department members.

B. University Mission

A paragraph outlining the university's goals, vision and mission.

C. Nursing Department Overview

A paragraph outlining the faculty' foundation, departments and academic programs, the number of students ,faculty members and support staff, in addition to any other evaluation-related information such as the latest program evaluation and the evaluating agency.

2) Evaluation of Nursing Programs

The evaluation of the nursing programs is implemented in accordance with the domains set in Table (1). Each domain is evaluated separately based on the listed indicators.

The domain evaluation addresses five parts, namely:

A. Description of all activities and procedures undertaken by the department (Nursing Department) to achieve all related aspects.

B. Domain's strength points as deemed by the department.

C. Domain's weakness points as deemed by the department.

D. Possible applicable methods for the development and improvement of the domain's aspects.

E. Reference to various evidences reflecting the activities carried out by the department.

3) Report Annexes

A set of key documents in the form of detailed annexes reflecting the report's contents shall be enclosed with the self-study report, including the following:

A. Nursing program criteria document.

The report shall outline detailed and clear information about the nursing program criteria. The following shall be listed:

- Learning outcomes related to the nursing program in terms of knowledge and understanding, mental and cognitive skills related to the nursing program under evaluation and the general skills that should be acquired by the student, in addition to the identification of the relation between the academic courses and these outputs and the adopted learning and evaluation methods.

- Teaching and learning methods that enable the student to acquire the learning outcomes, in addition to the adopted benchmarks to determine the student's progress level.

- Curriculum structure and the correlation between various courses, indicating all required courses along with the identified credit hours and requirement type (University requirement, faculty requirement, specialty requirement, or electives) for the different academic years (first, second, third, fourth, and internship year – if any-).

B. Information related to students, faculty members and support staff

The report shall outline detailed information about students, faculty members and support staff. The following is the minimum set of information that shall be included:

- Acceptance mechanism.

- Lowest and highest grades and the number of admitted students during the last five years in all programs, including the nursing program under evaluation.

- Student progress table for the last five years indicating the annual number of admitted students along with their progress at each academic level (First year, second, third, fourth). The progress here refers to the total number of students after completion of the current level.

- Faculty members table and their academic qualifications, indicating the member's name, academic level, highest academic rank, date of attainment, location of academic institution, major, minor, research fields, teaching load, and the year of employment.

- Support staff table and their academic qualifications, indicating the staff member's name and the highest academic level, location and date of attainment and the year of appointment.

C. Learning Resources

The report shall outline an indexed table including various detailed information that have been developed and presented to the external team in relation to the nursing program equipments, halls, books and periodicals, internet facilities and others.

D. Supporting Documents

The report shall outline an indexed table for the supporting documents developed and presented to the external team during their field visit. These documents may include the minutes of the department's meetings, the minutes of the department committee meetings, internal evaluation reports, external evaluation reports, survey results, student feedback, accreditation reports, the academic plan for the nursing program and the desired mechanism for development, a sample of student's exams, a sample of student's reports and homeworks, sample academic plans, employers reports, reports related to any academic activities conducted by the nursing department, the student guide, any orientation guides related to the department and the program, guidance and grading mechanisms, and others.

Section Five

Appendices and References

3. **Appendices**

   Concepts and terminologies

   - **Quality**

The integration of various features and characteristics of a specific product or service in a manner that ensures meeting specified or implicitly known needs and requirements, or is a set of properties and features of a specified entity reflecting its ability to meet the specified or anticipated requirements of the beneficiary.

- **Quality Control**

  A system that is intended to achieve the desired outcomes of a product by examining various samples, it is also known as "the supervision of the production processes for the provision of a commodity at the lowest cost and of the desired quality in accordance with the product quality standards". It is considered as the key step that precedes quality assurance.

- **Quality Assurance**

  Refers to the processes and procedures that systematically monitor various aspects of a specified process or service to ensure the application of quality standards.

- **Evaluation**

  A set of procedures and methods that are applied according to the evaluation results, thus ensuring the implementation of the accepted standards to achieve the targeted quality levels in the academic institutions.

- **Qualitative Evaluation:**

  Including various tools and methods such as discussions, interviews, observations, record review, case studies, measures, questionnaires and others. In light of the information, data and evidence collected by the team, the latter summarizes the outputs and conclusions through answering the statements indicating the performance of the academic institute. The emphasis here should be on the quality of inputs, processes and outputs, while the evaluator shall utilize his/her experience, measures and tools at the time of the final evaluation.

- **Quantitative Evaluation**

  The evaluation team shall focus on digital listing of the evaluation results. Such method allows careful quantitative examination of each performance indicator, thus focusing on the quality of inputs, processes and outputs.

- **Academic Program**

  A set of mechanisms aiming at providing various skills and knowledge within the university and abroad to achieve the desired learning outputs of a specific academic program within a specified period of time.

- **Curriculum**

  A unique and structured set of academic courses for the attainment of the academic degree (Bachelor's degree, Diploma, Master's Degree, etc.)

- **Program Specifications**

  Identifying the program's specifications including goals and objectives, structure and content of various elements (Packages, modules, courses, etc..) and the desired learning outputs, teaching and learning methods, evaluation and significance of each evaluation component.

- **Graduate Specifications**

  A set of characteristics that should be met by the graduate, including the acquired knowledge and skills qualifying him / her for work, future learning and academic research in the field of specialization.

- **Intended Learning Outcomes**

  1. **Knowledge and Understanding**

     The essential information, knowledge and concepts that should be acquired by the student upon completion of the academic program (Nursing) for graduation purposes.

  2. **Cognitive Skills**

     The skills acquired by the graduate student upon completion of the academic program such as debating skills, evidential, critical and creative thinking such as problem solving.

3. **Practical Skills**

   The ability to use the academic course in professional applications that must be acquired by the student upon completion of the academic program.

4. **General Skills**

   The set of skills that should be acquired by the graduates to improve their professional performance, or that would help them to change their approaches in accordance with the labor market requirements. These skills include four major groups: Foreign language, information technology utilization, communication and management. The academic institute shall identify the minimum set required in accordance with its mission.

- **Academic Qualifications**

  Granted upon the student's completion of the program, such as a certificate, diploma or a bachelor's degree.

- **Performance Indicators**

  Qualitative and quantitative standards, used to monitor performance levels over time to identify the extent of meeting the agreed performance levels. Such indicators represent evaluation points that monitor progress made for meeting the standards.

- **Accreditation**

  A set of procedures and processes conducted by the accreditation committee to ensure the application of the quality prerequisites by the academic institution, and to ensure consistency of its programs with the approved standards, as well as to ensure the adoption of quality assurance programs to ensure continuous development of its academic activities in accordance with the prerequisites set by the committee. This shall enable Arab universities to acquire a distinct identity through reflecting the success of all quality development steps.

- **Institutional Accreditation**

  The accreditation of the academic institute according to a specified criterion related to the efficiency of its facilities and resources. This includes staff and the

provision of supporting academic and student services, curricula and progress levels of students, faculty members, along with other components.

- **Programming Accreditation**

  The recognition of the academic program of the academic institute or any of its departments, ensuring the quality of such programs and their consistency with the granted certificate in accordance with a specified criterion. Such accreditation is known as the Specialized Accreditation.

- **Professional Accreditation**

  An integrated set of procedures aiming at ensuring the quality of the professional member's development and quality of performance within law, education or medicine programs among others to a level that facilitates his/ her completion of licensing requirements and the renewal of the professional license.

- **Standards**

  A standard represents the basis of comparison and evaluation. In this context it refers to the required standards of good and acceptable university education, namely: quality assurance, increased effectiveness, competitiveness on the global educational arena. The standard is a benchmark guiding the evaluation of university performance in a certain Arab country through its comparison with the desired levels. Moreover, standards may be in the form of levels set by an external party, or performance levels in another academic institute that is selected for comparison purposes.

- **Input**

  The overall size of resources allocated for a particular purpose, which are used for the operation of a system, including human, physical, financial and technical resources, information and time.

- **Processes**

  A series of correlated activities and communications that are designed to achieve a specific goal. The process includes one or more of the specified inputs and converts it to specific outcomes. It may also involve different roles, responsibilities, tools and administrative control mechanisms that may be

necessary for the outcome delivery in a reliable manner. The process shall include a definition of policies, specifications, instructions, activities and implementation instruction of needed.

- **Output**

  A set of rules required for implementation, or a set of written instructions that outline the agreed steps for the accomplishment of a specified task or a group of tasks.

- **Procedures**

  A set of rules required for implementation, or a set of written instructions that outline the agreed steps for the accomplishment of a specified task or a group of tasks.

- **Institute**

  Any public or private academic institution that provides regular academic programs of no less than three years following the attainment of the secondary certificate or its equivalent. It aims at granting an academic degree. This term refers also to scientific research centers and institutions.

- **Vision**

  The mental visualization of the institute's future, it identifies the desired academic position that it aims to achieve, locally or internationally, or in comparison with other competing institutions. This term refers also to its future plans.

- **Mission**

  The mission represents the institute's goals. It shall carefully define its merits by indicating its role in meeting the needs of the targeted community, student and graduate criteria, as well as the cultural and moral framework adopted for the achievement of its priorities.

- **Goal**

The goal is the purpose or objective. The institute's goals are the ultimate objectives that it seeks to achieve through its graduates; considering such objectives as the final outcome of the students' overall progress throughout their academic years until their graduation.

- **Teaching and Learning Methods**

The methods adopted by lecturers to help the students in achieving the desired academic results for any course, such as data analysis and decision-making, self-learning, practical skill development and testing, and result-based analysis.

- **Academic Quality**

A documentation process of all programs and procedures and the implementation of rules and regulations. It aims at achieving qualitative learning and student development in all aspects; intellectual, physical, psychological, spiritual and social.

- **Academic Quality Assurance**

The process through which the academic standards related to the mission of the academic institute are identified and met in accordance with the national or international corresponding standards, besides to the verification of quality of the various opportunities of learning, scientific research, community participation and environment development and whether they are consistent with or beyond the expectations of all stakeholders benefiting from the services provided by the academic institute.

- **Indicators**

What may be utilized to distinguish between the good and bad practices within the educational process. According to "Al-Mawrid" dictionary, it is defined as the evidence used to reflect the status or the characteristic of any aspect. Indicators are the evidences used to reflect the institute's commitment to the application of the overall quality concept.

- **Academic Guide**

The faculty member assigned to oversee the students' overall progress in terms of the academic program.

- **Institution Goals**

  The expected results aimed by the institution translating its mission. These goals draw the institution's expected results that shall be formulated in accordance to priorities.

- **Assessment**

  Measuring the quality of performance of each activity with a view to continuous development for future performance.

- **Community Involvement**

  The voluntary contribution of the academic institutes in various social and environmental aspects.

- **Annual Report**

  Developed by the institute by the end of each academic year, and is based on the reports of the academic programs and various activities implemented by the institute to achieve its mission and goals.

- **Auditing**

  A structured process that aims at collecting objective evidence relating to the verification of activities and practices, and their compatibility with the standards in order to deliver the results to the parties using this information.

- **Internal Auditing**

  An experienced staff member who evaluates the extent to which quality standards are applied by the institute or the program.

- **External Auditing**

  An experienced person from an external entity who reviews the overall situation of the institute or program under evaluation in accordance with the self-study and the institute's internal audit results.

- **Stakeholders**

  A group with interest in the academic activities provided by the institute in terms of effectiveness of the applied systems and plans to ensure the quality of the

learning outputs. Stakeholder identification is based on the institute's mission and goals as well as its programs and activities, this includes: students, faculty members, parents and community institutions.

- **Domains**

  A set of elements related to a process or a shared resource. For this guide, domains refer to standards with each standard consisting of a set of indicators.

- **Self-study**

  An Internal performance quality evaluation, which represents a significant element of the quality assurance process through which the academic institute is being evaluated based on the adopted academic standards.

2) References

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