



# **Nursing Program Report**

**Faculty of Nursing  
Zagazig University**

**2019-2020**

# Programme Report

## A- Basic Information

- 1- Programme Title: **Bachelor Degree in Nursing Science**
- 2- Programme type:    Single ☒    Double ☐    Multiple ☐
- 3-Department(s):7
- 4-Co-ordinator:**Dr/ Amina Saad Genad**
- 5- External evaluator:**Dr/ Shadia abd Elkader/ Dr/ MohgaAbd El- Aziz**
- 6- Year of operation **2019**
- 7- Academic year/2019/2020**                      **Semester/ 8 semester**

## B- Statistic

- 1-Numberof students starting the program. Students 2164
- 2-Ratio of students attending the programme this year to those of last Year:2164:1747
- 3-Number and percentage of students passing in each year/Level/Semester
- First year: 677 (31.3%)                      second year 555(25.6%)
- third year:473(21.8)                      and fourth year: 460 (21.3%)
- 4-Number of students completing the programme and as a percentage of those who started:
- 5-Grading:

Year	Excellent	Very Good	Good	Accepted	Weak	pass	Pass with lagging materials	Fail	Separated
First	28	164	267	107	2	572	34	66	13
Second	93	202	167	17	-	479	56	12	10
Third	153	192	89	10	-	441	19	10	5
Fourth	153	202	80	3	-	434	10	10	6

### Percentage in each grade

Grade	Pass	Percentage	Fail	Percentage
First (N=677)	606	89.5%	66	9.7%
Second(N=555)	535	96.4%	12	2.2%
Third (N=473)	460	97.3%	10	2.1%
Fourth (N=460)	444	96.5%	10	2.2%

- 6-First destinations of graduates: the students now in the training year

## Academic Standards

### 1- Achievement of program intended learning outcomes required:

#### First year

Course code	Course title	No of units	Weekly hours		Program ILOS covered (by No)
			Lec	Lab	
First term/ Total no/week / 15 wk					
NUR 101	Medical Surgical Nursing	5	4	12	A2*,A3*, A5*, A6*, A10*,B4*,B6*,C1*, C2*,C12*, D3*, D5*E1*E2*E3*
Med 201a	Vital & Nutrition Biochemistry a. Nutrition	6	1	-	A1*, A6*, B4*, D5*, D6*
Med 201b	b. Vital Biochemistry	10	2	-	A1*, A6*, A7*, B4*, D3*, D6*
Med 202	Anatomy	13	3	1	A11*, B4*, C1*, D3*, D5*
All.401	English Language	4	2	1	A6*, B4*,C1*, D3*, D5*
Med 203a	Microbiology & parasitology Microbiology	8	1	-	A1*,A2*,A6*,B1*,B4*, B6*, D5*
Med 203b	parasitology	4	1	-	A1*,A2*,A5,A6*,B3*,B4*,B5*,B7*,D1*, D5*
Second term / Total no/week / 15 wk					
NUR 102	Medical Surgical Nursing	5	4	12	A1*, A5*,A6*, A10*,B2*,B4*, C1*, C4*,D1,D3*,D4*E1*E2*E3*
Med 204	Physiology	9	3	-	A1*,A6*,B4*,D3*, D5*
Hum.301	Psychology	9	2	-	A1*,A2*,A10*,B5*, B6*,D3*,D5
Hum.302	Sociology	3	2	-	A1*,B4*
Hum.305	Human Rights	5	2	-	A1*, A2*,A3*,A4*,A5*,B1*,B2*,C1*,,D1*,E1*.
All.402	English Language	4	2	1	A6*, B4*,C1*, D3*, D5*

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**Second year**

Course code	Course title	No of units	Weekly hours		Program ILOS covered (by No)
			Lec	Lab	
First term/ Total no/week / 15 wk					
NUR 103	Medical Surgical Nursing	5	4	12	A2*, A3*,A10*, B1*, B2*, B3*, B5*, B7*, C1*, C2*, C4*, C10*, C12*, C13*, D1*, D2*, D3*, D5*, D6*E1*E2*E3*
Med 205	Pathology	8	2	-	A1*, A6*, A11*, B1*,B4*, D3*, D5*, D6*
All.403	English Language	4	2	1	A1*, B4*,C13*, D3*
Med 206	Internal Medicine	6	3	-	A1*, A2*, A6*, B1*, B5*, D3*, D5*, D6*
Med 207	Applied Pharmacology	10	2	-	A1*, A5*, A6*, B4*, B6*, D3*, D5*, D6*
Med. 208a	Medical specialties a. Gastroenterolog y & Hepatology	11	1	-	A1*, A2*, A6*,A11*, B1*, B4*, D3*, D5*, D6*
Med. 208b	b.Critical Medicine	12	1	-	A1*, A2*, A3*, A5*, A6*, B1*, B2*, B3*, B4*, B6*, D1*, D2*, D3*, D5*, D6*
Med.208c	c. Chest & Heart Disease	6	1	-	A1*, A2*, A6*, B1*, B4*, D3*, D5*, D6*
Med. 208d	d. Neurology	19	1	-	A1*, A2*, A6*, B1*, B4*, D3*, D5*, D6*
Second term / Total no/week / 15 wk					
NUR 104	Medical Surgical Nursing	5	4	12	A2*, A3*,A6*, B1*, B2*, B3*, B4*,B5*, B6*, B7*, C1*, C2*, C4*, C10*, C12*, C13*, D1*, D2*, D3*, D5*, D6*E1*E2*E3*
All.404	English Language	6	2	1	A1*, B4*,C13*, D3*
Med. 209	General Surgery	6	3	-	A1*,A2*,A6*,B3*,B 4*, B6*,D1*,D3*
Med. 210a	Infection Control	6	1	-	A1*,A2*,A3*,A6*,B 2*,B4*
Med. 210b	Laboratory Investigation	6	1	-	A1*,A5*,A6*,B4*,D 1*,D2*,D3*,D5*
Med. 211a	Surgical specialties	9	1	-	A2*,A5*,B1*,B3*,B 4*, D 5*

	a. Urology				
Med. 211b	b. Ophthalmology	13	1	-	A1*,A2*,A3*,A4*,B4*,D1*,D3*
Med. 211c	c. Orthopedic	4	1	-	A1*, A2*, A6*, B2*, B4*, D3*, D5*, D6*
Med. 211d	d. Ear, Nose & Throat (ENT)	6	1	-	A1*, A2*, A3*, A6*, B1*, B4*, D3*, D5*, D6*
Med. 212	Applied Nutrition	6	2	1	A1*, A6*, B4*, D5*, D6*E1*

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### Third year

Course code	Course title	No of units	Weekly hours		Program ILOS covered (by No)
			Lec	Lab	
First term/ Total no/week / 15 wk					
NUR 105	Obstetric and Gynecological Nursing	7	4	12	A1*,A2*,A3*,A5*,A6*,A8*,B1*,B2*,B3*,B4*,B7*,C1*,C9*,C10*,C11*,C12*,D1*,D3*,D4*,D5*,D6*,E1*,E2*,E3*
Med. 213	Obstetrics & gynecology medicine	Obstetrics (12)  Gynecology (8)	2	-	A1*,A2*,A6*,A11*,B1*,B4,C3*,B5*,B7*,D3*,D6*,E1*,E2*,E3*
All.405	English Language	7	2	1	A1*,B4*,C13*,D3*,D5*
All 409	Health Education	4	2	-	A1*, A7*,A8*,A10*,B2*,B4*,B6*,B7*,D3*,D7*,E3*
All.410	Teaching Skills for health care provider	7	2	-	A1*,A5*,A7*,A8*,A9*,B4*,B7*,D5*
Med. 214a  Med.214b	Forensic Medicine & clinical Toxicology	Forensic medicine (11)  clinical toxicology (9)	2	-	A1*,A2*, B4*, D5*  A1*,A2*,A5*,B2*,B3*,B4*, D5*
Second term / Total no/week / 15 wk					

NUR 106	Pediatric Nursing	10	4	12	A1*,A2*,A4*,A6*,A7*,A10*,A11*,B1*,B2*,B4*,B6*,C1*,C2*,C3*,C7*,C9*,C10*,C11*,C12*,D1*,D3*,D4*,D6*,D7*,E1*,E2*,E3*
Hum.303	Growth and Developmental stages	12	2	-	A1*,B4*,D3*
All.406	English Language	7	2	1	A1*,B4*,C1*,D3*,D5*
Med. 215	Pediatric Medicine	14	2	-	A1*,A2*,A11*,B2*,B3*,B4*,B5*,B6*,D3*,D6*
All.411	Statistics	5	2	-	A1*,A7*,B4*,D3*

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#### Fourth year

Course code	Course title	No of units	Weekly hours		Program ILOS covered (by No)
			Lec	La b	
First term/ Total no/week / 15 wk					
NUR 107	Community Health Nursing	7	4	12	A1*,A2*,A3*,A4*,A5*,A6*,B1*,B2*,B3*,B4*,B6*,C1*,C2*,C6*,C7*,C8*,C11*,C12*,D1*,D2*,D3*,D5*,D6*E1*E2*E3*
NUR 108a	Nursing Administration (1)	8	2	6	A1*,A3*,A5*,A6*,A9*,B4*,B6*,B7*,C1*,C2*,C3*,C5*,C7*,C8*,D1*,D2*,D3*,D5*E1*E2*E3*
Med. 216	Public Health Administration	8	2	-	A1*,A2*,A3*,A4*,A5*,A6*,B2*,B4*,D1*,D3*,D5*
All.407	English Language	5	2	1	A1*,B4*,C1*,D3*,D5*
Med. 217	Epidemiology	6	2	-	A1*,A2*,A6*,A8*,B3*,B4*,D1*,D3*,D6*

NUR 110a	Gerontological nursing	6	2	8	A1*,A2*,A3*,A4*,A5*,A6,A8*,A9*,A10*,A11*,B1*,B2*,B3*,B4*,B5*,B6*,B7*,C1*,C2*,C3*,C4*,C6*,C7*,C8*,C9*,C11*,C13*,D1*,D2*,D3*,D4*,D5*,D6*,E1*,E2*,E3*
Second term / Total no/week / 15 wk					
NUR 109	Psychiatric and Mental Health Nursing	3	4	12	A1*,A5*,A6*,A10*,B4*,B2*,C1*,C2*,C12*,C10*,D1*,D2*,D3*,D5*,E1*,E2*,E3*
Med. 218	Psychiatric Medicine	7	2	-	A1*,A2*,A6*,B2*,B4*,B6*,D3*,E1*,E2*,E3*
All.408	English Language	7	2	1	A1*,B4*,C1*,D3*,D5*
NUR 108b	Nursing Administration (2)	4	2	6	A1*,A6*,A9*,B3*,B4*,C1*,C3*,C5*,C10*,C12*,D1*,D2*,D3*,E1*,E2*,E3*
Hum.304	Human Relations	7	2	-	A1*,A9*,A10*,B4*,D3*
All.412	Research Methodology	5	2	-	A1*,A7*,A9*,B4*,B7*,D6*
NUR 110b	Gerontological Nursing	6	2	8	A1*,A2*,A3*,A4*,A5*,A6,A8*,A9*,A10*,A11*,B1*,B2*,B3*,B4*,B5*,B6*,B7*,C1*,C2*,C3*,C4*,C6*,C7*,C8*,C9*,C11*,C13*,D1*,D2*,D3*,D4*,D5*,D6*,E1*,E2*,E3*
Med.219	Geriatric Medicine	6	2	-	A1*,A2*,A3*,A10*,A11*,B1*,B2*,B3*,B4*,B5*,B6*,B7*,C1*,C6*,C8*,C11*,D2*,D3*,D5*,D6*,D7*

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**Commentary** (quoting evaluations from external evaluator and other stakeholders)

1-Making the necessary measures to deal with Corona in method of teaching and assessment

2-The methods of combating infection need to be replaced instead of laboratory examinations, and the human rights and combating corruption course was deleted from the fourth division (the old batch) and became taught in the first division.

3-The course of nursing the elderly, diseases of the elderly and the nursing administration need to be taught alternately between the two terms in the fourth year.

**2. Achievement of program aims**

**Commentary**(quoting evaluations from external evaluator and other stakeholders)

As a bachelor degree, MBBCCh is a level 5 qualification on the Egyptian National Qualification Framework. According to the Egyptian NQF descriptors, the holder of a level 5 qualification should be able to:

- Apply integrated general/ professional knowledge covering a broad spectrum of facts, principles and theories within inter-related domains with specialization in a field of study or work.
- Use analytic critical thinking to solve specialized problems in predictable and non-predictable contexts, while dealing with variation and interfering factors.
- Master a wide spectrum of specialized skills using familiar and less familiar tools.
- Critically evaluate the results of achieved tasks to establish multi-dimensional correlations and build technical expertise.
- Identify occupational hazards and design mitigation measures for them
- Apply cost/effectiveness measures.
- Manage processes in familiar and less familiar contexts.
- Use digital tools and media to deal with academic / professional challenges in a critical and creative manner.
- Work or study autonomously under general systems and rules, assuming full responsibility for own learning and self-development.
- Take informed decisions in familiar contexts.
- Assumes responsibility for own and team performance.
- Evaluate the performance of subordinates and support their development.
- Uses efficiently and develops workplace resources.
- Embrace work ethics.
- Ensures the application of quality assurance standards and procedures, enhancing methodologies and processes.
- Apply knowledge learned in the basic, medical, humanistic and research courses as well as nursing courses in making decisions for nursing practice.
- Utilize the nursing process (assessment, needs identification, planning, implementation and evaluation) as a framework for providing competent nursing care to patient/ client (individual, families and or communities) in different health care settings.
- Utilize leadership/ management principles to manage work setting and empower other nurses to promote quality patient/ client care.
- . Establish professional therapeutic interactions with patient/ client and takes on an advocacy role during their interactions with the health care system.

**3. Assessment methods**

**Commentary** (quoting evaluations from external evaluator and other stakeholders)

Electronic corrections were used with the Microsoft platform at the time of introduction, and evaluation techniques included written exams, practical, and other



assignments/classwork. For safety reasons, an oral examination and a midterm have been added to the final computer examination.

#### **4. Student achievement**

**Commentary** (quoting statistics from Section B and evaluations from external evaluator and other stakeholders)

<b>Grade</b>	<b>Pass</b>	<b>Percentage</b>	<b>Fail</b>	<b>Percentage</b>
<b>First (N=677)</b>	606	89.5%	66	9.7%
<b>Second(N=555)</b>	535	96.4%	12	2.2%
<b>Third (N=473)</b>	460	97.3%	10	2.1%
<b>Fourth (N=460)</b>	444	96.5%	10	2.2%

The external evaluator reported that the percentage of students passing was high and the faculty justify the overall high success ratios: as

Seen university city students and their proximity to the colleges that they can adhere.,

Allows students field trip training in the hospital.

Available of courses handbooks and defaulters students care

#### **Quality of Learning Opportunities**

##### **5. Quality of teaching and learning**

**Commentary** on the quality of teaching and learning (quoting evaluations by stakeholders including students.

Graduate students are able to perform nursing procedures efficiently, as well as offer care for essential cases, according to head nurses (grade excellent). They are also dependable (grade excellent). Students stated that they want a lecturer who is committed to the course content and encourages them to ask questions, participate in discussions, and learn about self-learning. They also stated that exams should be objective, exam time should be appropriate, books should be available at the start of the semester, and the textbook should include a variety of training questions. Many students in both private and public nursing schools achieve great levels of success.

##### **6. Effectiveness of student support systems**

**Commentary** on both academic and pastoral/personal support for all students

At time of corona, According to Instructions of the Ministry of Higher Education, adhere to precautionary measures (distance, isolation, safety, wearing mask and infection control) during exams and work in control. Ensure that all students take the corona vaccine. the students were divided into 4 platforms and groups for each term in the faculty and the study of practical hospital stopped and replaced with researches and clinical labs in the faculty ,create groups on WhatsApp for each section , divide the activities and the Roll Play among the students and activate them on the section group Providing platforms such as classes and groups in Microsoft in platform, interacting with students electronically to answer questions, and providing lectures and samples of questions as well. Use of electronic correction (T,F,choose) as a method of assessment. oral and midterm added to final written exam .

## 7. Learning resources

### a. No. and ratio of faculty members and their assistants to students

#### No. and ratio of faculty members 2019-2020

	On the job	The actual number
No of faculty members	75	101
No of students	2165	2165
Ratio of faculty members to students	29:1 (agree with reference rates)	21:1 (agree with reference rates)
Ratio of faculty members to students after adding mandatories (49)	21:1 (agree with reference rates)	17:1 (agree with reference rates)

#### No. and ratio of assistant faculty members 2019-2020

	On the job	The actual number
No of faculty members	67	68
No of students	2165	2165
Ratio of faculty members to students	32:1 (don't agree with reference rates)	31:1 (don't agree with reference rates)
Ratio of assistant faculty members to students after adding mandatories (49)	25:1 (agree with reference rates)	25:1 (agree with reference rates)

### b. Matching of faculty member's specialization to program needs.

The ratio of faculty members on the job in addition to those assigned to teach in the college to the number of students is in agreement with the recognized rates as the ratio is 21: 1 (the reference ratio is 25: 1 in practical colleges) The ratio of faculty assistants at work in the college to the number of students does not correspond to the recognized rates, as the ratio is 32: 1 (the reference ratio is 25: 1 in practical colleges). The ratio of faculty assistants at work in the college after adding the nursing specialists assigned to the faculty to the number of students is in agreement with the recognized rates as the ratio is 25: 1 (the reference ratio is 25: 1 in practical colleges).

### c. Availability and adequacy of program handbook

There are available and adequacy of program handbook

### d. Adequacy of library facilities.

All students have access to the libraries, which contain a huge quantity of books and journals. There was a library for undergraduates and another for postgraduates at the faculty. They include computers with internet access as well as photocopiers for all students. It is sufficient to some extent because there are a sufficient number of

students and certain recent references and books that are incredibly beneficial for undergrads and postgrads.

**e. Adequacy of laboratories**

This is owing to the presence of a recognized study programme advertised on the college's website, as well as the availability of well-equipped skills laboratories, making the institution an ideal place to graduate a notable student who meets labour market standards. There are seven skill labs, plus two new ones (OSCE and emergency labs), all of which are equipped with the tools needed for practical sessions, such as a variety of models, manikins, instruments, and simulators for various clinical skills. A sufficient number of models and simulators have been provided to us.

**f. Adequacy of computer facilities**

There are two computer labs connected with internet services for training of students and staff and there. Computers are present in each nursing departments and all administrative offices.

**g. Adequacy of field/practical training resources**

This is partly attributable to the local community's growing knowledge of the necessity and value of attending the college. This is also due to the fact that, following the replacement and renewal, the space allocated to the laboratories increased, and the skills laboratories were provided with the tools and models required for practical study, and, according to the new self-study conducted following the CIQAP project, the institution's resources are, to some extent, commensurate with the number of accepted students.

The students completed their field training in MCH, outpatient clinics, inpatients, Geriatric clubs, handicapped schools, and nursery schools, as well as psychiatric hospitals. A data projector, computers, video tapes, and video conference are all available to aid the teaching process.

**h. Adequacy of any other program needs**

The goal of the new competencies is for students to be competent in all aspects of nursing. This is achieved by implementing external evaluator comments .

**8. Quality management**

**a. Availability of regular evaluation and revision system for the program**

There is internal (Prof Dr Amina Genad ) and external evaluation/  
Shadia Abd Elkader/ DrMohga Abd El- Aziz).

**b. Effectiveness of the system**

obstetrics and gynaecology nursing course (PCOS - Endometriosis - early detection of gynaecological cancer), public health nursing (three level of prevention - emergency community health nursing, pediatric nursing neonatal resuscitation – CPR – physical assessment) (colostomy in addition to updating references in scientific sections) Additionally, references and new teaching methods, such as the Microsoft platform, are being updated to adapt to the current situation.

**c. Effectiveness of Faculty and University laws and regulations for progression and completion**

The faculty policies whether educational or administrative are adequate for faculty performance and enhancement

**d. Effectiveness of program external evaluation system:**

**i- External evaluators**

Faculty respond to external evaluator criticisms by introducing advanced themes, taking precautions during exams, and working in a controlled manner. Providing platforms such as classrooms and groups, electronically communicating with students to answer queries, and providing lectures and example questions. Infection control is now part of the medical surgical department's curriculum

## **ii- Students**

1. The vast majority of students were satisfied with at least 90% of the following items:

- A presentation of the practical training content is presented at the beginning of the semester

- Practical training content achieves objectives

Availability of faculty members with scientific and practical competence

- The trainer uses different and modern teaching methods to provide students with practical skills

- Students are informed of their practical training grades

- The trainer applies effective communication skills in dealing with others

- The coach encourages students to work as a team

While nearly two thirds of the students were satisfied with the following items:

- The college has well-equipped laboratories and computer laboratories.

- Effectiveness of the college website

- Availability of new and distinct educational programs that meet the needs of the community

- The capacity of the practical training places is suitable for the number of male and female students

- Lab equipment sufficient for practical training needs

Two-thirds of the students agreed that there is no private tutoring phenomenon at the college.

4. Almost half of the students agreed on the following

- Internet points are available at the college

Availability of a number of electronic courses

While nearly two thirds of the students were satisfied with the following items:

- The college has well-equipped laboratories and computer laboratories.

- Effectiveness of the college website

- Availability of new and distinct educational programs that meet the needs of the community

- The capacity of the practical training places is suitable for the number of male and female students

## **iii- Other stakeholders**

Some themes were added to the decision on obstetrics and gynaecology nursing in addition to the outcomes of assessing the opinions of societal parties regarding the courses (PCOS - Endometriosis - early detection of gynaecological cancer).

Also teaching methods changed into teaching skills and human rights into human rights and anti- corruption.

## **e. Faculty response to student and external evaluations**

Faculty reactions to external evaluations include discussing the report with staff members and identifying areas of weakness, as well as developing an action plan to address such areas. In terms of student opinion, the results of the survey were examined and used to determine the students' requirements and develop an action plan.

## **9. Proposals for program development**

### **a. Program structure (units/credit-hours) semester/ (8)**

The institution offers a bachelor's degree in nursing programme, which is a classic sequential programme conducted in hours of study and is monitored by 7 scientific nursing

departments for content and proportions of different hours of graduate courses planned output. In addition, the programme is four years long, divided into eight semesters per year, with one year of mandatory training.

**In addition, two Condensed Program in Nursing and Technical programmes have been added.**

For those who have graduated from a technical nursing institute. The study of the specialized diploma in nursing equivalent to the technical bachelor in nursing sciences began this year in two unique programmes, the first in the specialization of "Obstetrical and Gynecological Nursing" and the second in the specialty of "Emergency Nursing

Dr. Nadia Muhammad Taha, Dean of the College of Nursing, mentioned this. The program's target audience, she explained, is graduates of the Technical Institute of Nursing or its equivalent (Diploma of the Technical Institute of Health Nursing Division). She further stated that applications for admission will be accepted at the Technical Institute of Nursing of the Faculty of Nursing at Zagazig University for a period of one week beginning today, Sunday, September 10, 2017.

Others who have graduated from different faculties will find the course to be intensive. The Faculty of Nursing at Zagazig University has announced the launch of a 24-month intensive nursing curriculum for university graduates with a credit-hour structure, as well as six months of privilege for training in government/university hospitals

. In addition to the introduction semester, this curriculum is known as the second certificate programme and consists of six consecutive semesters without a break.

According to Dr. Nadia Taha, Dean of the College, the programme accepts students of both sexes (males and females) from various colleges and higher institutes, provided that the year of graduation does not exceed 10 years, that they obtain a Bachelor's or Bachelor's degree with a cumulative rate of no less than 60%, and that they are from students in the scientific section of high school, and that English is their first foreign language.

The programme director, Dr. Sabah Lotfi, stated that there are criteria for joining the Condensed Program in Nursing programme that have been accepted by the Nursing Sector Committee criteria include passing the entrance tests, personal interview, and requisite medical documents, as well as passing the courses required for admission to the programme, with the caveat that if the applicant does not study these courses, he must study and pass them. Successfully complete one semester (16 weeks) of human anatomy, physiology, microbiology, biochemistry, and nutrition, stages of growth and development in life, principles of statistics if the student receives a high school diploma, scientific division in the month of May each year. In order to study biology in the introductory semester, you must be registered.

Regarding the study system in Condensed Program in Nursing and dates, Dr. Sabah Lotfi explained that To study in the university's credit-hour system in nursing sciences for graduates of other colleges enrolled in the program, The duration of the study is for two academic levels, and each academic level has three semesters without breaks, equivalent to 110 credit hours, in addition to the preparatory semester hours (17) credit hours. The duration of each semester is 16 weeks, and each of them is followed by a final exam. The study begins with the preliminary semester twice a week in May and September. Elective

courses are determined by the program and college board of directors. The student spends a 12-month internship, equivalent to 12 credit hours, including supervised 36 credit hours followed by a final exam. The college has taken mechanisms to spread the culture among students and alumni about the new program through the official website of the college and the media center of the College of Nursing and through social media pages such as Facebook and Star Academy, educational channels, publications and posters (posters inside the college) about the program's features, requirements for joining it, duration of study and courses in it A description of the courses of the program was made in accordance with the list of credit hours for the description of courses

#### **b. Courses, deletions and additions and modifications**

courses made some modification by adding some topics for example, obstetrics and gynecology nursing course (PCOS - Endometriosis - early detection of gynecological cancer), public health nursing (three level of prevention - emergency community health nursing, pediatric nursing neonatal resuscitation – CPR – physical assessment) (colostomy in addition to updating references in scientific sections .

#### **c. Staff development requirements**

The following recommendations were made based on a review of employee satisfaction data:

At least 85 percent of the faculty members were happy with the following items:

- Do you know what the college's teaching and learning methods are?
- Reacting to students' concerns about exam outcomes.
- Inform students of the outcome of their complaints and grievances.
- Satisfaction with the student evaluation techniques

2- Over two-thirds of faculty members were satisfied with the following items:

The courses demand that the student learn on his own.

- The availability of self-study materials such as (the Internet - the electronic library).
- Are you happy with the field training that the pupils have received?
- Are you happy with the self-study methods?

3. Two-third were agreed about availability of library.

### **10. Progress of previous year's action plan**

<b>Implementation Mechanisms</b>	<b>Time</b>	<b>Implementation Responsibility</b>	<b>Monitoring and performance evaluation indicators</b>
Updating the matrices (organizing the curriculum - teaching methods - assessment methods) for all nursing and non-nursing courses based on studying the gap between the program and new competencies	2019-2020	Dean of the College Heads of scientific departments Quality Assurance Unit	Existence of matrices (curriculum organization - teaching methods - assessment methods) for all nursing and non-nursing courses
Updating the file for each section that includes (report and course descriptions - exam forms and model answers - exam paper evaluation - blue print - samples of student activities - department councils - departmental correspondences - feedback - student questionnaires in courses - CVs of members Teaching and supporting staff -	2019-2020	Dean of the College Heads of scientific departments Quality Assurance Unit	The presence of a special file for each section that includes (report and description of the courses - exam forms and model answers - exam paper evaluation - blue print

Implementation Mechanisms	Time	Implementation Responsibility	Monitoring and performance evaluation indicators
students' grades in the course			- samples of student activities - department councils - departmental correspondences - feedback - student questionnaires in the courses - CVs of members Teaching and supporting staff - students' grades in the course

## 11. Action Plan

Implementation Mechanisms	Time	Implementation Responsibility	Monitoring and performance evaluation indicators
Review the educational program compatibility matrix with academic standards and the educational program matrix	2019/2020/	Dean of the College Heads of scientific departments Quality Assurance Unit	The existence of a matrix of compatibility of the educational program with the academic standards and the matrix of the educational program after adopting the new competencies for the courses
Discussing the reports of internal and external auditors and using them in developing improvement plans	2019/2020/	Dean of the College Heads of scientific departments Quality Assurance Unit	Presence of reports from internal and external auditors Existence of discussion reports of internal and external auditors
Update syllabuses based on exam results annually	2019/2020/	Dean of the College Heads of scientific departments Quality Assurance Unit	There are reports to update courses based on exam results

### Annex

Attach all course reports as annexes

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