



Continuous Development and Qualification Accreditation Project (CIQAP)

Project delivery date: 26/12/2012

Start of project implementation: 1/10/2013

Project Manager: Prof. Dr. Zainab Abdel Latif Mohamed (Dean of the College).

Executive Director: Dr. Ghada Abdel Rahman Mahmoud (Director of the Quality Assurance and Accreditation Unit at the College).

Project Introduction

The project proposal seeks to raise the level of teaching, learning and evaluation to reach the national academic standards or to set academic reference standards higher than them with approval by the National Authority for Quality Assurance of Education and Accreditation and the follow-up of the program development system in light of the college's vision and mission in the fields of education, student affairs, postgraduate studies, research, community service and development The environment, the administrative sector, and the qualification of the college for accreditation in pursuit of a distinguished graduate capable of innovation and competition in the local and global labor market, through coordination and integration between the various departments and specializations in light of the college's vision and mission.

General goals:

1. Spreading the culture of quality as an entry point for reforming and improving the educational system, by evaluating the current systems, identifying weaknesses and strengths in them, and setting the



- necessary strategy to overcome weaknesses and support strengths to reach a quality assurance system that improves the educational system and ensures its quality.
2. Updating the regulations and laws related to quality in light of the requirements necessary to develop a clear policy for the development of the evaluation process with the development of an ethical charter in the college that those responsible for student quality are committed to.
 3. Develop a clear and codified strategy for managing the quality process, including criteria for selecting those responsible for implementation, defining their responsibilities and training them to meet the requirements of the quality process, defining public methods for the quality of its performance and the rules for their accountability, and informing management members, faculty members, employees and students of this strategy organizing the college.
 4. Drafting standards and specifications for student assessment in various academic programs and preparing the necessary evidence for this based on the National Academic Reference Standards (NARS) adopted by the college.
 5. Establishing the infrastructure for the development of quality systems management to ensure speed, accuracy, transparency and continuity of quality.
 6. Announcing and studying quality results and developing a strategy based on the results of the study to improve the educational process.
 7. Forming question banks in the light of the objectives and objective criteria for each nursing specialization and including them in the college database.



8. Adopting electronic assessment and testing systems in various disciplines.
9. Encouraging final year students to participate in the achievement exams for the International University as one of the guarantees of the quality of educational outcomes and their ability to compete internationally.

Project outputs/returns:

1. Existence of a study to measure the quality of the educational process outputs in the college, their efficiency and their ability to compete internationally.
2. Existence of a guideline regarding the continuation of quality development.
3. The existence of the new approved college regulations and laws, announced and published for those concerned.
4. Completing the training of those concerned with applying the updated rules and regulations on practicing these rules and raising the efficiency of their performance, with a clear mechanism and rules to follow up on the implementation of these rules and regulations.
5. The existence of a clear and codified system for the continuous development of the quality process, with specific and clear ethical rules for the quality of students.
6. The existence of rules to follow the quality process honestly and objectively.
7. Existence of a plan that includes procedures for the continuation of the quality process, with the need for it to be clear, accurate and

- comprehensive for all aspects of this process, with defining and announcing the procedures for following up on the implementation of the continuation of quality assurance plan.
8. Determining the standards that must be met by all faculty employees, including administrators, faculty members, faculty assistants staff, employees, and the support services body.
 9. Defining and declaring the tasks of each of the faculty members and the assistant staff during the quality process, as well as for the supporting staff.
 10. The presence of various tools and trained members to evaluate the performance of those in charge of the quality process, and the presence of specific and publicized rules for holding them accountable.
 11. The growth of the capabilities of those concerned with quality and workers to achieve the distinguished level in their fulfillment of quality requirements.
 12. Examination regulations are designed and announced for members of the administration and staff, as well as for faculty members and the supporting staff for students.
 13. Existence of specific and clear procedures for meeting the National Academic Reference Standards (NARS.).
 14. The existence of a center for continuous evaluation of the quality assurance continuity.
 15. Completing the advertisement and intensive training of the members of the faculty to reach the level of quality required to carry out the quality process.

16. Completing the announcement of students' quality standards and preparing a specialized guide for them to be adhered to by faculty members when undertaking student quality.
17. Continuous updating, introduction and training for those involved in the quality process to implement the procedures for developing and reviewing the examination material.
18. The existence of rules for correction to achieve accuracy, justice and objectivity in the correction process.
19. There are clear procedures for reviewing the correction of the examination material.
20. There are opportunities for training on the rules for correcting and revising the examination material.
21. Existence of a system to follow up the achievement of accuracy and justice in both the correction and review processes.
22. Determining the number of times the quality and its timing.
23. Existence of rules to follow in cases of mercy and facilitation, and a clear system for following up on these rules.
24. There are rules to be followed in cases of students cheating or grievances about the results of the examination, with a mechanism to follow up on the implementation of these rules.
25. Existence of controls, systems, and specific dates for completing correction and review work and announcing quality results.
26. There are announced procedures through which the implementation of the examination plan would be followed up.
27. There are various methods for announcing quality results, such as: hard copies, advertising on the website, reporting the result by phone.



28. An analysis of quality results data, a study of the available opportunities related to strengths, and identification of the causes of weakness, with feedback available to female students.
29. Existence of a plan to develop the educational system elements in the light of quality results.
30. The existence of a codified continuous quality system.
31. The existence of a measure of the satisfaction of all employees of the college, including students, administrators, the service assistant staff, faculty members and their assistants, from the quality process.
32. The existence of a question banks that measures higher levels of thinking and is characterized by renewal and updating that is published, announced, and available to students.
33. There is coordination with the Nursing Sector Committee and the Nursing Syndicate to set the foundations and quality standards and make them available electronically.
34. A unit equipped with the latest electronic systems to conduct quality operations.
35. There is an activation of the technical support for the college during the stages of definition, management, implementation, quality control, follow-up, evaluation and continuous development.
36. Obtaining funding for scholarships in nursing to enter international examinations.
37. Linking the targeted educational outcomes with international systems to keep pace with scientific and technical development in the field of nursing.



Supporting of Excellence Students Projects (SESP)

University name: Assiut

Institution name: College of Nursing

Project Title: Student Unit for Talent Development and Creativity to Reproduce Models for Training Nursing Students

Student entity name: Creative Start Team

Contract date: 17/12/2014

The strategic objective of the Student Engagement Project to Support Excellence:

Strengthening and expanding the base of student participation in supporting the excellence of the higher education system and community service and instilling the values of belonging and mature free thinking in a way that enhances their capabilities in the regional and international labor market and supports their shouldering of duties and responsibilities towards the homeland.



Expected outputs of student participation projects to support excellence:

- Student cadres with leadership and administrative skills, able to communicate effectively and deal effectively with challenges.
- Accredited and activated training programs to develop moral values and national awareness and to facilitate the practice of students to express their opinions and accept the other.
- Qualified student cadres to train peers and develop their skills.
- Graduates with a high degree of self-confidence and belonging to the Egyptian government educational institutions.
- The Student Union committees are developed and distinguished.
- Effective student cadres of people with disabilities who are able to face challenges.
- Student competitions with the corresponding committees of the Student Union at the university / sector level... etc. is based on competition and exchange of experiences.
- Updated and equipped environments for practicing activities and developing students' talents.
- Analytical studies with the participation of students on the needs of the labor market in the field of specialization at the level of colleges/scientific sectors.
- Student cadres with the ability to manage and implement small projects according to the needs of the labor market.



- Student cadres holding international licenses in the specialization to enhance the level of graduates in the market International work.
- Accredited and announced databases of student cadres / graduates trained in various fields
- Effective recruitment forums at the level of universities/educational sectors to exchange experiences and qualify and employment of graduates.
- Feasibility studies for small projects in various fields.
- Graduates with the ability to compete in the labor market.
- Accredited and activated training programs to discover and develop talents.
- Distinguished student talents in various student activities.
- Adopted and announced databases of effective student cadres.
- Innovative methods and non-traditional solutions to societal problems according to the needs and priorities of the community.
- Effective student links at the level of universities and scientific sectors.
- Active cooperation agreements in various fields with similar student entities at the local, regional and international levels.
- Student competitions between the faculties of the scientific sectors / faculties of the university in the scientific fields and the fields of student activities.
- Developed patterns of teaching and learning methods to encourage interactive and self-learning (peer training /Simulation) .



- Resources to support and enhance the educational process (educational museum/skills lab/educational atlas)
- Student cadres trained in scientific research skills and participating in the research process.
- Research incubators to prepare and qualify young researchers.
- Effective student cadres with an innovative ability that adopts continuous development.
- Student cadres participating in the implementation of the activities of quality assurance units/centers.