



Nursing Program Report

**Faculty of Nursing
Zagazig University**

2021-2022

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:**Prof.Dr/ Hend Salah Eldin**
- 5- External evaluator: **Prof.Dr/ Effat El Karmalawy**
- 6- Year of operation **2021**
- 7- Academic year/2021/2022** **Semester/ 8 semester**

B- Statistics

- 1-Number of students starting the program 3842 Students
- 2-Ratio of students attending the programme this year to those of last Year: 3842: 2821
- 3-Number and percentage of students passing in each year/Level/Semester
- First year: 875 (97.3%) second year 1530 (98%)
- third year:771 (99.4%) and fourth year: 530 (97.8%)
- 4-Number of students completing the programme and as a percentage of those who started: 530:875

5-Grading:

Year	Excellent	Very Good	Good	Accepted	Weak	Pass with lagging materials	Fail	Separated
First	88	277	348	48		114		24
Second	201	769	409	7		145		23
Third	317	374	11	1		68		5
Fourth	253	268				9		12

Percentage in each grade

Grade	Pass	Percentage	separated	Percentage
First (N=899)	875	97.3%	24	2.7%
Second(N=1553)	1530	98%	23	2%
Third (N=776)	771	99.4%	5	.6%
Fourth (N=542)	530	97.8%	12	2.2%

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

Academic Standards

1- Achievement of program intended learning outcomes

- Weekly hours: Lectures 1950 Practical 2850 Total 4850

- Practical field training: Hospitals, MCH, outpatient clinics, Geriatric clubs Schools, and handicapping schools and Nursery Schools.

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*

منسق البرنامج قائم باعمال وكيل الكلية لشئون التعليم والطلاب عميد الكلية
أ.د/هند صلاح الدين أ.د/نادية محمد طه أ.د/نادية محمد طه

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*,D1*,D2*,D3*,D5*
Med. 211a	Surgical specialties a. Urology	9	1	-	A2*,A5*,B1*,B3*,B4*, D 5*
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	Obstetri cs (12) Gynecol ogy (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	Forensic Medicine & clinical Toxicology	Forensic medicine (11)	2	-	A1*,A2*, B4*, D5*
Med.214b		clinical toxicology (9)			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.

4- Making a program report and adding the indications of hybrid education

5- Adding the opinions of students, stakeholders, faculty members, and student statistics to the program report

6-Updating the matrices (organizing the curriculum - teaching methods - assessment methods) for all nursing and non-nursing courses.

7-The course and program descriptions were reviewed by the internal and external auditors of the program and the application of the electronic platform

2. Achievement of program aims

Commentary(quoting evaluations from external evaluator and other stakeholders)

As a bachelor degree, MBBCh 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)

At time of corona electronic correction were applied with Microsoft platform as well as the assessment methods includes the following: written exam, practical and other assignments/ class work. oral examination and midterm added to final electronic examination for safety measures.

4. Student achievement

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

Grade	Pass	Percentage	separated	Percentage
First (N=899)	875	97.3%	24	2.7%
Second(N=1553)	1530	98%	23	2%
Third (N=776)	771	99.4%	5	.6%
Fourth (N=542)	530	97.8%	12	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.

The institution applies a mechanism to extrapolate the labor market, such as reviewing other programs of corresponding institutions, for example, the Faculty of Nursing,

Benha University, the Faculty of Nursing, Kafr El-Sheikh University, the Faculty of Nursing, Ain Shams University, the international specialization developments, and others. The mechanism for measuring the satisfaction of labor market organizations was approved in Council No. 85 on 14/8/2018.

6. Effectiveness of student support systems

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

At the moment of the corona, During exams and work in control, follow the Ministry of Higher Education's instructions for precautionary measures (distance, isolation, safety, wearing a mask, and infection control). Ascertain that all students have received the corona vaccine. For each term in the faculty, the students were divided into four platforms and groups, and the study of practical hospital was discontinued and replaced with research and clinical labs. Create WhatsApp groups or Telegram Application groups for each section, divide the activities and the Role Play among the students, and activate them on the section group. Delivering platforms such as Microsoft's classrooms and groups, communicating with students electronically to answer queries, and providing lectures and example questions. Use of electronic devices as a method of assessment. oral and midterm added to final written exam.

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

No. and ratio of faculty members 2020-2021

	On the job	The actual number
No of faculty members	81	110
No of students	3842	3842
Ratio of faculty members to students	47:1(don't agree with reference rates)	35:1(don't agree with reference rates)
Ratio of faculty members to students after adding mandatories (49)	36:1(agree with reference rates)	28:1(agree with reference rates)

No. and ratio of assistant faculty members 2020-2021

	On the job	The actual number
No of faculty members	65	66
No of students	3842	3842
Ratio of faculty members to students	59:1(don't agree with reference rates)	58:1(don't agree with reference rates)
Ratio of assistant faculty members to students after adding mandatories (49)	36:1(don't agree with reference rates)	34:1(don't 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 at the college to the number of students does not agree with the recognized rates, as the ratio is 36:1 (the reference ratio is 25:1 in practical colleges). The ratio of faculty assistants on the job at the faculty after adding the nursing specialists appointed to the faculty for practical teaching to the number of students does not agree with the recognized rates as the ratio is 34:1 (the reference ratio is 25:1 in practical faculties).

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 house a large number of books and periodicals. The faculty had a library for undergraduate students and another for postgraduate students. They include computers with internet access and photocopiers that are available to all students. It is sufficient to some extent because the number of students is adequate, and there are some recent references and books that are extremely beneficial to under and postgraduate students.

e. Adequacy of laboratories

This is due to the presence of an accredited study programme announced on the college's website, as well as the availability of equipped skills laboratories, which makes the college a suitable place to graduate a distinguished student who meets the labour market's requirements. There are seven skill labs, with two more being added (OSCE and emergency labs). All of the equipment required for practical sessions is provided, including 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 computer labs, photocopiers, and printers connected to the internet for student and staff training. Every nursing department and administrative office has a computer.

g. Adequacy of field/practical training resources

This is also due to the increased awareness of the local community about the importance and value of studying at the college. This is also due to the fact that after the replacement and renewal, the spaces allocated to the laboratories increased, and the skills laboratories were provided with the tools and models necessary for practical study, and according to the new self-study after the CIQAP project, the institution's resources are commensurate with the number of accepted students to some extent.

The students were carrying out their field training at MCH, outpatient clinics; inpatients, Geriatric clubs Schools, and handicapping schools and Nursery Schools and psychiatric hospitals. Also there are data show, projector, computers, video tapes and video conference which facilitate the educational process.

h. Adequacy of any other program needs

New competencies aims the students to be competent in all branches of nurses.

8. Quality management

Availability of regular evaluation and revision system for the program

There is internal (Prof Dr Amina Saad) and external evaluation (Efat El Karmalawy).

Effectiveness of the system

Based on the results of the survey of participants representing the labor organizations market, some topics were added to the syllabus of obstetrics and gynecology (PCOS -

Endometriosis - early detection of gynecological cancer), the syllabus of community health nursing (Three levels of prevention - emergency community health services, as well as the syllabus of pediatric nursing). neonatal resuscitation – CPR – physical assessment (colostomy), as these results were approved by College Board No. 120 on 13-7-2021

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

The college was keen on the extent of compatibility of teaching, learning and evaluation methods with the learning outcomes of the courses according to the new program based on competencies by updating the matrices (organizing the curriculum - methods of teaching and learning - methods of evaluation) for all nursing and non-nursing courses based on the study and analysis of the gap between the program The traditional and new competency program, which was approved by the College Council No. 98 on 10/9/2019.

d. Effectiveness of program external evaluation system:

i- External evaluators

The Foundation follows the appropriate procedures and controls to follow up the educational program by assigning Prof. Amina Saad Junaid and Prof. Hind Salah El-Din as an internal reviewers for the program and academic courses and approving them by College Council No. 107 on 9/6/2020 and Prof. Dr. Effat Abdel Hadi Al-Karmlawy as an external auditor of the program and its approval by the College Council No. on 15/2/2022. A committee of internal and external auditors was also formed and approved to review the academic courses and approved them in the departmental councils and the college council.

- Courses and programs are updated and corrective actions are taken based on reports:
- Internal and external references for courses and programs
- Program and course reports
- Results of course evaluation surveys by students
- The development and implementation of the hybrid education system by activating the electronic platform (Microsoft Teams), in line with the continuing period of the emerging Corona Virus pandemic.

The faculty response to external evaluator comments by adding some advanced topics , adhere to precautionary measures during exams and work in control. Providing platforms such as classes and groups, interacting with students electronically to answer questions, and providing lectures and samples of questions as well. Infection control become a part of curriculum medical surgical department.

ii- Students

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

There is fairness in the treatment of students

- The student's familiarity with the knowledge, information and skills of the specialization

The presence of units of a special nature in the college

- There are student calendar systems and mechanisms
- Existence of programs to discover and nurture outstanding students
- Adequate activation of academic support and student guidance
- There is material support for the financially distressed student
- There is a complaint box that helps students express their opinions
- I feel fair and equal between myself and my colleagues
- The presence of a library for students in the college
- Adequacy of college students' self-learning resources and practices
- Diversity of teaching methods used in teaching (research - case study - brainstorming and

...

More than two third agreed on

Lab equipment sufficient for practical training needs

- Activating programs to detect students who fail academically

- Feel confident in the grievance system
 - The teaching aids used help me in understanding and following up on the scientific material
 - There are transfer and admission policies in 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

iii- Other stakeholders

42.18% of the labor market organizations are satisfied with the graduate for his ability to work with others, and this is the highest percentage, while 50% of the graduates have the ability to make decisions. It was also found that 71.42% of the graduates have effective verbal communication skills (writing reports clearly). As for the skills of nursing practices, the percentage was 42.8%, as well as commitment to the ethics of the profession and the ability to withstand work pressures on the other hand. The number of those who are not satisfied with the employment of knowledge and applied expertise to serve the work was the highest percentage of 35.7%

e. Faculty response to student and external evaluations

Faculty responses to external evaluation by discuss the report with staff members and determine weakness points to put action plan to make the correction to the weakness point. Regarding students opinion the results of questionnaire analyzed and determined the students needs and make action plan.

9. Proposals for program development

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

The college offers a program for a bachelor's degree in nursing, a traditional sequential program implemented in a manner of hours of study and checks its contents and proportions of the different hours of graduate courses targeted output through 7 scientific nursing departments. In addition the program duration is 4 year divided into eight semesters in the year followed by one year of training mandatory.

Additionally added two program Condensed Program in Nursing and Technical.

Technical for who graduated from technical institute of nursing. The study started this year 2017/2018 in two distinct programs to study the specialized diploma in nursing equivalent to the technical bachelor in nursing sciences, the first program in the specialization of "Obstetrical and Gynecological Nursing" and the second in the specialization of "Emergency Nursing and Intensive Care".

This was stated by Dr. Nadia Muhammad Taha, Dean of the College of Nursing. She explained that the target of the program is the graduates of the Technical Institute of Nursing or its equivalent (Diploma of the Technical Institute of Health Nursing Division). She added that applications for admission are submitted to the Technical Institute of Nursing of the Faculty of Nursing at Zagazig University from today, Sunday 10/9/2017, for a period of one week.

Intensive for others who graduated from other faculties The Faculty of Nursing, Zagazig University, announced the start of an intensive program in nursing with a credit-hour system for university graduates, and the duration of study is 24 months, in addition to 6 months of privilege for training in government/university hospitals. This program is known as the second certificate program and includes 6 continuous semesters without a break in addition to the introductory semester.

Dr. Nadia Taha, Dean of the College, stated that the program accepts students of both sexes (males/females) from graduates of various colleges and higher institutes, provided that the year of graduation does not pass more than 10 years, provided that they obtain a Bachelor's or a Bachelor's degree with a cumulative rate of no less than 60% and that they are from Students of the scientific section of high school, and the first foreign language should be English.

Dr. Sabah Lotfi, the program director, indicated that there are criteria for joining the program approved by the Nursing Sector Committee, which are to pass the admission tests, the personal interview, and the required medical records, in addition to passing the courses eligible to join the program, adding that if the applicant does not study these courses, he must study and pass them. Successfully in the month of May of each year for one semester (15 weeks) as follows: human anatomy, physiology, microbiology, biochemistry and nutrition, stages of growth and development in life, principles of statistics in case the student obtains a high school certificate, scientific division Sport must be registered to study biology in the introductory semester.

Regarding the study system and dates, in Condensed Program in Nursing ,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), community 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

Staff development requirements

Based on staff satisfaction data analysis the following were recommended:

Most of the faculty members were satisfied with at least 85% of the following items:

- Are you familiar with the college's teaching and learning strategies?
- Responding to students' grievances regarding exam results.
- Inform students of the outcome of grievances and complaints
- Satisfaction with the methods of evaluating the student

2- While more than two thirds of the faculty members were satisfied with the following items:

The courses require the student to rely on himself in learning

- Availability of self-learning resources such as (the Internet - the electronic library).
- Are you satisfied with the students' field training?
- Are you satisfied with the self-learning methods?

3. Two thirds of the sample agreed that they are satisfied with the library.

10. Progress of previous year's action plan

Implementation Mechanisms	Time	Implementation Responsibility	performance evaluation indicators
Intensifying awareness among faculty members and their assistants, students and relevant stakeholders regarding academic standards version 2017 and program report target learning outcomes	2020-2022	Dean of the College Heads of scientific departments	Done
Completing the study of the gap between the first and second academic standards issues 2009 and 2017	2021-2022	Dean of the College Heads of scientific departments	Done
Description of the competency-based educational program	2021-2022		Done

11. Action Plan

Implementation Mechanisms	Time	Implementation Responsibility	Monitoring and performance evaluation indicators
Description of new courses for the condensed and Bachelor program based on new competencies	2021-2022	Heads of scientific departments	Existence of descriptions and reports of the courses and its matrices

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