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Quality Assurance Unit Guide

Faculty of Nursing - Benha University

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Introduction to the Quality Assurance Unit Guide

- **Faculty of Nursing, Benha University**

The Faculty of Nursing at Benha University seeks to provide distinguished and advanced university education that keeps pace with the latest quality standards in education and healthcare. In fulfillment of its mission to prepare qualified nursing professionals equipped with scientific knowledge and practical competence, the Faculty is committed to adopting advanced academic systems that enhance the quality of education, scientific research, and community service. The Quality Assurance Unit is one of the fundamental pillars supporting this commitment, playing a central role in ensuring the quality of academic and administrative performance and strengthening the Faculty's standing locally and internationally.

The Quality Assurance Unit aims to support continuous improvement in educational and research programs by applying academic standards aligned with international best practices. It also seeks to enhance the competitiveness of Faculty graduates in the labor market by developing their scientific and practical skills in accordance with community needs and healthcare-sector requirements. Furthermore, the Unit works to improve educational and administrative services to provide a stimulating academic environment that contributes to the excellence and success of both students and faculty members.

This guide serves as a comprehensive reference setting out the policies and procedures adopted within the Quality Assurance Unit and defining the frameworks governing implementation, follow-up, and evaluation. It also seeks to foster a culture of quality among all Faculty members, including academic staff, students, and administrators, by promoting cooperation and teamwork in applying the principles of total quality, thereby advancing academic and research excellence and improving the institutional work environment.

The Quality Assurance Unit believes that continuous improvement and regular evaluation are the cornerstone of excellence, and that innovation and quality are essential to delivering high-quality education and academic outcomes that positively affect society. Through this guide, the Unit reaffirms its commitment to transparency, sustainable development, and establishing quality as an enduring institutional value, contributing to the preparation of nursing professionals capable of meeting future challenges and actively improving the healthcare system.

Message from the President of Benha University

Benha University attaches the utmost importance to excellence in higher education and believes that quality assurance provides the foundation on which such excellence rests in education, scientific research, and community service. Based on this conviction, the University continues to provide ongoing support to all its faculties and academic units in applying comprehensive quality standards and achieving continuous development across every aspect of the educational process.



The Quality Assurance Unit at the Faculty of Nursing is one of the essential pillars contributing to the realization of the University's vision for an integrated academic learning environment that meets international standards and reflects the University's commitment to excellence and leadership. Efforts to develop academic programs, modernize curricula, and strengthen students' practical and scientific skills clearly demonstrate the University's commitment to preparing graduates capable of competing in the labor market and contributing effectively to the development of the healthcare system.

This guide is a fundamental reference for all members of the Faculty of Nursing—including academic staff, administrators, and students—because it explains approved policies and procedures in the field of quality assurance and brings efforts together toward achieving the highest standards of academic and administrative performance. It also promotes cooperation and teamwork to improve university education and support the sustainable development pursued by the University.

In commending the sincere efforts made by the Faculty of Nursing's academic staff and employees to consolidate the principles of quality and innovation in academic and administrative work, I look forward to further excellence and success. The achievements to date represent a firm step in the University's journey toward leadership and sustainable excellence.

Message from the Director of the Quality Assurance and Accreditation Center, Benha University

Benha University adopts an integrated strategic approach designed to improve the quality of educational and scientific research outcomes and develop academic and administrative evaluation systems through a comprehensive continuous-development framework committed to the highest local and international quality standards.



Within this framework, the Quality Assurance and Accreditation Center plays a pivotal role as the University's principal instrument for supporting the quality assurance and accreditation system. The Center provides technical support to faculties and institutes and undertakes internal reviews of quality assurance systems to assess performance and identify strengths and opportunities for improvement. It also contributes to preparing and updating institutional and program development plans, thereby ensuring that the University's mission and strategic objectives are achieved effectively and sustainably.

The Center pursues a clear policy to enhance the competencies of academic staff and employees through specialized training programs in quality and academic accreditation. It draws on distinguished expertise within the University to provide technical assistance and ongoing evaluation and periodically updates its database of experts to ensure effective communication and optimal use of available capabilities.

As part of the University's move toward the internationalization of education, the Center monitors the development of several academic programs to qualify them for international accreditation by globally recognized accreditation bodies, thereby enhancing the University's position and educational outcomes regionally and internationally.

The Center also gives considerable attention to encouraging and motivating all participants in internal review processes by measuring the impact of training and its effect on improving teaching, learning, and evaluation. It seeks to provide full support to faculties seeking institutional or program accreditation from the National Authority for Quality Assurance and Accreditation of Education, thereby advancing the University toward leadership and sustainable excellence.

Message from the Dean of the Faculty of Nursing, Benha University

The Faculty of Nursing at Benha University endeavors to provide distinguished educational services in accordance with the highest approved standards of quality assurance and accreditation. To this end, the Faculty adopts a comprehensive approach that ensures academic teaching and research are delivered in line with best-practice quality standards throughout its academic and administrative activities and community services.



The Quality Guide is the principal reference for all Faculty departments in applying quality standards. It explains the components and procedures of quality control and their accompanying instructions, helping achieve integrated performance across all areas of university activity.

At its core, quality means compliance with scientific specifications and academic standards, together with precise administrative considerations that ensure performance across all university activities conforms to established criteria and specifications. The Faculty also seeks to ensure that its results and performance correspond to its intended objectives and outcomes.

The Faculty continually seeks to disseminate a culture of quality among all personnel at all academic and administrative levels, emphasizing the commitment of the entire Faculty community to the concept and objectives of quality. We seek to cultivate a philosophy of self-monitoring so that quality practices are not confined to external monitoring or inspection but are grounded in full awareness of quality from within the institution.

The Faculty affirms that “quality” is the foundation of the organizational conduct expected and accepted within the institution. Every member of the Faculty community—academic staff, students, administrators, and technicians—is expected to ensure that their work and behavior are consistent with quality principles, with the ultimate aim of fulfilling the Faculty’s objectives in serving students, science, and society.

Quality is not an individual responsibility; rather, it is shared among all members of the Faculty community. Each individual is therefore responsible for the success of the quality assurance system through diligent awareness of their own responsibilities and support for the efforts of others in achieving the Faculty’s objectives.

Message from the Director of the Quality Assurance Unit, Faculty of Nursing, Benha University

The Quality Assurance Unit at the Faculty of Nursing, Benha University, strives to achieve academic and administrative excellence by applying the latest comprehensive quality practices, thereby ensuring continuous performance improvement in all educational, research, and administrative activities. The Unit is one of the fundamental pillars supporting the implementation of the Faculty's and University's strategic objectives through rigorous monitoring and continuous evaluation of institutional performance, with the aim of meeting the required accreditation and quality standards.



The Unit's mission is to develop and improve teaching and learning programs in accordance with national and international academic standards and to increase the effectiveness of scientific research and community service. This guide is an essential reference that explains the policies, procedures, and approved forms used within the Faculty in order to standardize practices and facilitate the application of quality standards across academic and administrative departments and activities.

Within the Quality Assurance Unit, we believe that quality is a shared responsibility borne by all members of the academic community, including academic staff, students, and administrators. Accordingly, we are committed to embedding quality as a deeply rooted institutional value founded on cooperation, integration, accountability, and continuous self-monitoring, which together form the essence of ongoing improvement.

We also place particular emphasis on developing the skills and capabilities of academic staff and employees through continuous training programs focusing on modern quality systems and academic and administrative best practices. This contributes to enhancing performance efficiency and achieving distinguished educational and research outcomes aligned with community and labor-market requirements.

In conclusion, the Quality Assurance Unit reaffirms its full commitment to fostering an educational environment that encourages excellence and creativity, keeps pace with global developments in nursing education, and actively serves local and national communities. In this way, the Faculty of Nursing at Benha University can become a model of leadership, quality, and sustainable academic accreditation.

Mechanisms for Preparing the Quality Assurance Unit Guide Faculty of Nursing, Benha University

As part of the Faculty of Nursing's commitment to the highest standards of academic and administrative quality, this guide was prepared according to a set of systematic mechanisms designed to ensure alignment with local and international quality standards and to reflect the Faculty's commitment to an integrated institutional system for continuous improvement.

Preparation of the guide was based on a participatory and practical methodology intended to apply best practices in quality assurance and accreditation while adapting them to the Faculty's academic and professional characteristics.

In this context, the University's Quality Assurance Unit Guide was consulted, together with the quality assurance and accreditation systems issued by the National Authority for Quality Assurance and Accreditation of Education, including the editions concerning institutional and program accreditation. The numerical years in the source's extracted text are unclear and require verification against the original page image before being reproduced in English.

Relevant national academic reference standards for different higher-education sectors were also consulted, along with the amended law governing the National Authority for Quality Assurance and Accreditation of Education, to ensure that the guide reflects the applicable legal and regulatory framework in the Arab Republic of Egypt.

These mechanisms affirm the Faculty's firm commitment to applying comprehensive quality standards and meeting national and international requirements, thereby fulfilling its mission and strategic objectives in education, scientific research, and community service and achieving sustainable institutional excellence.

Vision of the Faculty of Nursing

To attain a leading position among faculties of nursing locally, regionally, and internationally.

Mission of the Faculty of Nursing

The Faculty of Nursing, Benha University, is committed to preparing graduates capable of delivering comprehensive nursing care with a high degree of competence and excellence in education, scientific research, and community service; supporting sustainable development; advancing the nursing profession locally and regionally; and meeting the demands of the competitive labor market.

Strategic Goals of the Faculty

The Faculty seeks to achieve the following nine principal strategic goals:

- Distinguished students and graduates who are competitive and innovative.
- Advancement of the postgraduate studies system and the quality and ethics of scientific research.
- Earning the trust of society.
- Climate change and its impact on human health.
- Assurance of institutional performance quality, continuous development, and sustainable human-resource development.
- Development of financial resources.
- Increasing the Faculty's capacity.
- Strengthening the Faculty's international standing.
- Using information technology and supporting the Faculty's digital transformation.

Mission of the Bachelor of Science in Nursing Programme

The programme is committed to providing a distinguished educational environment that fosters autonomy and innovation and contributes to the development of the nursing knowledge and skills required for highly competent professional nursing practice. This is achieved through innovative clinical training, the promotion of scientific research, and the establishment of partnerships with healthcare institutions at the local, regional, and international levels, in support of the Sustainable Development Goals.

Educational Objectives of the Bachelor of Science in Nursing Programme

- To prepare qualified nursing practitioners by enhancing the quality of teaching and learning and creating an educational environment that strengthens the competitiveness of students and graduates.
- To encourage students to apply critical thinking and problem-solving skills, enabling them to make evidence-based decisions when delivering nursing care to individuals, families, and communities.
- To support research and innovation by encouraging students to engage in scientific research and contribute to the development of innovative solutions that improve the quality of healthcare.
- To keep pace with developments in the nursing profession by introducing distinctive undergraduate educational programmes that enable students to adapt to evolving labour-market requirements at the local and regional levels.
- To promote professional and humanitarian values in the delivery of nursing care grounded in professional ethics and a spirit of collaboration.
- To equip students with effective communication skills and enable them to apply these skills when interacting with peers, individuals, communities, and families.
- To develop and introduce teaching, learning, measurement, and assessment strategies based on the use of modern technologies.

Overview of the Quality Assurance Unit

Establishment and Profile of the Unit

- The Quality Assurance Unit at the Faculty of Nursing, Benha University, was established pursuant to a decision issued by the University President, acting on behalf of the Faculty Council, dated 27 April 2006. Its establishment constituted one of the outcomes of a project to develop an internal quality assurance and accreditation system within the Faculty. The Unit was created as an administrative entity responsible for monitoring and evaluating performance throughout the Faculty.
- Since its establishment, the Unit's management, in cooperation with the Faculty administration, has sought to disseminate a culture of quality among academic staff, teaching assistants, and administrative personnel. The Unit also evaluates the various stakeholder groups within the Faculty by designing survey instruments intended to support the implementation of the mechanisms and standards of the National Authority for Quality Assurance and Accreditation of Education (NAQAAE), thereby promoting continuous improvement and the achievement of high quality standards.
- The Faculty's Quality Assurance Unit serves as a liaison between the internal quality systems of the Faculty's departments and the University's Quality Assurance Centre.

Regulatory and Reference Framework

- The accreditation standards issued by the National Authority for Quality Assurance and Accreditation of Education (NAQAAE) in the Arab Republic of Egypt constitute the primary reference framework for the Unit's quality assurance activities. The Unit's Board of Directors adopts the measures necessary to ensure the effective operation of the Unit and the implementation of all quality assurance activities in accordance with this framework.

Mission of the Quality Assurance Unit

- To achieve excellence across all educational and research processes in alignment with the Faculty's vision and mission, thereby strengthening public confidence in its graduates. The Unit pursues this mission through the implementation of a comprehensive evaluation system to review institutional systems and processes, identify strengths and weaknesses, and prepare performance reports to support development and ensure compliance with the requirements of the National Authority for Quality Assurance and Accreditation of Education (NAQAAE).

Vision of the Quality Assurance Unit

- The Quality Assurance Unit aspires to strengthen quality standards, enhance academic and administrative performance, and attain international levels of excellence in performance and achievement.

Objectives of the Quality Assurance Unit

- To disseminate and reinforce a culture of quality and ensure the implementation of quality standards among academic staff, teaching assistants, students, and administrative personnel.
- To enhance the quality of academic programmes and courses at undergraduate and postgraduate levels in alignment with the Faculty's mission and labour-market needs.
- To develop and activate a specialised scientific research system that supports innovation and increases high-quality research output.
- To strengthen specialised continuing professional development and training programmes for academic staff, teaching assistants, and administrative personnel in order to improve their competencies and capabilities.
- To strengthen mechanisms for monitoring and evaluating academic and administrative performance to ensure continuous improvement.
- To adopt an integrated and effective data and information management system that ensures the smooth and reliable flow of information.
- To enhance the Faculty's role in community service by developing integrated programmes and activities that serve the local community and respond to its needs.

- Translation note: Terminology and institutional titles follow the source text. The establishment date was checked against the visible PDF page because the text extraction distorted Arabic numerals

Faculty Accreditation

- The Faculty submitted its application for accreditation to the National Authority for Quality Assurance and Accreditation of Education (NAQAAE) on 25 August 2014. Through the collective efforts of the Faculty leadership, academic staff, teaching assistants, students, administrative personnel, and support staff, the Faculty was granted accreditation on 27 October 2021. The Faculty continued its efforts and subsequently obtained institutional accreditation from the National Authority for Quality Assurance of Education on 20 May 2026. The Faculty of Nursing at Benha University is the second accredited faculty within Benha University and the fourth accredited faculty of nursing in Egypt.

Statement of Financial Resources and Facilities Available to the Quality Assurance Unit for the Academic Year 2025/2026

- The Quality Assurance Unit at the Faculty of Nursing, Benha University, has access to the financial resources and physical and technological facilities necessary to perform its functions efficiently and effectively. These resources support continuous improvement in quality, academic performance, and administrative operations across the Faculty. The available resources and facilities are summarized below.

1. Premises and Essential Facilities

- The Unit has been allocated independent premises within the Faculty building, covering approximately 220 square metres. The premises provide a comfortable working environment with modern office furniture, including desks and chairs, as well as wooden and glass cabinets for storing documents and reports related to quality assurance activities. They also include an equipped meeting room for periodic meetings and discussion of evaluation findings and performance reports.

2. Technical and Electronic Equipment

- The Unit has several internet-connected computers equipped with specialized statistical and analytical software, including SPSS, to facilitate data analysis and report preparation.

3. Communication Services and Technological Support

- Wireless internet (Wi-Fi) is available within the Unit to all members and staff, enabling rapid communication and the exchange of data and information relevant to quality assurance activities.

4. Financial Support

- The Faculty, in cooperation with the University, allocates annual budgets to support the activities of the Quality Assurance Unit. These budgets cover workshops, training courses, meetings, and events related to the development of quality assurance systems and academic accreditation.

5. Presentation Systems and Audiovisual Facilities

- The Unit has modern presentation equipment (data projectors) and a smart board for displaying quality assurance data and reports and for delivering presentations during meetings and training programmes.

6. Internal Communication and Engagement Mechanisms

- The Unit holds regular monthly meetings for its members to review work plans and monitor implementation. Internal communication among team members is also promoted through electronic communication platforms, such as WhatsApp, to facilitate information sharing and follow-up on new developments.

These resources and facilities demonstrate the Faculty's commitment to providing an effective and supportive institutional working environment for the Quality Assurance Unit, enabling it to fulfil its responsibilities efficiently and contribute to the Faculty's and University's objectives of academic excellence and sustainable accreditation.

Inventory of Equipment and Furnishings

No.	Equipment / Item	Quantity
1	Toshiba data projector	2
2	Mitsubishi data projector	1
3	HP 1205 computer printer	1
4	Dell 642 desktop computer	13
5	16-GB USB flash drive	1
6	8-GB USB flash drive	2
7	A3 5500 laser printer	1
8	Uninterruptible power supply (UPS)	13
9	Samsung printer	5
10	Konica photocopier	1
11	Kyocera photocopier	3
12	Scanner	1
13	Smart board	2
14	Chair	26
15	Wooden, glass, and metal cabinets	28
16	Metal and wooden office desk	48
17	Wooden and metal computer desk	17
18	Waiting-room chair set	2
19	Drawer unit	17
20	Carpet	1
21	Laptop	4
22	HP 1005 computer printer	1
23	HP 1320 computer printer	1
24	HP 1020 computer printer	1
25	Air-conditioning unit	4
26	Fan	12

Role of the Quality Assurance Unit

The Quality Assurance Unit at the Faculty of Nursing, Benha University, plays a central role in enhancing and developing academic and administrative performance, thereby supporting the achievement of the Faculty's quality objectives and strengthening its competitiveness and readiness for academic accreditation. The Unit's principal roles and responsibilities are as follows:

1. Promoting a Culture of Quality

- Raising awareness of the importance of implementing quality standards, quality assurance mechanisms, and continuous evaluation among all members of the Faculty community, including academic staff, teaching assistants, administrative staff, and students.

2. Developing Measurement and Evaluation Instruments

- Designing, administering, and analysing questionnaires and other evaluation instruments to measure performance indicators related to educational inputs and outcomes, thereby supporting data-driven decision-making.

3. Improving the Quality of Education, Research, and Community Service

- Enhancing the effectiveness of teaching and learning, scientific research, and community service through continuous monitoring and evaluation of implementation mechanisms and achieved outcomes.

4. Preparing Operational Plans

- Developing the Unit's annual operational plan in alignment with the strategic objectives of the Faculty and University, and monitoring its implementation to ensure the effectiveness of quality assurance activities.

5. Preparing Reports and Improvement Plans

- Producing periodic analytical reports on the findings of various evaluations and proposing continuous improvement plans for review by senior management, enabling appropriate decisions to enhance academic and administrative performance.

6. Engaging Stakeholders

- Strengthening communication and collaboration with all groups within the Faculty—including academic staff, teaching assistants, administrators, and students—as well as with local healthcare

institutions, to ensure that academic programmes respond to labour-market needs in the nursing sector.

7. Developing Comprehensive Quality Policies

- Formulating institutional quality policies and procedures governing academic and administrative activities within the Faculty. These policies address areas such as academic performance improvement, continuous evaluation, human resource development, and the creation of a stimulating learning environment that promotes excellence and sustainable quality.

Activities of the Quality Assurance Unit

The activities of the Quality Assurance Unit at the Faculty of Nursing encompass a range of events and routine operational procedures implemented in practice to fulfill the Unit's role and strategic objectives in developing and improving academic and administrative performance. The principal activities are outlined below:

1. Promoting a Culture of Quality

- The Unit promotes the concepts of quality and quality assurance throughout the Faculty by organizing workshops and awareness-raising seminars and preparing informational newsletters and publications highlighting the importance of quality and its contribution to institutional performance improvement. These activities target all Faculty constituencies, including academic staff, teaching assistants, administrative personnel, and students.

2. Assessing Stakeholder Opinions

- The Unit conducts periodic surveys and interviews to obtain the opinions and feedback of students, academic staff, employees, and administrators on various aspects of educational and administrative processes. Findings are analyzed and used to improve institutional performance and academic programs.

3. Reviewing Academic Programs and Curricula

- The Unit undertakes the evaluation and review of academic programs and curricula to ensure alignment with national and international academic reference standards and to verify that learning outcomes meet labor-market requirements.

4. Monitoring the Implementation of Plans

- The Unit monitors progress in implementing annual quality assurance plans and analyzes the extent to which established objectives have been achieved. It identifies strengths and opportunities for improvement and initiates necessary corrective actions.

5. Preparing Periodic Self-Evaluation Reports

- The Unit prepares semiannual and annual self-evaluation reports containing a comprehensive analysis of compliance with quality standards across the Faculty. These reports document the implementation of improvement plans and corrective actions aimed at enhancing academic and administrative performance.

6. Developing and Implementing Improvement Plans

- On the basis of periodic evaluation and analysis findings, the Unit prepares detailed improvement plans designed to strengthen institutional and program-level performance. It monitors implementation in collaboration with all relevant departments and units.
- Editorial note: The source page contains a standalone “7.” without any associated activity or explanatory text; no additional activity has been supplied.

Procedures for Regulating the Quality Assurance Unit's Operations

Introduction

The Quality Assurance Unit at the Faculty of Nursing, Benha University, seeks to implement comprehensive quality standards in alignment with the vision and mission of the University's Quality Assurance and Accreditation Center, with the aim of achieving academic and institutional accreditation. The Unit continuously improves education, scientific research, and community service through an institutional approach based on planning, monitoring, evaluation, and continuous improvement. These procedures provide a comprehensive organizational framework to ensure that the Unit achieves its objectives efficiently and effectively.

Primary Objective

To attain the highest standards of comprehensive quality in education, scientific research, and community service, in accordance with the standards of the National Authority for Quality Assurance and

Accreditation of Education (NAQAAE), and to enhance the Faculty's standing at the local and international levels.

Detailed Operational Procedures

◀ **Organization and Monitoring of Quality Assurance Unit Meetings**

- The Director of the Quality Assurance Unit invites Unit members and the heads of technical committees to regular meetings.
- If a member or head of a technical committee is absent from three consecutive meetings without an official excuse, this is regarded as a relinquishment of the assigned responsibilities.
- Members must formally notify the Unit Director sufficiently in advance of any travel lasting more than one week.

◀ **Promoting a Culture of Quality**

- Conduct training courses and educational seminars for academic staff, teaching assistants, and students.
- Prepare booklets, brochures, and other informational materials explaining quality concepts and objectives.
- Disseminate awareness materials and videos through the Faculty website and its digital platforms.
- Organize student forums and university events to promote educational quality and continuous improvement.

◀ **Faculty Members' Capacity Development**

- Nominate academic staff to participate in specialized training courses and conferences on quality assurance and academic accreditation.
- Encourage active participation in quality-related activities and recognize distinguished members.
- Award accredited certificates of participation to encourage knowledge sharing and the transfer of expertise within the Faculty.

◀ **Meeting Academic Accreditation Standards**

- Define the responsibilities of the Unit's team and various councils and allocate tasks clearly.
- Adhere to the approved practices set out in the guide of the Union of Higher Education Institutions and relevant regulatory bodies.
- Hold regular meetings to evaluate performance, review progress in applying quality standards, and develop improvement plans.
- Monitor the application of standards across academic programs and courses to ensure the quality of educational outcomes.

◀ **Managing the Faculty's Self-Study**

- Form a specialized team responsible for preparing the Faculty's self-study.
- Determine the methodology and data-collection instruments needed to conduct the study accurately and objectively.
- Compare the findings of the current study with previous studies to assess progress and performance improvement.
- Obtain review and approval of the final self-study from the University's Quality Assurance and Accreditation Center before submitting it to the relevant authorities.

◀ **Conducting Internal Audits**

- Develop an annual or periodic internal audit plan covering academic and administrative activities.
- Establish an internal audit team to review documentation and reports and analyze findings.
- Prepare detailed reports documenting observations and proposed corrective actions.
- Monitor implementation of improvement plans and document outcomes to support continuous development.

◀ **Monitoring the Performance of Unit Committees**

- Evaluate the performance of technical committee chairs and members using pre-established evaluation forms.
- Communicate evaluation findings to the committees, discuss recommendations for improvement, and follow up on their implementation.
- These procedures contribute to effective organizational performance and continuous improvement within the Faculty of Nursing, Benha University, through an integrated system of planning, monitoring, evaluation, and accountability. They thereby support the Faculty's objectives of academic and administrative excellence and institutional accreditation.

Methodology for Evaluating the Faculty's Performance and Activities

Introduction

The Quality Assurance Unit at the Faculty of Nursing aims to implement comprehensive quality standards in line with the vision of the University's Quality Assurance Center, with the ultimate objective of achieving academic and institutional accreditation through continuous improvement in education, research, and community service.

Key Steps of the Evaluation Methodology

1. Preparation for Evaluation

- Establish a fixed schedule for preparing the self-study and obtaining its approval from the Faculty Council.
- Ensure that the self-study comprehensively addresses all Faculty activities and events.
- Prepare program and course specifications and reports and subject them to internal and external review by experts from other universities.

2. Conducting Internal Audits

- Establish a defined system for planning and conducting internal audits of the quality management system.
- Review all audit-related documents prior to implementation.
- Prepare tailored audit checklists aligned with the standards of the National Authority for Quality Assurance and Accreditation of Education (NAQAAE).
- Implement the audit plan according to the approved timetable.

3. Corrective Actions

- Identify instances of nonconformity and document them in audit reports.
- Develop a corrective action plan with defined implementation dates.
- Have the Quality Assurance Unit monitor the implementation of corrective actions and verify their effectiveness and impact.

4. Continuous Improvement

- Analyze internal and external evaluation results to identify areas requiring improvement.
- Use questionnaires and stakeholder feedback to develop educational and service delivery processes.

- Propose sustainable improvement plans consistent with available technical and financial resources

5. Performance Review

- Submit internal and external review reports to the Faculty Council and follow up on the implementation of their recommendations.
- Analyze the performance of academic and administrative leaders to identify opportunities for development.

6.Moral Support and Recognition

- Recognize outstanding faculty members and administrative personnel.
- Promote a positive institutional environment by acknowledging exemplary levels of performance.

◀ Data Collection Tools

- Document review.
- Interviews.
- Direct observation.

◀ Expected Outcomes

- Enhancing the quality of education and scientific research.
- Meeting the requirements for academic and institutional accreditation.
- Strengthening the Faculty's capacity to respond to labor-market and community needs.

This methodology provides a clear and structured framework that enables the Quality Assurance Unit to achieve its objectives efficiently and effectively.

Mechanism for Self-Assessment and Internal Review **Academic Year 2026/2027**

The self-assessment and internal review process focuses on identifying strengths that should be maintained and further developed, as well as weaknesses requiring improvement. The process must be objective and supported by tangible evidence and documented proof, rather than by subjective impressions or inaccurate information.

◀ **Fundamental Components of the Self-Assessment Process**

1. Planning

- Establish a self-assessment and internal review team.
- Develop a clear, objective plan defining the allocation of tasks and responsibilities among team members.
- Formally announce the assessment date sufficiently in advance.

2. Implementation of the Self-Assessment and Internal Review Plan

- The plan shall be implemented using the following assessment indicators and measurement instruments:

◀ **First: Data and Information Collection Methods (Assessment Tools)**

- Use the assessment templates issued by the National Authority for Quality Assurance and Accreditation of Education (NAQAAE), in accordance with the twelve institutional standards in the amended 2015 edition and the amended 2022 program-accreditation edition, as specified by the Authority.
- Use review questionnaires for academic departments, units, and standards, as reviewed by the internal quality review team.
- Use questionnaires for reviewing examination-control units, administered by the Measurement and Evaluation Unit.
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- Use questionnaires to solicit the views of students, academic staff members, administrative personnel, and other beneficiaries.
- Conduct individual and group interviews with faculty members, teaching assistants, administrative personnel, and students to discuss institutional performance improvement and continuous evaluation.

◀ **Second: Performance Indicators**

- Prepare the final self-assessment report, documenting the extent to which standards, units, departments, and examination-control units meet the requirements of the prescribed review template.
- Discuss and approve the final self-assessment report.
- Monitor the implementation of corrective and enhancement actions based on the findings of the self-assessment.

Activities for Strengthening Cooperation Between the Faculty Quality Assurance Unit and the University Quality Assurance Center

To activate and strengthen the relationship between the Quality Assurance Unit at the Faculty of Nursing, Benha University, and the University Quality Assurance Center, a range of activities and measures can be adopted to facilitate cooperation and improve communication between the two entities. These activities support the exchange of expertise and knowledge and ensure the effective implementation of quality policies at both Faculty and University levels. Practical examples include:

- 1. Coordination Meetings:** Hold coordination meetings between the Faculty Unit and the University Center to discuss the latest developments in quality assurance.
 - 2. Coordination of Joint Activities:** Identify Faculty-level activities to be implemented in cooperation with the Center, such as the execution of quality improvement plans.
 - 3. Preparation of Periodic Reports (Monthly and Semiannual):** The Faculty Unit prepares periodic reports on the achievement of academic and administrative objectives and submits them to the University Center for review.
- Technical Support and Mock Visits:** The University Center provides technical support to the Faculty Quality Assurance Unit.
- 4. Training and Workshops:** Organize joint training courses for faculty members, teaching assistants, and administrative personnel on quality assurance.
 - 5. Organization of Visits:** Arrange visits involving the Faculty Unit and University Center to other faculties and educational institutions to exchange experiences and learn about best practices in quality assurance.

6. Integration Between the Faculty and the Center: Strengthen coordination in policy development and strategic planning to ensure the delivery of high-quality education and contribute to the advancement of the academic community.

Implementation of the Quality Assurance System at the Faculty

First: The Role of University Leadership in Implementing Educational Quality Systems

- To assist and motivate the implementation of the educational quality system at the Faculty, university leadership should recognize students as the focus of the educational process and faculty members as its principal implementers. This role can be summarized as follows:
- Develop an integrated strategic plan encompassing education, scientific research, and community service.
- Activate and support quality assurance systems and mechanisms at the Faculty.
- Organize career-orientation and recruitment meetings to open employment opportunities for students approaching graduation.
- Establish a mechanism to receive and address student complaints.
- Improve student affairs services to expedite course registration and examination procedures.
- Develop a policy for supporting academically struggling students.
- Establish a dedicated program for academically outstanding students.
- Implement an integrated academic advising system.
- Publicize the Faculty's policies on student activities and support through various communication channels.
- Continuously update and develop curricula to respond to labor-market needs.
- Recruit highly qualified faculty members.
- Make effective use of widely available educational technologies, including information technology, computers, and the Internet.
- Identify and regularly review the preferred requirements of employers and other stakeholders.

◀ **Second: The Role of University Academic Staff in Implementing Educational Quality Systems**

- Faculty members constitute a fundamental pillar of university education. Their responsibilities extend beyond instruction to shaping students' personal and professional development through the academic programs and scholarly activities they deliver. The specific responsibilities of academic staff may vary according to the size, mission, and operating systems of the university. In general, their responsibilities encompass teaching, research, scholarly authorship and translation, and service to the local community through specialized centers and institutions. These responsibilities may be outlined as follows:

Curriculum and Course Design

- Define intended learning outcomes, prepare specifications for the courses taught, and contribute to the preparation of academic program specifications.
- Introduce students to the course specification at the beginning of the semester and explain the intended learning outcomes.
- Update course content in accordance with contemporary scientific developments and labor-market requirements.

Teaching and Learning

- Develop a teaching and learning strategy.
- Employ effective teaching methods and actively engage students in ongoing dialogue.
- Use modern instructional approaches, including e-learning, and encourage, train, and support students in applying these methods effectively.

Student Assessment

- Explain the distribution of assessment grades to students at the beginning of the semester, in accordance with the applicable regulations.
- Diversify student assessment methods and distribute assessments throughout the semester.
- Inform students of their assessment results and provide constructive feedback.

Quality of Academic Performance

- Maintain comprehensive and up-to-date course and departmental files.
- Participate in developing and implementing the Faculty strategic plan.

- Discuss the Faculty vision and mission and contribute to their formulation and achievement.
- Pursue continuous professional development of knowledge and skills and participate in relevant conferences and seminars.
- Undertake research addressing national and pressing societal issues.
- Cooperate with the Faculty Quality Assurance Unit in fulfilling quality assurance responsibilities.
- Engage constructively with internal and external reviewers and encourage colleagues to do likewise.

Student Support

- Attend scheduled lectures and remain available during designated office hours.
- Fulfill academic advising responsibilities toward students to the highest possible standard.
- Faculty of Nursing | Benha University | Quality Assurance Unit
- SOURCE PAGE 28

Community Engagement

- Establish communication channels with relevant community organizations and stakeholders involved in the educational process.
- Organize seminars with experts from civil society organizations and employers to exchange knowledge and experience.
- Hold periodic meetings with Faculty graduates and offer training courses that address their needs.

◀ Third: The Role of University Students in Quality Assurance

- Become familiar with the intended learning outcomes of every course studied.
- Participate actively in teaching and learning by completing assigned tasks and readings and contributing effectively to academic discussions.
- Collaborate with academic staff in applying modern learning approaches, including e-learning and self-directed learning, which develop the essential skills required by the labor market.
- Participate in training programs offered by the Faculty and University to develop skills and acquire additional knowledge.
- Engage actively in field training, which is among the most important requirements for entering the labor market.

- Evaluate teaching and learning processes objectively by completing course evaluation questionnaires at the end of each course.
- Adopt positive attitudes and avoid negative behavior.
- Participate in collaborative educational activities with peers to strengthen teamwork skills.
- Make use of the student support and welfare services available at the Faculty.
- Discuss examination results with academic staff to identify areas requiring improvement in the future.
- Become familiar with the Faculty vision and mission and contribute opinions to improvement and development initiatives.
- Provide feedback on the Faculty's practices, including faculty performance, administrative services, equipment, and laboratory facilities.
- Compare competencies acquired through the academic program with labor-market requirements and seek to improve them.
- Make effective use of Faculty resources, including the library, computers, and laboratory equipment.
- Participate in community and environmental awareness initiatives as an integral component of developing employability skills.
- Engage actively in scientific seminars and research activities that develop the intellectual and practical skills required in the labor market.
- Regularly engage in self-reflection and assess the extent to which personal conduct meets the expectations of a responsible student.
- Faculty of Nursing | Benha University | Quality Assurance Unit
- SOURCE PAGE 29

◀ **Fourth: The Role of the Community and External Stakeholders in the Quality Assurance System**

- Community stakeholders include all individuals and organizations directly or indirectly connected to the Faculty's educational, research, and community-service activities. Internal stakeholders—academic staff, students, and leadership—have been discussed above. External stakeholders include professional association representatives, employers, recruiting organizations, the local community, and others associated with graduates and Faculty activities. Their role is essential to educational quality and may be considered at three levels:

At the Planning Level

- Participate in formulating the Faculty vision and mission.
- Contribute to reviewing and updating the Faculty vision and mission.
- Help define graduate attributes, including knowledge, skills, and attitudes, in accordance with stakeholder expectations and needs.
- Participate in planning and decision-making concerning priorities and implementation mechanisms.
- Offer opinions concerning the Faculty academic program.

At the Implementation Level

- Contribute to the implementation of plans adopted by the Faculty to achieve its objectives.
- Support financial and human resources and mechanisms for their utilization through material, moral, and intellectual contributions to teaching, research, and community engagement.

At the Monitoring and Follow-Up Level

- Monitor the Faculty's fulfillment of its mission and progress toward its vision.
- Contribute to evaluating progress made under improvement plans.
- Provide the Faculty with feedback on its policies and decisions, graduate competency levels, research outputs, and services delivered to the surrounding community.
- Assess graduate competencies and verify their alignment with labor-market requirements and the Faculty's adopted values

**The Internal Regulations
of the Quality Assurance
Unit for the Academic
Year 2026/2027**

Article (14): Legal Framework

The Quality Assurance Unit operates as an independent academic unit. Administratively, it reports to the Dean of the Faculty, while technically it is affiliated with the University Quality Assurance Center.

Establishment of the Unit

The Quality Assurance Unit was established at the Faculty of Nursing, Benha University, by a decision of the University President acting on behalf of the Faculty Council, dated as indicated in the Arabic source (the scanned date requires verification), as an outcome of the project to establish an internal quality assurance and accreditation system within the Faculty. The Unit functions as an administrative entity responsible for monitoring and evaluating performance across the Faculty.

Article (15): Mission of the Unit

To achieve excellence in all educational and research processes in alignment with the Faculty's vision and mission, thereby strengthening public confidence in its graduates. This will be accomplished through the implementation of an integrated system for assessing and reviewing procedures and processes, identifying strengths and areas requiring improvement, and preparing performance reports to support institutional development and ensure compliance with the requirements of the National Authority for Quality Assurance and Accreditation of Education (NAQAAE).

Article (16): Vision of the Unit

The Quality Assurance Unit aspires to become a leading unit in promoting quality standards, enhancing academic and administrative performance, and achieving internationally recognized levels of performance and accomplishment.

Article (17): Objectives of the Unit

- Promote a quality culture and embed quality practices among faculty members, teaching assistants, students, and administrative staff.
- Enhance the quality of undergraduate and postgraduate academic programs and courses in accordance with labor market requirements and the pursuit of academic excellence.
- Develop the scientific research system by supporting innovation and encouraging high-quality scholarly output.

- Strengthen specialized, continuing professional development for faculty members, teaching assistants, and administrative personnel to enhance their competencies.
- Develop systematic mechanisms for monitoring and evaluating academic and administrative performance to ensure continuous improvement.
- Adopt an integrated and effective data and information management system that ensures smooth and reliable information flows.
- Strengthen the Faculty's community engagement through integrated programs and activities that serve the local community and respond to its needs.

Responsibilities of the Quality Assurance Unit

The Faculty Quality Assurance Unit is responsible for the following activities:

- Promoting quality assurance awareness among faculty members, teaching assistants (demonstrators and assistant lecturers), employees, students, and community stakeholders, thereby contributing to policy development and institutional planning.
- Organizing quality assurance training workshops for faculty members, teaching assistants, and employees.
- Assessing training needs among faculty members, teaching assistants, and employees.
- Collecting the specifications and descriptions of the Faculty's academic programs.
- Monitoring the preparation of course and academic program reports.
- Establishing an internal monitoring and evaluation system covering students' academic performance, faculty members and teaching assistants, student activities, community services and outreach, and scientific research.
- Establishing procedures to ensure the continuity and effectiveness of policies and practices.
- Developing mechanisms for graduate follow-up and communication with relevant community stakeholders to identify services the Faculty can provide.
- Preparing and publishing an annual report on the Faculty's performance across all areas, including improvement plans for education, scientific research, and community engagement.

- Cooperating with Faculty management and all academic and administrative departments to prepare for academic accreditation.

The revised institutional accreditation standards (2015 edition)

issued by the National Authority for Quality Assurance and Accreditation of Education (NAQAAE), comprise twelve standards covering academic, administrative, and community-related aspects of higher education institutions.

No.	Accreditation standard	Key indicators
1	Strategic Planning	Approved and publicly available vision and mission; an approved strategic plan; comprehensive environmental analysis; measurable objectives; time-bound implementation plans and performance indicators; periodic follow-up reports.
2	Leadership and Governance	Objective selection of leaders; leadership development; performance appraisal; published institutional values; transparency and fairness; an approved and published organizational structure.
3	Quality Management and Enhancement	An effective quality assurance unit; qualified personnel; clear organizational structure; periodic self-assessment; discussion of findings by official councils; continuous improvement plans.
4	Faculty Members and Teaching Assistants	Appropriate staffing levels relative to student numbers; training needs

		assessment; objective appraisal criteria; involvement in institutional development; surveys and analysis of their views.
5	Administrative Staff	Appropriate staffing numbers and responsibilities; continuous training; performance appraisal; assessment of job satisfaction; corrective measures.
6	Financial and Physical Resources	Adequate and appropriately allocated finances; development of self-generated resources; suitable buildings and facilities; periodic maintenance; modern technology; suitable physical and digital library resources.
7	Academic Standards and Educational Programs	Approved academic reference standards; alignment of programs with the institutional mission and labor-market needs; periodic program review and updating.
8	Teaching and Learning	Teaching and assessment methods aligned with learning outcomes; fair examination management; effective feedback; equitable handling of grievances.
9	Students and Graduates	Fair admission and transfer policies; academic, social and healthcare support; inclusion of students with special needs; student representation; alumni databases and follow-up and professional development programs.
10	Scientific Research and Academic Activities	Documented research plan; applied research ethics; funding development; researcher support; increasing scholarly outputs; active participation in

		conferences and projects.
11	Postgraduate Studies	Diverse programs aligned with labor-market needs; sufficient resources; structured academic supervision; collection and analysis of postgraduate students' feedback.
12	Community Engagement and Environmental Development	Effective community service structures; activities addressing environmental needs; community participation in decision-making; assessment and use of community feedback.

Institutional accreditation is a comprehensive evaluation of a higher education institution (university or institute) intended to

- verify that it has a clear and realistic mission and strategy
- applies quality standards in education, research, and administration
- seeks continuous improvement in academic and administrative performance.

Accreditation therefore assesses the institutional system as a whole rather than a single course or academic program, including the institution's ability to fulfill its mission and sustain the quality of its outcomes.

Program Accreditation Standards — Revised 2022 Edition

The program accreditation standards issued by NAQAAE in Egypt provide the principal reference framework for evaluating academic programs within the Faculty. They focus on the quality of the individual program rather than the institution as a whole, assessing how effectively the program achieves its academic and professional objectives. The revised standards comprise seven principal criteria and seek to assure the quality of academic programs and improve their national and international competitiveness. They reflect contemporary trends in higher education, with an emphasis on learning outcomes, academic management effectiveness, and sustainable development

Seven Core Program Accreditation Standards

No	Standard	Principal components
1	Program Mission and Management	A clear mission aligned with the institutional mission and community needs; qualified leadership; evaluation and accountability mechanisms; ethical conduct; crisis management; transparent communication and promotion.
2	Program Design	Alignment with National Academic Reference Standards (NARS) or international standards; integration across courses; clearly documented program and course specifications; stakeholder involvement in program design and updating.
3	Teaching, Learning and Assessment	Diverse teaching and learning strategies; critical thinking and entrepreneurship; effective clinical/field training; fair and transparent assessment; review of examination results and feedback mechanisms.
4	Students and Graduates	Documented academic support and advising; provision for high-achieving and academically struggling students; student

		participation in research and community engagement; graduate follow-up and continuing education.
5	Faculty Members and Teaching Assistants	Adequacy of staffing levels and qualifications; fair recruitment; professional development; research and community engagement; periodic evaluation of academic performance.
6	Resources, Learning Materials and Supporting Facilities	Adequate financial and human resources; appropriate facilities and equipment; safety and security measures; contemporary digital infrastructure and e-learning resources; modern libraries and diverse information sources.
7	Program Evaluation and Quality Assurance	An internal quality management system; clear performance indicators; feedback from students, alumni, and employers; periodic program and course reports; continuous improvement plans and monitoring of their impac

Article (18): organizational structure of the quality assurance unit 2026/2027

Organizational Structure of the Quality Assurance Unit for the Academic Year 2026/2027

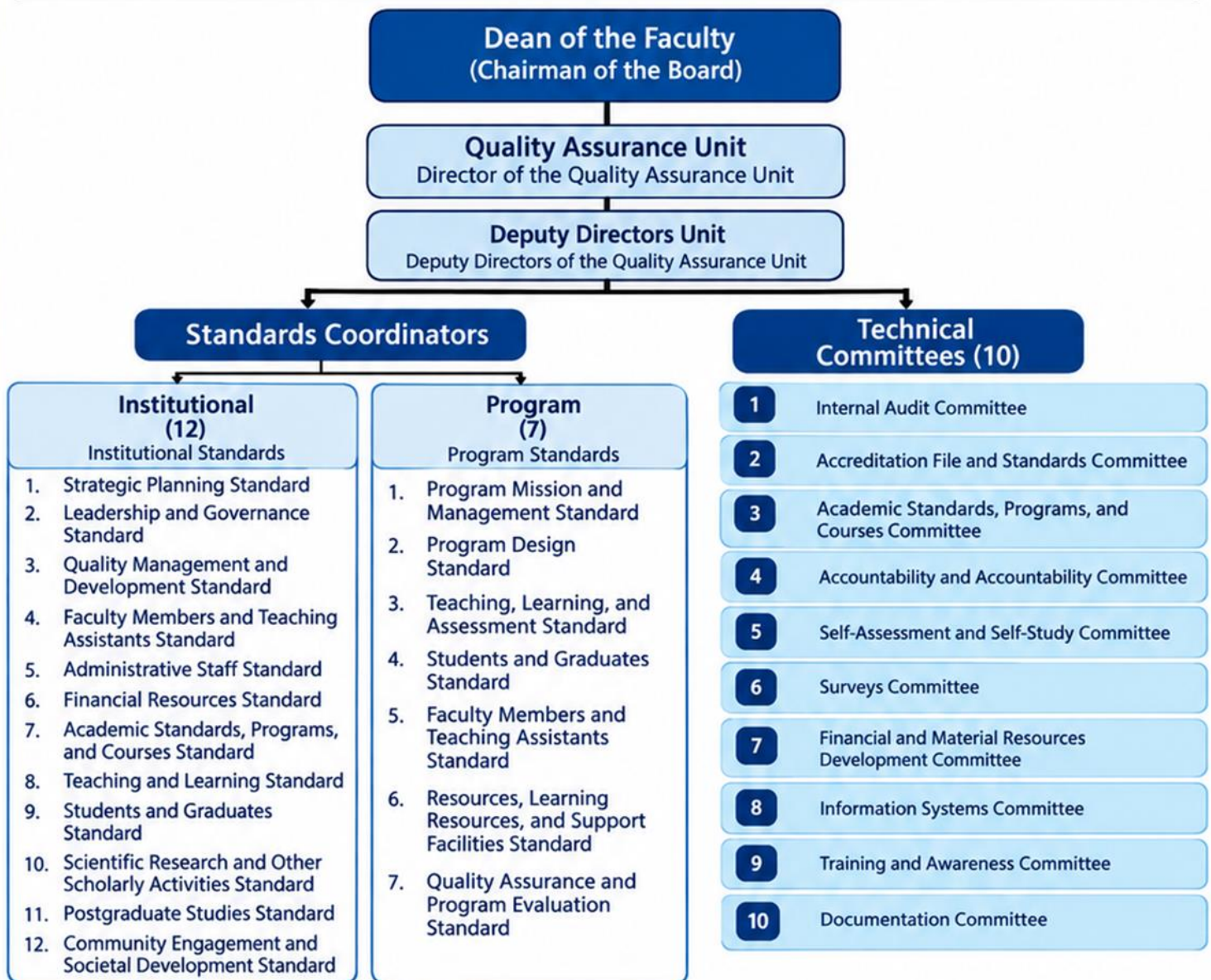


Figure 8.1.2. The organizational structure of the Quality Assurance Unit/
Faculty of Nursing / Benha University

- **Article (19): The Board of Directors of the Unit shall consist of the following members:**

Position / Representation	Capacity
Dean of the Faculty and Chair of the Faculty Council	Chair
Vice Dean for Community Service and Environmental Development; Advisor to the Quality Assurance Unit	Member
Vice Dean for Education and Student Affairs	Member
Vice Dean for Postgraduate Studies and Research	Member
Director of the Quality Assurance Unit	Member
Professor of Nursing Administration; Advisor to the Quality Assurance Unit	Member
Professor of Community Health Nursing; Advisor to the Unit and Program Coordinator	Member
Director of the Measurement and Evaluation Unit; Head of Nursing Administration Department	Member
Director of the Strategic Planning Unit	Member
Heads of Academic Departments	Members
Deputy Directors of the Quality Assurance Unit	Members
Representatives of Teaching Assistants	Members
Student representatives from different academic years	Members
Faculty Secretary-General	Member
Director of Nursing at Benha University Hospitals; civil society representative	Member
Head of the Qalyubia Nursing Syndicate	Member
Director of Al-Arabi Hospital	Member
Secretary of the Quality Assurance Unit	Member

- Decision-making: Resolutions shall be adopted by a majority of the votes of Board members. In the event of an equal number of votes, the side supported by the Chair shall prevail.

- The Board may invite other faculty members or interested persons from outside the Faculty to attend meetings and contribute their expertise, without voting rights.
- The Board shall meet at least once in each academic semester, at the invitation of its Chair or upon the request of a majority of its members.
- A meeting shall be valid only if more than half of the members are present. The Chair shall preside; in the Chair's absence, the most senior Vice Dean shall act in that capacity. Decisions shall be taken by a majority vote; in the event of a tie, the side supported by the presiding Chair shall prevail. When necessary, persons from inside or outside the Faculty may be invited to discuss particular matters, without the right to vote or object to Board decisions.

Responsibilities of the Chair of the Board of Directors

- Convene meetings of the Board of Directors.
- Present matters to the Board for consideration, discussion and decision-making.
- Monitor the implementation of Board resolutions.
- Nominate the Director of the Quality Assurance Unit and submit the nomination to the Faculty Council.
- Hold the monthly meeting of the Unit Board and forward approved minutes to the University Quality Assurance Center; retain a copy at the Faculty Unit.
- Monitor tasks assigned to academic departments, Vice Deans and administrative departments, in continuous coordination with the Unit Director; identify and promptly address obstacles to the timely preparation of annual reports, self-study reports and other required documentation.
- Approve program and course specifications, program and course reports, and the annual report/self-study report.
- Follow up on departments' implementation of development and improvement plans identified in program and annual reports, according to an announced timetable.
- Facilitate external peer-review visits in accordance with the agreed schedule.
- Within the applicable laws and regulations, the Board shall approve the policies, programs and operating systems required to achieve the Unit's

objectives, in alignment with the Faculty and University quality strategies. Its responsibilities include:

- Establish the Unit's internal operating regulations and determine staff responsibilities and job descriptions.
- Approve plans that achieve the Unit's objectives in line with those of the University Quality Assurance Center.
- Approve the composition of the executive team and technical committees responsible for quality assurance activities.
- Approve the final self-study report, Faculty annual report and development work plans before their submission to the Faculty Council.
- Approve periodic reports on the progress of work within the Unit.
- Approve the Unit's financial and administrative regulations.
- Support the Unit Director in fulfilling duties and overcoming obstacles to implementing the Faculty's quality assurance systems.
- Delegate urgent responsibilities to the Unit Director as determined by the Board.
- Monitor the implementation of the Unit work plan in accordance with the approved timetable.
- Consider other quality-assurance matters referred to the Board by the Unit Director.
- Approve the Unit's annual plan.

Article (20): Meetings of the Board of Directors of the Quality Assurance Unit

- The Board shall meet at least once in each academic semester, at the invitation of its Chair or upon the request of a majority of its members. A meeting shall be valid only if more than half of the members are present. The Chair shall preside; in the Chair's absence, the most senior Vice Dean shall act in that capacity. Decisions shall be taken by a majority vote; in the event of a tie, the side supported by the presiding Chair shall prevail. When necessary, persons from inside or outside the Faculty may be invited to discuss particular matters, without the right to vote or object to Board decisions.

Responsibilities of the Chair of the Board of Directors

- Convene meetings of the Board of Directors.

- Present matters to the Board for consideration, discussion and decision-making.
- Monitor the implementation of Board resolutions.
- Nominate the Director of the Quality Assurance Unit and submit the nomination to the Faculty Council.
- Hold the monthly meeting of the Unit Board and forward approved minutes to the University Quality Assurance Center; retain a copy at the Faculty Unit.
- Monitor tasks assigned to academic departments, Vice Deans and administrative departments, in continuous coordination with the Unit Director; identify and promptly address obstacles to the timely preparation of annual reports, self-study reports and other required documentation.
- Approve program and course specifications, program and course reports, and the annual report/self-study report.
- Follow up on departments' implementation of development and improvement plans identified in program and annual reports, according to an announced timetable.
- Facilitate external peer-review visits in accordance with the agreed schedule.

Article (21): Responsibilities of the Unit Board of Directors

- Within the applicable laws and regulations, the Board shall approve the policies, programs and operating systems required to achieve the Unit's objectives, in alignment with the Faculty and University quality strategies. Its responsibilities include:
- Establish the Unit's internal operating regulations and determine staff responsibilities and job descriptions.
- Approve plans that achieve the Unit's objectives in line with those of the University Quality Assurance Center.
- Approve the composition of the executive team and technical committees responsible for quality assurance activities.
- Approve the final self-study report, Faculty annual report and development work plans before their submission to the Faculty Council.
- Approve periodic reports on the progress of work within the Unit.
- Approve the Unit's financial and administrative regulations.

- Support the Unit Director in fulfilling duties and overcoming obstacles to implementing the Faculty's quality assurance systems.
- Delegate urgent responsibilities to the Unit Director as determined by the Board.
- Monitor the implementation of the Unit work plan in accordance with the approved timetable.
- Consider other quality-assurance matters referred to the Board by the Unit Director.
- Approve the Unit's annual plan.

Article (22): Quality Assurance Units within Educational Programs

A Program Quality Assurance Board shall be established for each program. Its composition shall be determined by the Dean following presentation to the Faculty Council, in order to monitor the quality of the educational process.

Position / Representation	Capacity
Dean of the Faculty	Chair
Vice Dean for Education and Student Affairs	Vice-Chair
Program Coordinator (Head of Department)	Member
Program Quality Coordinator	Member
Program Accreditation Standards Coordinator	Member
Academic Advising Officer	Member
Psychological Support Officer for the Program	Member
Two faculty members distinguished by experience and outstanding performance	Members
Representative of an external institution relevant to the program	Member
Faculty Administrative Director / Secretary-General	Member
Administrative and Financial Officer	Member
Secretary	Member
At least one student from the relevant program	Member

Article (23): The Program Coordinator shall be appointed by a decision of the University President

on the recommendation of the Dean of the Faculty, for a renewable one-year term. The Program Coordinator shall nominate a Quality Coordinator from the same specialty for a renewable one-year term, subject to approval by the Faculty Council.

The Program Coordinator must meet the following requirements:

1. Be a faculty member in the department relevant to the program.
2. Have experience with the program's study system, registration, credit transfers/equivalencies, timetabling, academic advising and examinations administration.
3. Have experience in academic quality assurance, student training and student activities.
4. Have participated actively in teaching, quality assurance, examinations and all duties assigned by the relevant academic department.

Article (24): Program Quality Coordinator

1. The Program Quality Coordinator shall meet the following criteria:
 - Be a faculty member in the same specialty.
 - Have completed, or be willing to attend, training courses and seminars on quality assurance.
2. Be capable of managing and coordinating quality assurance activities within the relevant program.
3. Demonstrate effective, cooperative working relationships with Faculty administration, program management and the Quality Assurance Unit team.
4. Adhere to agreed deadlines and assigned responsibilities.

Article (25): Program Quality Coordinator Responsibilities.

- 1. Serve as the liaison between the relevant program and the Faculty Quality Assurance Unit.
- 2. Participate in all activities of the Faculty Quality Assurance Unit.
- 3. Monitor the progress of the program's quality committees, review their reports and submit them to the Unit.
- 4. Participate in reviewing the program's annual report.

- 5. Promote a culture of quality within the program in accordance with the work plan approved by the Quality Assurance Unit.
- 6. Inform program personnel about the Faculty's quality assurance plans and policies.

Article (26): Appointment and Responsibilities of the Director of the Faculty Quality Assurance Unit

The Executive Director of the Faculty Quality Assurance Unit shall be appointed by a decision of the University President, following nomination by the Dean under criteria approved by the Faculty Council. The appointment shall be renewable annually on the basis of performance indicators approved by the Dean and the University Quality Assurance and Accreditation Center.

Criteria for Selecting the Unit Director

- Be a member of the Faculty's academic staff.
- Have experience in educational quality assurance.
- Demonstrate the judgement and interpersonal skills needed to work constructively with Faculty management, academic staff, students, administrative employees and other personnel at all levels.
- Be selected in accordance with the leadership selection criteria set out in the job description guide.
- Possess effective communication and teamwork skills.

Responsibilities of the Unit Director

1. Monitor the implementation of general policies established to meet the Unit's objectives, in alignment with the policies and objectives of the University Quality Assurance and Accreditation Center.
2. Work towards implementing the Faculty's strategic plan.
3. Follow up on the implementation of decisions issued by the Board of Directors.
4. Propose the disbursement of remuneration and incentives for academic staff, teaching assistants and employees in accordance with their assigned duties and activities and with the relevant laws, regulations and decisions
5. Attend meetings of the Executive Council of the University Quality Assurance and Accreditation Center and other relevant meetings, and communicate their decisions and recommendations in writing to the Chair of the Unit Board.

6. Prepare the annual report on the activities of the Unit and its committees, periodic reports, and the annual activity plan, and submit them to the University Quality Assurance and Accreditation Center; promote performance development and continuous improvement.
7. Manage, monitor, and supervise the work of the Unit and its committees; prepare periodic reports, follow up on recommendations, and review and approve reports submitted by committee coordinators.
8. Follow up with managers of ongoing quality assurance projects at the Faculty, help them complete each project stage, overcome implementation obstacles, and meet established deadlines.
9. Communicate the decisions of the Unit Board, through the Dean of the Faculty, to the University Quality Assurance and Accreditation Center.
10. Undertake any additional responsibilities delegated by the Unit Board.
11. Represent the Unit before external parties.
12. The University President determines the Director's monthly remuneration, which is reviewed annually.

Article (27): Appointment of Deputy Directors of the Quality Assurance Unit

- The Faculty Council shall appoint one or more Deputy Directors from among Faculty academic staff with experience in quality assurance, on the recommendation of the Unit Director, for a renewable one-year term.
- Selection criteria for Deputy Directors:
 - Membership of the Faculty academic staff.
 - Experience in education quality assurance.
 - Leadership, sound judgment, credibility, commitment, and diligence.
 - Communication and teamwork skills.
 - No previous legal accountability proceedings.
- Follow-up on principal committee assignments consistent with the objectives of the Unit.
- Follow-up on implementation of the Unit Director's decisions.
- Preparation of periodic reports and annual committee activity plans.

Article (28): Responsibilities of the Deputy Director(s)

- Act on behalf of the Unit Director in managing technical affairs, within the policies and decisions of the Unit Board, when the Director is abroad, ill, or absent for another reason accepted by the Board.

- Assist the Director with all responsibilities and undertake any additional duties delegated by the Director.
- Supervise assigned specialized activities; the Deputy Director (or most senior Deputy) may act for the Director during absence, chair meetings and activities, and follow up on Board decisions.

◀ **Specific duties of Deputy Directors:**

- Identify departmental training needs related to quality.
- Implement awareness campaigns for academic and administrative departments concerning quality achievements at Faculty and University levels.
- Provide technical quality assurance advice to departments.
- Prepare for periodic visits by the University Quality Assurance Center.
- Participate in developing and updating institutional quality evaluation instruments and questionnaires.
- Review the Unit's monthly achievements report.
- Prepare the Faculty's annual report and submit it to the Unit Director.
- Draft the Unit's annual operational plan and present it to the Director.
- Supervise review of course specifications and course reports through Faculty coordinators.
- Organize and conduct regular meetings of the quality coordinators' team.
- Supervise organization and quality review of files maintained by the Unit.
- Participate in the evaluation of institutional performance quality.
- Follow up implementation of the annual operational plan with the Director.
- Follow up updating of the Unit database with the Director.
- Prepare monthly reports on Unit outputs and review them with the Director.

Article (30): Academic Advising Officer and Psychological Support Officer

1. Under the general framework governing academic advising and psychological support units at Benha University faculties at the undergraduate level, the Program Board shall appoint a psychological support officer and an academic advising officer. They shall be assisted by at least one academic advisor for each level, selected from experienced faculty members or teaching assistants in the department(s) concerned, who are familiar with advising regulations and academic bylaws.
2. To meet quality assurance requirements, staff appointed for academic advising or psychological support must successfully complete the relevant annual training provided by the Education and Student Affairs Sector in cooperation with the University Quality Assurance Center or the Faculty and Leadership Development Center.
3. Responsibilities of the academic advisor:
 - Inform students, particularly newly admitted students, of all program rules and regulations and verify their understanding.
 - Keep students informed of all program updates.
 - Develop an individual study plan aligned with each student's learning capacity and academic skills.
 - Support students in choosing elective courses appropriate to their abilities.
 - Monitor students' progress throughout the semester.
 - Address students' academic difficulties in coordination with program management.
 - Provide academic advice and assistance to improve student attainment.
4. Responsibilities of the psychological support officer, where appointed:
 - Provide students with psychological support and consultation.
 - Promote awareness of psychological well-being and mental health.
 - Intervene early in psychological crises and behavioral difficulties.
 - Support students with special needs or experiencing substantial psychological stress.
 - Help foster a healthy and psychologically safe university environment.

Article (31): Responsibilities of Secretarial and Administrative Staff

1. Handle incoming and outgoing correspondence.
2. Maintain and organize Unit records and files.
3. Use electronic mail and transmit faxes.
4. Make communications required to complete Unit assignments.
5. Coordinate technical matters with the Quality Assurance and Accreditation Center at Benha University.

Article (32): Responsibilities of the Unit Executive Council

- The Executive Council comprises the Unit Deputy Directors, heads of technical committees, heads of departments, and standards coordinators, and is chaired by the Unit Director.

The Director convenes monthly meetings to discuss matters and problems relating to Faculty quality activities and other projects contributing to Faculty objectives.

- Present the decisions of the respective committees to the Unit Board.
- Discuss decisions of the executive committees.
- Implement the decisions adopted by the Unit Board.

Article (33): Technical Committees of the Quality Assurance Unit

1. Internal Review Committee

- Review submitted documentation and verify its authenticity.
- Conduct internal reviews of all accreditation indicators across Faculty units and departments.
- Assist in arranging external review visits, follow up reviewers' reports, and formulate and monitor improvement plans.
- Continuously assess institutional management effectiveness.
- Periodically review accreditation criteria and indicators in accordance with the guide issued by the National Authority for Quality Assurance and Accreditation of Education (NAQAAE).

2. Information Technology Committee

- Maintain a publicly accessible, updated Faculty website.
- Publish quality assurance activities on the Faculty website.
- Promote a culture of digital transformation.
- Digitize Faculty administrative operations.

- Hold regular IT seminars and workshops.
- Provide electronic services to all service beneficiaries.

3. Training and Awareness Committee

- Assess training needs for all Faculty groups and the wider community.
- Prepare an annual training plan to strengthen staff competence and human resource capacity, including training programs, workshops, seminars, and newsletters.
- Prepare periodic training reports and submit them to the Unit Board.
- Produce publications raising awareness of Faculty and quality-related activities throughout the University.
- Distribute quality-awareness publications to academic staff, teaching assistants, administrators, and students.
- Disseminate a culture of quality throughout the Faculty.
- Make effective use of training opportunities provided by the University.
- Monitor delivery of scheduled training plans.
- Evaluate training impact.

4. Academic Standards, Educational Programs, and Courses Development Committee

- Establish a database of academic standards, educational programs, and courses.
- Review the content of undergraduate and postgraduate programs and courses.
- Monitor course additions and deletions after consulting faculty members and students.
- Ensure consideration of external and internal reviewers' and students' feedback on courses.
- Review the structure, organization, and distribution of courses within programs.
- Support the development of new courses.
- Periodically review teaching and learning strategies.
- Update student assessment methods.
- Examine opportunities to introduce new academic programs.
- Review and compile program and course specifications, reports, matrices, and alignment studies using NAQAAE templates.

- Participate in committees designing new courses in collaboration with academic staff from other faculties.
- Review intended learning outcomes of programs and courses.

5. Self-Evaluation and Institutional Self-Study Committee

- Contribute to preparing and writing the self-study and annual report in accordance with the Authority's requirements.
- Collect and document all evidence demonstrating compliance with accreditation requirements.
- Draft the institutional self-study or annual self-assessment report.
- Present self-assessment findings to stakeholders.
- Develop and follow up improvement and enhancement plans.

6. Documentation Committee

- Provide media documentation and coverage of Faculty events and occasions.
- Support departments and committees in documenting events through a variety of media.
- Prepare to welcome Faculty visitors and guests and arrange visits to facilities and appropriate hospitality.
- Arrange ceremonies, festivals, and exhibitions involving the Faculty.
- Carry out other tasks assigned by the Dean.

7. Accreditation Standards File Committee (Standards Coordinators)

- Collect and organize supporting evidence separately for each standard.
- Prepare the accreditation file before submission to NAQAAE.
- Prepare and review the strategic plan.
- Collect and review data used in annual reports and the Faculty self-study.
- Prepare appendices and supporting documentation for annual reports and the self-study.
- Compile program and course specifications and reports.
- Fulfil the requirements of NAQAAE.

8. Financial and Physical Resources Committee

- Increase Faculty resources by offering training courses.
- Enhance the activities of special-purpose units.
- Communicate with civil society and establish cooperation protocols to develop Faculty resources.

9. Surveys Committee

- Present survey data in graphical form.
- Design and review questionnaires in accordance with their intended purposes.
- Collect and statistically analyze questionnaire data, converting quantitative findings into qualitative interpretations where appropriate, to derive and analyze results.
- Engage stakeholders in proposing corrective actions based on survey outcomes.
- Update questionnaires in light of the results obtained.

10. Accountability and Oversight Committee

- Establish accountability mechanisms for all Faculty groups.
- Verify that academic staff and their assistants fulfil their teaching duties.
- Establish a system for monitoring attendance of academic staff and teaching assistants.
- Propose linking financial rewards for faculty members to regular participation in the educational process.
- Recommend equitable distribution of teaching loads for supporting courses.
- Adopt material and non-material incentives to motivate academic staff.

◀ Responsibilities of the Faculty Secretary-General

- Provide data on the number of employees and workers within each Faculty department and other information relating to Faculty activities.
- Provide annual details of training courses attended by employees in each administrative department, evaluate their practical benefits using questionnaires or performance assessment, and coordinate this work with administrative department heads.
- At the end of each year, identify training courses employees wish to attend, their relevance to each department, and proposed quality-awareness workshops and suitable dates.
- Develop realistic schedules for improvement and development in each administrative department through its head.
- Provide the Unit with reports on staffing sufficiency, employee specializations, and their suitability for departmental responsibilities.

- Supply all information and statistics needed for accreditation documentation, including the number of laboratories, computer laboratories and available devices, and related institutional resources.
- Provide information on internet access points and their distribution, equipment maintenance procedures and contracts, the Faculty annual budget, allocations, and expenditure.
- Identify appropriate locations for posting announcements; monitor Faculty security and safety plans; document emergency exits in each building; and arrange security and safety equipment, particularly for all laboratories and administrative departments.

◀ **Responsibilities of Faculty Students**

- Attend monthly meetings of the Unit Board through their student representatives.
- Participate actively in Unit activities and promote a culture of quality among their peers.
- Understand their important role in evaluating courses and academic programs by completing questionnaires carefully and providing opinions that inform development and improvement.

Financial Regulations of the Quality Assurance Unit, Faculty of Nursing, Benha University, for Institutional and Programmatic Accreditation

Article (14): Legal Framework

- A Quality Assurance Unit shall be established in each faculty of the University. These units shall serve as branches of the Quality Assurance and Accreditation Centre at Benha University and shall operate as independent academic units. Each unit shall report administratively to the Dean of its faculty and technically to the University Quality Assurance and Accreditation Centre.

Article (15): Mission of the Quality Assurance Unit

- To achieve excellence in all educational and research processes in alignment with the Faculty's vision and mission, and to strengthen public confidence in its graduates through the implementation of a comprehensive system for evaluating and reviewing systems and processes, identifying strengths and weaknesses, and producing performance reports to support development and ensure compliance with the requirements of the National Authority for Quality Assurance and Accreditation of Education (NAQAAE).

Article (16): Vision of the Quality Assurance Unit

- The Quality Assurance Unit aspires to become a leading unit in promoting quality standards, improving academic and administrative performance, and attaining internationally recognised levels of performance and achievement.

Article (17): Objectives of the Quality Assurance Unit

- To disseminate and strengthen a culture of quality and ensure the application of quality standards among academic staff, teaching assistants, students and administrative personnel.
- To enhance the quality of undergraduate and postgraduate academic programmes and courses in accordance with the Faculty's mission and labour-market needs.
- To develop and activate specialised scientific research systems that support innovation and increase high-quality scholarly output.

- To reinforce a system of continuous, specialised training for academic staff, teaching assistants and administrative personnel, thereby improving their competencies and capabilities.
- To strengthen mechanisms for monitoring and evaluating academic and administrative performance to ensure continuous improvement.
- To adopt an integrated, effective data and information management system that ensures the smooth and reliable flow of information.
- To strengthen the Faculty's role in community service by developing integrated programmes and activities responsive to the needs of the local community.

Article (35): Sources of Funding for the Quality Assurance Unit

- The Unit shall be allocated an annual budget sufficient to carry out its assigned duties and responsibilities and fulfil its mission. The budget shall be approved by the Unit's Board of Directors. The disbursement and management of funds, as well as the accounting system, shall be governed by the relevant regulations and by the financial and administrative rules applicable at Benha University. The Unit's financial officer shall prepare the financial position statement and final accounts within a maximum of three months following the end of the financial year.
- The Unit's budget shall be supported by the following sources:
- Revenue from special-purpose units within the Faculty: 1% of the Faculty's self-generated revenues shall be allocated to the Faculty's Quality Assurance Unit, subject to approval by the competent authority and endorsement by the Director of the University Quality Assurance and Accreditation Centre.
- special funds, including the earmarked account of the Quality Assurance Centre.
- Donations and gifts made to the Faculty, subject to the approval of the Faculty Council and the University.

Article (36): Financial Year

- The financial year of the Centre or Unit shall commence on 1 July each year and end on 30 June of the following year. Any financial surplus shall be carried forward to subsequent years to strengthen the Unit's financial position.

Article (38): Rules Governing Expenditure within the Quality Assurance Unit

- The Director of the Faculty Quality Assurance Unit shall determine remuneration for personnel working in or collaborating with the Unit according to the actual hours devoted to assigned quality-related activities and duties. The Director shall establish the number of hours or days worked, subject to a maximum of eight hours per day and two days per week. Payment shall require the approval of the competent authority and endorsement by the Director of the University Quality Assurance Centre, based on an approved report documenting completed tasks. The following amounts represent the maximum hourly rates:

Academic / employment category	Maximum rate (EGP per hour)
Professor	150
Associate Professor	125
Lecturer	100
Assistant Lecturer / Demonstrator	75
Administrative employee (higher qualification)	50
Student / administrative employee with intermediate qualification / worker	25

- The hourly rate for each category may be amended following approval by the University President.
- Monthly remuneration, as determined by the University President (the competent authority), shall be payable to the Director of the University Quality Assurance Centre, the Centre's Deputy Director, directors of internal units, and the Director of the Faculty Quality Assurance Unit. Monthly remuneration may also be awarded to academic programme coordinators, quality coordinators and standards coordinators within the Faculty's quality units and programmes, subject to the conditions established by the competent authority and the Director of the University Quality Assurance Centre, and within the available financial resources allocated to the Unit.

- Financial rewards may be paid to faculties or programmes that obtain or renew accreditation. In cases of programme accreditation, such rewards shall be restricted to academic staff and teaching assistants working in the programme concerned, subject to the availability of financial resources.
- Remuneration may be provided to external reviewers participating in mock accreditation visits, upon the recommendation of the Centre's Executive Director and the approval of the competent University authority.
- For technical support and follow-up visits, the visit shall be calculated on the basis of 16 hours to complete the review activities and prepare the related technical reports.

Article (39): General Provisions

- Matters not specifically addressed in these Regulations shall be governed by the provisions of the Universities Organisation Law and its implementing regulations.
- These Regulations shall enter into force from the date of approval by the Benha University Council.

◀ Supplementary Regulations Governing the Quality System

- Admission requirements
- Regulations governing academic programmes and curricula
- Regulations governing the diversification of education systems
- Course regulations
- Regulations governing the educational process
- Student assessment regulations
- Regulations governing the basic composition of the academic staff structure
- Essential material resources
- Mechanisms for keeping pace with labour-market requirements

◀ Admission Requirements

1. The University Council shall determine the number of students who may be admitted each year based on a study of the available physical, human and technological resources, while taking into account the student-to-academic-staff ratios and classroom space per student accepted by accreditation bodies, the spaces allocated for academic and student

services within the Faculty, and the minimum General Secondary Education Certificate grade set by the Supreme Council of Universities.

2. At the beginning of the first semester, the Faculty shall organise orientation programmes for newly admitted students to introduce them to the Faculty, its study programmes, the nature of its curricula and courses, the study and examination systems, and the criteria for passing or failing. New students shall also be introduced to the Faculty's facilities and study requirements.

3. Students transferring from other universities shall be admitted in accordance with the regulations established by the University Council

◀ **Regulations Governing Academic Programs and Curricula**

1. The Faculty shall establish an Academic Support Committee by a resolution of the Faculty Council. The Committee shall include representatives of the Faculty's academic departments and distinguished practitioners associated with university education. Its responsibilities shall include:

- Administering the rules governing curriculum development within each academic program.
- Establishing the principles for course preparation and the rules governing the selection of textbooks and scientific references for each course.
- Monitoring the implementation of academic programs, curricula, courses, and textbooks, and verifying their compliance with approved regulations.

2. The Committee's recommendations shall be submitted to the Faculty Council for approval. No academic program, curriculum, or course may be introduced, nor may an existing one be amended, without prior submission to and approval by the Academic Support Committee, followed by ratification by the Faculty Council.

◀ **Regulations Governing the Diversification of Educational Delivery Systems**

1. When proposing the diversification of its educational delivery systems—for example, by introducing new programs, electronic learning, or other modes of delivering education—the Faculty shall comply with objective, evidence-based requirements.

2. Compliance with such requirements entails the following:

- An objective feasibility study of proposed programs, examining the extent to which they address clearly identified societal needs and whether the estimated total costs—financial expenditures, administrative burdens, and opportunity costs arising from foregoing other programs or activities—are proportionate to the expected social, educational, competitive, and financial returns.
- Availability of the physical and technological resources required to offer the new programs, within the Faculty's existing capacity.
- Availability of specialized academic staff qualified to teach the new programs.
- Availability of appropriate academic references.
- Availability of administrative and technical capacities to operate, monitor, evaluate, update, and develop the new programs.
- The introduction of any new educational delivery system shall be approved on the recommendation of the Academic Support Committee and with the consent of the Faculty Council.

◀ **Regulations Governing Academic Courses**

1. Every course within an academic program shall have a comprehensive course specification setting out its objectives, principal subject areas, and organization into appropriately balanced learning units.

2. The course specification shall also indicate the distribution of topics across the teaching period and the types of required training and practical applications.

3. The Faculty shall prepare a student handbook containing course specifications and essential information on academic rules, student duties and responsibilities, study regulations, semester and final examinations, grade distribution, pass and fail thresholds, and the conversion of numerical marks into grades.

4. The academic department shall establish rules for assigning the preparation of course reference materials to faculty members according to their specialties, within the conditions and safeguards stipulated in Faculty regulations and approved by academic departments.

5. University textbooks shall be reviewed by specialist professors under the supervision of the relevant academic department.

6. Each reviewer shall prepare a report on the assigned textbook, assessing its suitability for use in terms of alignment with the course

specification and objectives, accuracy and currency of scientific information, and inclusion of all elements required by the relevant academic department. Reviewers' reports shall be submitted to the Academic Support Committee for a decision.

7. The relevant academic department shall establish rules for the periodic updating and renewal of reference materials to reflect scientific and technological developments in the discipline.

8. Teaching of approved courses shall be assigned to faculty members specializing in the relevant subject matter.

9. The academic department shall supervise the regular delivery of course material by instructors in accordance with the approved course guide.

10. Where more than one faculty member teaches the same course to different student groups, the course specification, intended learning outcomes, and sequence of topics shall be followed consistently. Workloads shall be equitable across groups, and examinations shall be balanced and compliant with quality standards.

11. The academic department shall organize the involvement of teaching assistants and assistant lecturers in delivering practical applications and training to smaller student groups (sections), under the supervision of faculty members.

◀ **Regulations Governing the Teaching and Learning Process**

The Faculty shall comply with the following requirements when planning and organizing teaching and learning:

1. Teaching timetables shall be prepared and announced sufficiently in advance of the start of each semester. The Faculty shall seek to publish these timetables through modern channels, including its website.

2. As far as possible, each academic year group's timetable shall include at least one lecture-free day and intervals during the teaching day to allow students to participate in extracurricular activities.

3. Punctuality and adherence to schedules shall be ensured for lectures and tutorial groups, with all academic activities beginning and ending at their designated times.

4. The safety of equipment and educational resources in lecture halls and teaching rooms shall be verified, and modern educational technologies shall be used whenever possible.

- 5.** Specific timetable periods shall be allocated to each year group for using the Faculty library and completing assigned tasks and practical applications under the supervision of teaching assistants and faculty members.
- 6.** Specific periods shall be designated for students' practical training at selected sites under the supervision of the relevant faculty members.
- 7.** The academic advising system shall be activated, and specific office hours shall be assigned to faculty members responsible for meeting students, responding to inquiries, and providing assistance.
- 8.** The names of academic advisers and their meeting schedules shall be clearly communicated to students.
- 9.** The full semester shall comprise 16 weeks, including examinations. Teaching shall commence on the first day of the semester and continue until the final day preceding examinations.
- 10.** Students' marks for coursework, practical training, and midterm examinations shall be recorded promptly, added to the final examination results at the end of the semester, and announced once examinations and marking have been completed.
- 11.** A mechanism shall be implemented to monitor faculty members' performance, the regular conduct of teaching, alignment of course delivery with course requirements, and timely coverage of all topics, practical activities, and examinations.
- 12.** At least once per semester, the Dean, relevant Vice-Dean, heads of academic departments, and faculty members shall hold open meetings with students in each year group to hear and respond to their opinions, suggestions, and complaints and explain the Faculty administration's position.
- 13.** Student performance and attendance at lectures, practical sessions, and examinations shall be monitored continuously. Students experiencing, or at risk of, academic difficulty shall be identified and offered follow-up meetings with their academic advisers to explore causes and support improvement.
- 14.** Students shall comply with the mandatory minimum attendance requirement of 75%.

◀ **Regulations Governing Student Assessment**

The Faculty shall observe the following requirements in assessing student performance:

1. Students shall sit a midterm examination worth 20% of the course's total mark.
2. Students shall undertake practical training, case studies, and applied assignments under the supervision of faculty members and their assistants, including assistant lecturers and teaching assistants; marks shall be allocated to these activities.
3. Students shall sit a two-hour written examination at the end of the semester covering the course content; its weighting shall be determined in accordance with the applicable regulations.
4. The Faculty shall develop and promote student activities, including sports, cultural activities, student associations, academic societies, library visits, internet-based learning, and other opportunities for capacity development. This dimension of student performance shall be assessed in accordance with a system approved by the Faculty Council.
5. Students shall receive the actual marks awarded by faculty members for coursework and examinations.
6. The Faculty shall organize examination processes and define faculty members' responsibilities in accordance with the approved system.
7. Answer scripts from all examinations shall be marked within the Faculty and may not under any circumstances be taken outside its premises.
8. The Faculty shall improve examination preparation by diversifying question formats and applying controls that ensure appropriate balance, gradation of difficulty, coverage of course topics, and assessment of students' comprehension, analytical abilities, and capacity to apply learned principles and concepts. All examinations shall comply with the established examination-paper standards.
9. The Faculty shall expand the use of computer technologies to develop examination models and employ appropriate software for marking answer scripts designed for computerized assessment.

◀ **Regulations Governing the Basic Composition of Academic Staff**

1. The staffing structure of each academic department shall be appropriately balanced, with lecturers forming the broadest tier, followed by associate professors, and a smaller number of professors.

2. The number and specialties of faculty members shall be aligned with the requirements of approved academic programs and the teaching workloads assigned to them.
3. Course and teaching assignments shall be allocated according to academic specialization.
4. Part of each faculty member's workload shall be allocated to research, student advising, and extracurricular student activities.
5. A clear system shall be implemented to monitor and evaluate faculty performance across teaching, research, community service, academic advising, and supervision of student activities.
6. Faculty members and their assistants shall be provided with pedagogical training and professional development opportunities to strengthen their teaching and training capabilities and their use of modern educational technologies.
7. Opportunities shall be created for faculty members to engage with the labor market, acquire practical experience in professional organizations, and understand their needs directly. Participation in relevant local, regional, and international conferences shall also be facilitated.
8. Faculty members shall be provided with access to computers and internet connectivity.

◀ **Essential Physical Resources**

The Faculty shall provide the essential physical resources required to conduct teaching and learning, deliver academic services, and support student activities in accordance with approved standards and benchmarks. These resources shall include:

1. Lecture halls with student numbers that do not exceed accepted capacity norms or the maximum limits established by education quality standards.
2. A Faculty library accessible to students, providing reading and study areas, research services, and relevant information resources.
3. A cafeteria providing beverages and light meals to students.
4. Areas for artistic interests and social activities.
5. Sports fields and facilities for recreational physical activity.
6. Offices for faculty members and their assistants.
7. Rooms for seminars, workshops, Faculty Council meetings, and departmental council meetings.

◀ **Mechanisms for Engagement with the Labor Market**

The Faculty shall develop effective and advanced mechanisms to strengthen its links and communication with the labor market, including:

- Appointing labor-market representatives to the Faculty Council.
- Establishing partnerships with major private hospitals to provide practical training opportunities for students.
- Inviting distinguished practitioners to deliver professional-development workshops for faculty members
- Conduct periodic opinion surveys to identify the needs of relevant community sectors regarding the Faculty's graduates and the qualifications and competencies that graduates should possess.
- Organize public forums, seminars and conferences to solicit the views and expectations of representatives of relevant community sectors regarding graduate quality, their needs and proposals for improvement.

• **Projects Secured through the Quality Assurance Unit**

Project	Funding body	Project date / period	Management / responsible persons
QAAP — Establishing an Internal Quality Assurance System at the Faculty	Projects Management Unit, Ministry of Higher Education	25 November 2005	Project Director: Prof. Abdel Rahim Shoula; Executive Director: Dr Amal Hassan Omran
CIQAP — Continuous Improvement and Qualification for Accreditation	Projects Management Unit, Supreme Council of Universities	12 May 2009	Project Director: Prof. Abdel Rahim Shoula; Executive Director: Dr Salwa Ibrahim Mahmoud
Improving Nursing Care Provided to Mothers and Newborns at	University Projects Management Unit	2019–January 2022	Assoc. Prof. Samah Abdel Halim Said (listed in both management

Maternal and Child Health Centres in Qalyubia Governorate			columns)
Development of Practical and Oral Examination Assessment Systems (funding: EGP 3 million)	Projects Management Unit, Supreme Council of Universities	1 November 2022; handed over 30 November 2024	Prof. Marwa Mostafa Ragab; Prof. Fawzia Farouk Kamel
Supporting and Preparing the Bachelor of Nursing Sciences Programme for International Accreditation (funding: EGP 4 million)	Projects Management Unit, Supreme Council of Universities	1 January 2025; duration: two years	Prof. Marwa Mostafa Ragab; Prof. Khadiga Mohamed Said

◀ Quality assurance unit directors

Director	Period
Prof. Amal Ahmed Hassan Omran	2005–2006
Prof. Hend Abdallah El-Sayed	2006–2008
Prof. Salwa Ibrahim Mahmoud	2008–2010
Prof. Heba Abdel Qader Ali	2010–2012
Dr Aziza Ibrahim Mohamed	2012–2013
Prof. Mahbouba Sobhy Abdel Aziz	2013–2015
Prof. Ebtisam Mohamed Abdel Aal	2015–2016
Prof. Basma Rabie Abdel Sadeq	2016–present (as stated in the source)

Executive Plan for the Quality Assurance Unit Academic Year 2026/2027

Faculty Vision

To achieve a leading position among faculties of nursing, locally, regionally, and internationally.

Faculty Mission

The Faculty of Nursing at Benha University is committed to preparing graduates who are capable of providing comprehensive nursing care with a high degree of efficiency and excellence in education, scientific research, and community service, while supporting sustainable development to advance the nursing profession locally and regionally, and meeting the competitive demands of the labor market.

Quality Assurance Unit Vision

The Quality Assurance Unit aspires to enhance quality standards, continuously improve academic and administrative performance, and reach global levels of performance and achievement.

Quality Assurance Unit Mission

Achieving excellence across all educational and research processes in alignment with the college's vision and mission, thereby earning community trust in its graduates. This is accomplished through the implementation of a comprehensive evaluation system designed to review operational frameworks, identify strengths and weaknesses, and generate performance reports to drive continuous improvement and ensure compliance with the requirements of the National Authority for Quality Assurance and Accreditation of Education (NAQAAE).

General Objectives of the Quality Assurance

- 1. Disseminate and promote a culture of quality and ensure the application of its standards among faculty members, assistant teaching staff, students, and administrative staff.**
- 2. Enhance the quality of academic programs and courses at undergraduate and postgraduate levels to meet the college's mission and labor-market needs.**
- 3. Develop and activate the scientific research system to support innovation and increase distinguished research output.**
- 4. Strengthen specialized continuing professional development for faculty members, assistant teaching staff, and administrative staff to improve their competencies and capabilities.**
- 5. Strengthen mechanisms for monitoring and evaluating academic and administrative performance to ensure continuous improvement.**
- 6. Adopt an integrated and effective data and information management system that ensures smooth and reliable information flow.**
- 7. Enhance the college's role in community service through integrated programs and activities that serve the local community and meet its needs.**

No	General Objectives	Procedural Objectives	Activities	Implementation Timeline	Responsible for Implementation	Funding Source	Performance Indicators
1	Disseminate and promote a culture of quality and ensure the application of its standards among faculty members, assistant teaching staff, students, and administrative staff.	1-1 Raise awareness of the importance of quality and integrate its standards into all academic and administrative practices and among students.	1-1-1 Develop an awareness plan to promote a culture of quality among faculty members, assistant teaching staff, students, and administrators. 1-1-2 Identify the team responsible for awareness activities. 1-1-3 Organize workshops and awareness seminars on quality concepts for different college groups. 1-1-4 Launch on-campus awareness campaigns using various channels, such as posters and the college website. 1-1-5 Periodically assess understanding and application of quality concepts through surveys of target groups.	Periodically throughout the year, according to the timeline, from 10/2026 to 12/2027	Director, Deputy Directors, and members of the Quality Assurance Unit; Training and Awareness Committee; Documentation Committee	Internal funding	Approved report on the number of seminars and workshops held to promote quality awareness statistical analysis of satisfaction surveys completed by faculty members, assistant teaching staff, students, and administrators regarding quality implementation.
		1-2 Review and update the technical committees of the Quality Assurance Unit.	1-2-1 Update the composition of technical committees in light of academic developments and approve the updated composition.	09/2026–10/2027	Director and Deputy Directors of the Quality Assurance Unit	Internal funding	Approved and documented composition of the technical committees.

No	General Objectives	Procedural Objectives	Activities	Implementation Timeline	Responsible for Implementation	Funding Source	Performance Indicators
		1-3 Review and update the Quality Assurance Unit's executive plan to ensure continuous improvement.	1-3-1 Review the report on implementation of the previous executive plan to determine the extent of implementation. 1-3-2 Hold a meeting of Quality Assurance Unit representatives to update the Unit's executive plan. 1-3-3 Approve the updated executive plan and formally implement it within the college.	09/2026–10/2027	Director and Deputy Directors of the Quality Assurance Unit	Internal funding	Approved report on the implementation of the previous plan; approved, published, and documented executive plan for the Quality Assurance Unit.
		1-4 Update and develop the Quality Assurance Unit manual.	1-4-1 Review and update the Quality Assurance Unit manual.	09/2026–10/2027	Director and Deputy Directors of the Quality Assurance Unit	Internal funding	Approved, published, and documented Quality Assurance Unit manual.
2	Enhance the quality of academic programs and courses at undergraduate and postgraduate levels to meet the college's mission and labor-	2-1 Ensure that programs and courses comply with academic quality standards and labor-market requirements through comprehensive periodic	2-1-1 Organize workshops for faculty members on program and course specifications at undergraduate and postgraduate levels. 2-1-2 Establish committees to review and update program and course specifications in each academic department at both levels. 2-1-3 Conduct student satisfaction surveys on	09/2026 (annually)	Quality Assurance Unit Board; Heads of Academic Departments	Internal funding	Approved reports on seminars and workshops; an approved committee for reviewing and updating program and course specifications; statistical

No	General Objectives	Procedural Objectives	Activities	Implementation Timeline	Responsible for Implementation	Funding Source	Performance Indicators
	market needs.	review.	academic programs and courses.				analysis of survey results and corrective actions based on the analysis.
		2-2 Ensure that programs comply with academic quality standards and labor-market requirements.	2-2-1 Select internal and external reviewers for programs and courses in academic departments annually. 2-2-2 Conduct internal and external reviews to verify compliance with academic standards and request reports from department heads. 2-2-3 Take corrective actions based on review reports to improve learning outcomes. 2-2-4 Approve the final versions of program and course specifications.	09/2026 (annually)	Quality Assurance Unit Board; Heads of Academic Departments	Internal funding	Approved and published internal and external review reports; improvement plans based on internal reviews and follow-up of implementation; approved and published program and course specifications.
3	Develop and activate the scientific research system to support innovation and increase distinguished research output.	3-1 Activate the college research plan and monitor its implementation in academic departments.	3-1-1 Review, approve, and monitor implementation of research plans submitted by academic departments. 3-1-2 Prepare periodic reports on faculty publications nationally and internationally. 3-1-3 Update faculty research databases and encourage international publication.	Periodically, 09/2026–09/2027	Vice Dean for Postgraduate Studies and Research; Research Unit Director; Scientific Research Standard Coordinator; Information Technology Unit	Internal funding	Updated and approved research plan; reports demonstrating research compliance with the plan; updated research database;

No	General Objectives	Procedural Objectives	Activities	Implementation Timeline	Responsible for Implementation	Funding Source	Performance Indicators
			3-1-4 Document members' participation in local and international conferences.				periodic publication reports; records of participation in local and international conferences.
		3-2 Develop the scientific research database and encourage distinguished international publication.	3-2-1 Promote open access to knowledge and facilitate researchers' access to research resources through workshops. 3-2-2 Provide researchers with technical support on effective scientific publishing.	Periodically, 09/2026–09/2027	Vice Dean for Postgraduate Studies and Research; Research Unit Director; Scientific Research Standard Coordinator; Information Technology Unit	Internal funding	Reports on the number of seminars and workshops held; schedule of technical support provided.
		3-2 Improve researchers' efficiency and develop their skills through technical and technological support.	3-2-3 Improve logistical and technical support to enable access to international databases and upload research data to international platforms. 3-2-4 Encourage interdisciplinary collaboration to address complex problems from multiple perspectives. 3-2-5 Continue publishing new issues of the Faculty of Nursing, Benha University Journal of Nursing Sciences.	Periodically, 09/2026–09/2027	Vice Dean for Postgraduate Studies and Research; Research Unit Director; Scientific Research Standard Coordinator; Information Technology Unit	Internal funding	Increase in internationally published research; increase in participation in international conferences; records of interdisciplinary research; updated issues of the Journal of Nursing

No	General Objectives	Procedural Objectives	Activities	Implementation Timeline	Responsible for Implementation	Funding Source	Performance Indicators
			3-2-6 Encourage applied research that meets local community needs and supports sustainable development. 3-2-7 Develop research policies and incentives to encourage innovation.				Sciences; number of applied studies serving the community.
		3-3 Activate academic participation and support research collaboration.	3-3-1 Support faculty participation in international conferences. 3-3-2 Encourage research collaboration across disciplines to address community problems. 3-3-3 Support regular publication of the college's scientific journal.	Periodically, 09/2026–09/2027	Vice Dean for Postgraduate Studies and Research; Research Unit Director; Scientific Research Standard Coordinator; Information Technology Unit	Internal funding	Statement of incentives provided to faculty members for scientific research.
4	Strengthen specialized continuing professional development for faculty members, assistant teaching staff, and administrative staff to improve their	4-1 Develop a comprehensive training plan based on the actual training needs of faculty members, assistant teaching staff, and	4-1-1 Meet with standard coordinators representing faculty, students, graduates, administrative staff, leadership, and governance to identify training needs. 4-1-2 Develop a comprehensive training plan based on identified needs. 4-1-3 Meet with relevant stakeholders to determine training needs. 4-1-4 Announce workshop	Periodically, 09/2026–09/2027	Training Committee in coordination with standard coordinators	Internal funding	Meeting minutes and surveys used; approved, published, and documented training plan; trainers' CVs and course announcements.

No	General Objectives	Procedural Objectives	Activities	Implementation Timeline	Responsible for Implementation	Funding Source	Performance Indicators
	competencies and capabilities.	administrators.	dates and open registration.				
		4-2 Manage training effectively and continuously evaluate its impact.	4-2-1 Organize training workshops in accordance with the approved plan. 4-2-2 Evaluate training outcomes, measure their impact on performance, and use findings for continuous improvement.	Periodically, 09/2026–09/2027	Training Committee in coordination with standard coordinators	Internal funding	Number of courses delivered for each group and attendance sheets; training impact assessment form and its statistical analysis.
5	Strengthen mechanisms for monitoring and evaluating academic and administrative performance to ensure continuous improvement.	5-1 Conduct comprehensive periodic reviews of assessment tools and use the results for development.	5-1-1 Coordinate between standard coordinators and the Survey Committee to review and update surveys. 5-1-2 Examine survey validity and reliability and verify their suitability. 5-1-3 Use survey analysis results to develop corrective actions and communicate them to relevant parties to ensure continuous improvement.	09/2026–09/2027	Director of the Quality Assurance Unit; Quality Deputies; Standard Coordinators; Survey Committee	Internal funding	Survey Committee meeting minutes; statistical analysis results and corrective actions.
		5-2 Prepare the college's unified annual report.	5-2-1 Meet with standard coordinators to determine the process for preparing the annual report. 5-2-2 Request the information needed to complete the report.	Periodically, 09/2026–09/2027	Director of the Quality Assurance Unit; Quality Consultants; Quality Deputies; Standard	Internal funding	Approved and published annual report.

No	General Objectives	Procedural Objectives	Activities	Implementation Timeline	Responsible for Implementation	Funding Source	Performance Indicators
			5-2-3 Provide technical support to coordinators in preparing, approving, and publishing the report. 5-2-4 Review and discuss the report at a Quality Assurance Unit Board meeting. 5-2-5 Approve the final annual report at the College Council. 5-2-6 Have quality consultants prepare the final report. 5-2-7 Review and discuss the report at a Quality Assurance Unit Board meeting.		Coordinators; Internal Review Committee		
		5-3 Conduct periodic internal reviews of department and unit files to ensure compliance with quality and accreditation standards.	5-3-1 Contact standard coordinators, unit directors, and department heads to schedule reviews. 5-3-2 Conduct reviews through the Deputy Directors of the Quality Assurance Unit. 5-3-3 Prepare a schedule for internal reviews. 5-3-4 Review academic department, unit, and standards files. 5-3-5 Prepare periodic reports summarizing monitoring and evaluation results. 5-3-6 Present internal review	10/2026–03/2027 (dates as specified in the plan)	Director and Deputy Directors of the Quality Assurance Unit; Internal Review Committee; Heads of Academic Departments; Unit Directors	Internal funding	Approved and documented internal review and follow-up reports; corrective action plans.

No	General Objectives	Procedural Objectives	Activities	Implementation Timeline	Responsible for Implementation	Funding Source	Performance Indicators
			reports to the Unit Board for approval. 5-3-7 Implement corrective actions based on internal review reports.				
		5-4 Apply an accountability system for all relevant groups within the college.	5-4-1 Update the accountability mechanism. 5-4-4 Activate the accountability system to ensure fairness and equality among faculty members, assistant teaching staff, and administrators.	Periodically, 09/2026–09/2027	Director of the Quality Assurance Unit; Quality Consultants; Quality Deputies and members; Standard Coordinators	Internal funding	Approved and documented accountability mechanism.
		5-5 Ensure the quality of examinations and examination control processes through the Measurement and Evaluation Unit.	5-5-1 Ensure compliance with examination-paper quality standards before uploading questions to the electronic examination platform. 5-5-2 Review alignment of examination papers with intended learning outcomes in course specifications. 5-5-3 Conduct periodic reviews of examination control processes for undergraduate, postgraduate, and diploma programs. 5-5-4 Use the virtual laboratory to assess students. 5-5-5 Review teaching strategies based on	01/2026–06/2027 (dates as specified in the plan)	Director of the Quality Assurance Unit; Standard Coordinators; Director of the Measurement and Evaluation Unit	Internal funding	Approved examination-paper standards; approved examination control review reports; reports on use of the virtual laboratory; documented teaching and learning strategy.

No	General Objectives	Procedural Objectives	Activities	Implementation Timeline	Responsible for Implementation	Funding Source	Performance Indicators
			examination results and student feedback, and develop performance improvement plans. 5-5-6 Follow up on the announcement and approval of results by the college.				
6	Adopt an integrated and effective data and information management system that ensures smooth and reliable information flow.	6-1 Digitize quality management processes.	6-1-1 Convert all paper files related to quality assurance into electronic files for easier tracking and analysis, and upload them to the college website. 6-1-2 Organize workshops for faculty members on converting paper-based surveys into electronic surveys.	Periodically, 09/2026–09/2027	Dean of the College; Director of the Quality Assurance Unit; Heads of Academic Departments; Director of the Information Technology Unit	Internal funding	Quality Assurance Unit files available on the college website; some surveys converted to electronic format.
		6-2 Train staff in data management and support digital transformation.	6-2-1 Convert courses into electronic versions that students can easily access, supporting distance learning and digital learning. 6-2-2 Activate the Learning Management System (LMS), upload all courses, make them available to students, and monitor the activation rate.	Periodically, 09/2026–09/2027	Dean of the College; Director of the Quality Assurance Unit; Heads of Academic Departments; Director of the Information Technology Unit	Internal funding	Availability of electronic courses.

No	General Objectives	Procedural Objectives	Activities	Implementation Timeline	Responsible for Implementation	Funding Source	Performance Indicators
7	Enhance the college's role in community service through integrated programs and activities that serve the local community and meet its needs.	7-1 Develop an annual plan for the college's community activities.	7-1-1 Hold coordination meetings with academic departments and the Community Service Unit. 7-1-2 Develop a detailed plan for community activities and initiatives offered by the college. 7-1-3 Publish the plan and activities on the college website. 7-1-4 Organize health awareness campaigns in collaboration with hospitals and local organizations. 7-1-5 Implement the community engagement plan and monitor progress. 7-1-6 Prepare periodic reports on plan implementation. 7-1-7 Evaluate the impact of community activities through surveys of stakeholders' opinions.	Periodically, 09/2026–09/2027	Vice Dean for Community Service and Environmental Development; Community Engagement Standard Coordinator; Community Service and Environmental Development Unit	Internal funding	Documented and approved community engagement plan; reports on implementation; stakeholder satisfaction with community activities provided by the college.

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