

Project to develop systems, evaluation of students and examinations

Introduction

The project proposal seeks to raise the level of teaching, learning, and evaluation to reach international standards, by improving the components of the academic and administrative education system to reach a high level of academic quality with coordination and integration between the various departments and disciplines in the light of the faculty's vision and mission. The proposed proposal is based on developing an integrated system aimed at developing the examination and student evaluation process to ensure access to a disciplined evaluation system that efficiently measures educational outcomes, including aspects of cognitive, skill, and emotional education, and is linked to professional practice and skill. The project proposal also seeks to develop a clear strategy for outcomes to achieve accreditation standards and thus advancement the level of graduates scientifically and skillfully.

Beneficiaries of the project

- Faculty students.
- All beneficiaries of the faculty's educational process outputs, such as doctors, nursing staff, and patients in all health service provision sites, whether affiliated with the Ministry of Health, Health Insurance Authority, or university hospitals.
- The surrounding environment and the various population centers in the governorate (school students, university students, factory workers, employees of companies and institutions, people with special needs, etc.).

Project outputs

1. Presence of the study to measure the quality level of the outputs of the educational process in the faculty, and their efficiency and ability to compete internationally.
2. Presence of a guideline regarding the development of the evaluation and examinations announced and published.
3. Presence of newly approved policies and laws related to student evaluation, announced and published for those concerned.
4. Complete the training of those concerned with applying the updated rules and regulations on practicing these rules and raising the efficiency of their performance, with the presence of a clear mechanism and rules to follow up the implementation of these rules and regulations.
5. Presence of a clear and regulated system for the development plan of the evaluation process, with specific and clear ethical rules for evaluating students.
6. Presence rules for following up the evaluation process honestly and objectively.
7. Presence of a plan that includes the procedures for conducting the examinations, with the necessity that it be clear, accurate, and comprehensive for all aspects of this process, with determining and announcing the procedures for following up on the implementation of the examination plan.
8. Determining the standards that must be available in leaders of the controllers, the members of the controllers, the heads of the committees, and the observers.

9. Determining and announcing the tasks of each of the staff members and the assistant staff members during the evaluation process and the assistant workers.
10. Presence of various tools and trained members to evaluate the performance of those responsible for the evaluation process and the presence of specific and announced rules for accountability.
11. The development of the capabilities of those concerned with the evaluation and workers to achieve the distinguished level in their fulfillment of the evaluation requirements.
12. Presence of regulated, designed rules for examinations and announced for members of the administration and workers, as well as for staff members and the assistant staff as well as for students.
13. Presence of specific and clear procedures for putting the exam in the theoretical examination paper to meet the National Academic Reference Standards (NARS).
14. Presence of a continuous assessment center for evaluation methods and the development of its specifications, standards, and tasks.
15. Presence of clear procedures for reviewing the exam.
16. Presence of the regulated system for oral examinations is characterized by transparency, accuracy, justice, and objectivity.
17. Presence of the regulated system for practice tests to achieve the actual measurement of the student's skill level.
18. Completing the advertisement and intensive training for the staff members to reach the level of quality required to carry out the evaluation process.

19. Completing the announcement of the criteria for evaluating students and preparing a specialized guide for them to be adhered to by staff members when evaluating students.
20. Continuous updating, definition, and training for those involved in the evaluation process to implement the procedures for developing and reviewing the examination material.
21. Presence of rules for correction that achieve accuracy, justice, and objectivity in the correction process.
22. Presence clear procedures for reviewing the correction of the exam material.
23. Presence opportunities for training on the rules for correcting and revising the examination material.
24. Presence of a system to follow up the achievement of accuracy and justice in both the correction and review processes.
25. Determine the number and times of the evaluation.
26. Presence of rules to follow in cases of compassion and facilitation, and a clear system for following up on these rules.
27. Presence of rules to be followed in cases of cheating of students or grievances about the result of the examination, with the presence of a mechanism to follow up on the implementation of these rules.
28. Presence of controls, systems, and specific dates for the completion of correction, review work and announcing the evaluation results.
29. Presence of announced procedures through monitoring implementation of the examination plan.

30. Presence the various methods for announcing the evaluation results, such as hard copies, advertisements on the website, and reporting the result by phone.
31. Presence analysis of the evaluation results data, a study of the available opportunities related to strengths, and the identification of the reasons for weakness, with feedback available to the students.
32. Presence plan to develop the elements of the educational system in the light of the evaluation results.
33. Presence of regulated continuous evaluation system.
34. Presence is a measure of students' satisfaction with the evaluation process.
35. Presence of a question bank that measures higher levels of thinking characterized by renewal and updating that is published, announced, and available to students.
36. Presence coordination with the Nursing Sector Committee and the Nursing Syndicate to set the foundations and criteria for evaluation and make them available electronically.
37. Presence of a unit equipped with the latest electronic systems to carry out evaluation, correction, and monitoring processes.
38. Presence an activation of technical support for the faculty during the stages of definition, management, implementation, quality control, follow-up, evaluation and continuous development.
39. Obtaining funding for scholarships in nursing to enter international examinations.
40. Linking the targeted educational outputs with international systems to keep pace with scientific and technical development in the field of nursing