



# Academic Standards for Nursing Programs

2025

Version 2.0



## Introduction

This document aims to contribute to the establishment of minimum requirements for bachelor's degree programs in Nursing to ensure the academic quality of the programs. It seeks to ensure that graduates are highly qualified, possessing the knowledge, skills, and values required by the labor market, in accordance with national trends and in line with best practices required for the academic and professional pursuit of the specialty.

The Education and Training Evaluation Commission (ETEC), according to its mandate by virtue of the Council of Ministers decision No. 108, dated 14/2/1440 AH, has developed specialized academic standards for Nursing programs. The remit of the Commission includes building systems for evaluating, approving, and accrediting programs in education and training, including institutional and programmatic, encompassing rules, standards, frameworks, and indicators, and building and developing high-quality national academic programs.

## Goals

The purpose of this work is to develop the minimum Knowledge Units (KUs) in Nursing, specifying a set of Specific Learning Outcomes (SLOs) that students are expected to acquire after completing their studies. This document lays the foundations for the design of the academic program and the study plans and the alignment of the program with the demands of the labor market. This document also lays out the curriculum design, to facilitate selecting the appropriate teaching strategies and methods and tools for evaluation of the students.

## Methodology

This document describes the minimum Essential, General, and Specific Knowledge Units (EKUs, GKUs, and SKUs) in Nursing. The Learning Outcomes (LOs) of each KU set the threshold for what the students are expected to learn and be able to achieve after successfully completing that KU. Educational institutions should take into account the depth and breadth of these KUs so that the LOs integrate communication skills and values into the curriculum. Institutions can also offer additional KUs that are consistent with their objectives. It should also be noted that the KU is not necessarily an independent course; one or more courses can cover a single KU. Likewise, one course could also cover one or more KUs entirely or partially.

The methodology consists of the following phases:

### 1. Survey and benchmarking

- Benchmarking with international learned societies and professional bodies.
- Benchmarking with top-rated international and local universities.
- Identifying national labor market requirements.
- Incorporating input from specialists and experts from different sectoral groups.





## 2. Preparation of the contents of the specific standards document

- Identifying program Key Learning Outcomes (KLOs).
- Defining the general characteristics of the curriculum.
- Developing the GKUs and SKUs for each GKU.
- Formulating SLOs for each SKU.
- Determining the minimum topics required for each SKU.
- Describing the methodology for aligning academic content with the National Qualification Framework (NQF).

The KUs are derived from analyzing several high-ranked QS universities, international regulatory bodies, and professional associations. The total credit hours outlined in this document account for about 60% of the total credit hours typically required for a Nursing program

The ETEC has developed this document in cooperation and coordination with various groups in the field of Nursing, including the Saudi Commission for Health Specialties (SCFHS).

## Scope and Uses

This document is primarily intended to guide the development of curricula for a bachelor's degree in Nursing for public and private higher education institutions in Saudi Arabia. It defines the minimum required knowledge, skills, and values that must be incorporated into program design to ensure graduates meet both academic and professional expectations.

It is also used to support the creation of standardized tests and inform accreditation processes, ensuring consistency and quality across programs.

## Terms

**American Association of Colleges of Nursing (AACN):** The national voice for academic nursing. The AACN works to establish quality standards for nursing education; assists schools in implementing those standards; influences the nursing profession to improve health care; and promotes public support for professional nursing education, research, and practice.

**Education and Training Evaluation Commission (ETEC):** Independent body aimed at evaluating, assessing, and accrediting qualifications in education and training in both public and private sectors, raising the quality and efficiency of those qualifications and ensuring they contribute to the national economy and development.

**Essential Knowledge Units (EKUs):** Knowledge Units necessary for future learning in a given discipline.

**General Knowledge Units (GKUs):** Knowledge Units that should be introduced to students majoring in a discipline.

**Key Learning Outcomes (KLOs):** The minimum required Learning Outcomes in the discipline that students are expected to obtain.

**Knowledge Units (KUs):** Mandatory multiple related topics that must be included in an institution's degree program.

**Learning Outcomes (LOs):** Description of what a learner is expected to know, understand, and be able to achieve, which is represented in his/her behavior and ability at the end of a specific educational program.





**National League for Nursing (NLN):** The first American nursing organization for nurse faculty and leaders in nursing education to publish outcomes and competencies for graduates of various nursing programs, from vocational to doctorate nursing programs. The NLN is the voice for nursing education, offering credentialing, assessment, accreditation, research, and professional development services.

**National Qualifications Framework (NQF):** A comprehensive and uniform structure for building, organizing, and categorizing qualifications into levels based on Learning Outcomes.

**Quality and Safety Education for Nurses (QSEN):** A collaboration of healthcare professionals focused on education, practice, and scholarship to improve the quality and safety of healthcare in nursing.

**Saudi Commission for Health Specialties (SCFHS):** Saudi Arabian scientific commission that regulates healthcare-related practices and accreditation at all levels in Saudi Arabia.

**Specific Knowledge Units (SKUs):** Knowledge Units derived from a General Knowledge Unit.

**Specific Learning Outcomes (SLOs):** Learning Outcomes for a Specific Knowledge Unit.





## Key Learning Outcomes

Key Learning Outcomes describe the essential knowledge, skills, and values that graduates of the Nursing undergraduate program graduates will be able to demonstrate once they complete the program. The mapping of the KLOs to the National Qualifications Framework is shown in Appendix A.

On successful completion of a bachelor's degree in Nursing, graduates should be able to:

- KLO 1: Demonstrate understanding of concepts, theories, and principles of nursing, as well as social, behavioral, and medical sciences that underpin nursing practices.
- KLO 2: Explain the physiological, psychological, social, spiritual, and cultural needs of individuals, families, and communities in relation to disease prevention, health promotion, and health education.
- KLO 3: Apply critical thinking and evidence-based clinical judgment to provide safe quality care to individuals, families, and communities.
- KLO 4: Conduct scientific research and scholarly activities through critiquing, analyzing, interpreting, and disseminating the findings.
- KLO 5: Construct, implement, and evaluate client- and patient-centered and culturally sensitive comprehensive nursing care based on best practices.
- KLO 6: Perform essential nursing procedures safely on various clients and patients from different backgrounds.
- KLO 7: Communicate effectively with clients, patients, families, and interprofessional team members using different modalities.
- KLO 8: Utilize current and evolving technologies and information systems efficiently in nursing practices.
- KLO 9: Practice in accordance with the legal, ethical, and professional standards of nursing.
- KLO 10: Demonstrate leadership, autonomy, accountability, commitment, collaboration, and professional development to enhance nursing practices.

## Curriculum General Criteria

Based on the benchmarking study of leading universities and the KUs and skills in the Nursing programs, the KUs have been grouped into the following categories:

1. Essential Knowledge Units: 6 units (credit hours).
2. General Knowledge Units: 70 units (credit hours).
4. Mandatory field training.

Each group consists of different subgroups essential to any typical Nursing program. These subgroups are identified in the next section.

## Knowledge Units

The following tables provide an overall view of the curriculum distribution of KUs: Essential, General, Specific, and others. The tables also provide general recommendations on the acceptable range of credit hours for each KU. The mapping of the SLOs to the KLOs within the KUs is shown in Appendix B.





## Essential Knowledge Units

The EKUs are calculated based on a minimum of six ECU credits for Nursing, as shown in Table 1. Standardized tests should not include these EKUs.

**Table 1:** Essential Knowledge Units of Nursing program.

#	EKU	Description	Minimum Requirements (credit hours)
1	English	The English course(s) will cover essential writing and speaking of the English language, medical terminology, and academic writing skills that prepare nurses to communicate professionally.	٦

## Program Core Knowledge Units

The weighting of the credits for the Nursing program is calculated based on a minimum of 70 GKU credits, as shown in Table 2.

**Table 2:** General and Specific Knowledge Units of the Nursing program.

#	GKU	Weight	SKU	Weight
1	Human Flourishing Knowledge	40%	1.1. Concepts, theories, and principles of nursing	14%
			1.2. Social, behavioral, and medical sciences	26%
2	Human Flourishing Skills	41%	2.1. Patient and family-centered care	23%
			2.2. Essential nursing competencies and procedures	18%
3	Nursing Judgment	6%	3.1. Quality and Evidence-based nursing	6%
4	Professional Identity	6%	4.1. Nursing Leadership and management	6%
5	Spirit of Inquiry	7%	5.1. Nursing Scientific research	7%





## Appendix A: Alignment of Key Learning Outcomes of Nursing Program within the National Qualifications Framework

Table B1 shows how each KLO aligns with specific areas within the National Qualifications Framework (NQF).

**Table B1:** Alignment of the Key Learning Outcomes for the Nursing program with the NQF.

Nursing Key Learning Outcomes	NQF Learning Areas		
	Knowledge and Understanding	Skills	Values, Autonomy, and Responsibility
1.	✓		
2.	✓		
3.		✓	
4.		✓	
5.		✓	✓
6.		✓	✓
7.		✓	
8.		✓	✓
9.		✓	✓
10.		✓	✓





## Appendix B: Learning Outcomes and Topics for Knowledge Units

### General Knowledge Unit (GKU) 1: Human Flourishing Knowledge

#### Description

This unit consists of basic concepts, theories, and principles from different disciplines (nursing, medicine, and social sciences) that prepare nurses to understand and deal with individuals, families, and communities during illness and wellness in their daily practices.

### Specific Knowledge Unit (SKU) 1.1: Concepts, theories, and principles of nursing

#### Description

This unit covers the essential nursing concepts, theories, and principles to assist nursing students in comprehending the needs of patients of different ages, sexes, and social groups.

#### Topics

**The following topics must be included in this SKU:**

1. The foundation of professional nursing concepts.
2. Fundamentals of basic and advanced nursing.
3. The nursing process and health assessments.

#### Specific Learning Outcomes

**By completing this SKU, students should be able to:**

1. Describe nursing history, education, and trends.
2. Explain the essential steps of the nursing process.
3. List basic human physiological needs.
4. Implement the components of a health assessment.
5. Develop comprehensive nursing care plans according to the priority of clients' needs during health and illness.
6. Illustrate the roles and responsibilities of different nurses in caring for individuals during health and illness.
7. Implement the principles of client teaching and learning.

**The table below maps the Specific Learning Outcomes for the SKU to the KLOs.**

SLOs	KLOs									
	1	2	3	4	5	6	7	8	9	10
1		✓								
2		✓								
3		✓			✓					
4	✓				✓	✓				
5			✓		✓					
6					✓					
7	✓	✓			✓					





## Specific Knowledge Unit (SKU) 1.2: Social, behavioral, and medical sciences

Description	This knowledge unit covers the essential concepts, theories, and principles pertaining to social and medical sciences to assist nursing students in comprehending the structure of the human body, the needs of human beings, and the disease process at different ages, sexes, and social groups.																																																																																																											
Topics	<p><b>The following topics must be included in this SKU:</b></p> <ol style="list-style-type: none"> <li>1. Human sociology and cultural diversity.</li> <li>2. Psychology.</li> <li>3. Human growth and development.</li> <li>4. Anatomy.</li> <li>5. Physiology</li> <li>6. Pathology and pathophysiology.</li> <li>7. Pharmacology.</li> <li>8. Applied biochemistry.</li> <li>9. Microbiology and parasitology.</li> <li>10. Nutrition needs across the life span and during illness.</li> </ol>																																																																																																											
Specific Learning Outcomes	<p><b>By completing this SKU, students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. Comprehend basic and introductory human psychology and social sciences knowledge to build an understanding of human experience and nursing practice.</li> <li>2. Describe the normal changes in human growth and development.</li> <li>3. Explain normal and abnormal anatomical structures of human beings.</li> <li>4. Differentiate between the life cycle of common microorganisms (microbes and parasites).</li> <li>5. Describe pathophysiological alterations, signs, and symptoms of common diseases across the lifespan.</li> <li>6. Discuss the nutritional needs of human beings during health and illness.</li> <li>7. Describe the biochemical changes in the human body.</li> </ol> <p><b>The table below maps the Specific Learning Outcomes for the SKU to the KLOs.</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #2c3e50; color: white;"> <th rowspan="2">SLOs</th> <th colspan="10">KLOs</th> </tr> <tr style="background-color: #2c3e50; color: white;"> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> </tr> </thead> <tbody> <tr> <td style="background-color: #2c3e50; color: white;">1</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="background-color: #2c3e50; color: white;">2</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="background-color: #2c3e50; color: white;">3</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="background-color: #2c3e50; color: white;">4</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="background-color: #2c3e50; color: white;">5</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="background-color: #2c3e50; color: white;">6</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="background-color: #2c3e50; color: white;">7</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>										SLOs	KLOs										1	2	3	4	5	6	7	8	9	10	1		✓									2	✓	✓									3	✓	✓									4	✓	✓									5	✓	✓									6	✓	✓									7	✓									
SLOs	KLOs																																																																																																											
	1	2	3	4	5	6	7	8	9	10																																																																																																		
1		✓																																																																																																										
2	✓	✓																																																																																																										
3	✓	✓																																																																																																										
4	✓	✓																																																																																																										
5	✓	✓																																																																																																										
6	✓	✓																																																																																																										
7	✓																																																																																																											





## General Knowledge Unit (GKU) 2: Human Flourishing Skills

<b>Description</b>	This unit includes comprehensive and culturally sensitive patient- and family-centered care and nursing competencies and procedures essential to construct, implement, and evaluate comprehensive individualized nursing care plans for patients in acute and chronic conditions of various age groups.
--------------------	---

### Specific Knowledge Unit (SKU) 2.1: Patient- and family-centered care

<b>Description</b>	This unit integrates essential nursing skills to deliver patient-centered care to families and communities. Through the unit, the students will be taught to design and implement comprehensive individualized nursing care plans for patients of different age groups with acute and chronic conditions. Additionally, the student will prioritize patient-centered and community-focused action plans that are safe, effective, and according to the available resources, while meanwhile obtaining a complete and accurate history systematically to determine the actual or potential nursing diagnoses.
--------------------	--

<b>Topics</b>	<p><b>The following topics must be included in this SKU:</b></p> <ol style="list-style-type: none"> <li>1. Acute and chronic medical and surgical care (adults).</li> <li>2. Care of women and neonates.</li> <li>3. Pediatric care.</li> <li>4. Critical and emergency care.</li> <li>5. Family, community, and primary healthcare.</li> <li>6. Geriatric healthcare.</li> <li>7. Mental and psychiatric care.</li> <li>8. Palliative and end-of-life care.</li> </ol>
---------------	---

<b>Specific Learning Outcomes</b>	<p><b>By completing this SKU, students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the concept of caring for patients, families, communities, and populations.</li> <li>2. Identify the needs of acute and chronic patients and their families.</li> <li>3. Collect and analyze patient data to determine actual or potential nursing diagnoses.</li> <li>4. Design a comprehensive individualized nursing care plan for patients with acute and chronic conditions across different life spans.</li> <li>5. Implement a holistic, collaborative, individualized plan encompassing strategies to achieve the identified expected outcomes for the healthcare consumer.</li> <li>6. Provide safe, effective, and efficient patient-centered and community-focused plans according to the available resources.</li> <li>7. Analyze the impact of patients' values and beliefs on managing acute and chronic conditions and end-of-life care.</li> <li>8. Prioritize patient and family preferences to alleviate pain, discomfort, and distress in various health situations and end-of-life care.</li> </ol>
-----------------------------------	---





The table below maps the Specific Learning Outcomes for the SKU to the KLOs.

SLOs	KLOs									
	1	2	3	4	5	6	7	8	9	10
1	✓									
2		✓								
3			✓							
4					✓					
5					✓					
6									✓	
7			✓	✓	✓					
8			✓		✓					





## Specific Knowledge Unit (SKU) 2.2: Essential nursing competencies and procedures

Description	Through the unit, the students will be able to perform essential nursing competencies and procedures for patients in various settings of acute and chronic conditions of different age groups.
Topics	<p><b>The following topics must be included in this SKU:</b></p> <ol style="list-style-type: none"> <li>1. Health assessment practicum.</li> <li>2. Acute and chronic medical and surgical care practicum (adults).</li> <li>3. Women and neonatal care practicum.</li> <li>4. Pediatric care practicum.</li> <li>5. Critical and emergency care practicum.</li> <li>6. Family, primary, and community healthcare practicum.</li> <li>7. Geriatric health care practicum.</li> <li>8. Mental and Psychiatric care practicum.</li> <li>9. Palliative and end-of-life care practicum</li> </ol>
Specific Learning Outcomes	<p><b>By completing this SKU, students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. Implement health assessment on individuals of various age groups.</li> <li>2. Use a systematic approach to analyze actual or potential health problems to develop, implement, and evaluate nursing care plans.</li> <li>3. Utilize the results of social and psychological screening, laboratory data, and other diagnostic tests in planning nursing care.</li> <li>4. Demonstrate competence in various nursing procedures to provide safe nursing care to clients at various settings.</li> <li>5. Implement nursing management in compliance with health settings standards, clinical protocols and policies.</li> <li>6. Participate in health promotion and disease prevention activities in various settings.</li> <li>7. Conduct comprehensive family and environment assessments during home healthcare visits.</li> <li>8. Provide physical and psychological care and support the patients and caregivers during the disease process.</li> <li>9. Demonstrate care, respect, dignity, and human rights while providing nursing care.</li> <li>10. Conduct health education for clients, families and communities according to teaching and learning principles.</li> </ol>





The table below maps the Specific Learning Outcomes for the SKU to the KLOs.

SLOs	KLOs									
	1	2	3	4	5	6	7	8	9	10
1						✓				
2			✓	✓						
3			✓		✓					
4						✓				
5						✓			✓	
6					✓					
7			✓			✓				
8					✓					
9					✓				✓	
10					✓					





## General Knowledge Unit (GKU 3): Nursing Judgment

### Description

This general knowledge introduces critical thinking, problem-solving skills and decision-making using evidence-based practice and integrating advanced health technology and informatics to provide high-quality care with respect to safety and ethical considerations when providing care.

### Specific Knowledge Unit (SKU) 3.1: Quality and Evidence-based nursing

### Description

This unit explores the integration of healthcare technologies, safety protocols, ethical principles, and regulatory standards in nursing practice. It emphasizes critical thinking, problem-solving, and evidence-based decision-making to enhance patient care and uphold professional quality standards.

### Topics

**The following topics must be included in this SKU:**

1. Healthcare technologies and nursing informatics.
2. Principles of safety and quality.
3. Nursing ethics and legislation.
4. Nursing evidence-based practice.
5. Critical thinking, problem-solving skills.

### Specific Learning Outcomes

**By completing this SKU, students should be able to:**

1. Integrate technology and numerical formulas to collect, measure, record, retrieve, trend, and analyze data to enhance patients' outcomes
2. Identify safety strategies using healthcare technologies and their applications to improve patient care outcomes.
3. Discuss the principles and issues of health and nursing informatics
4. Participate in quality improvement plans in clinical settings.
5. Implement patient safety, quality standards and patient's right at clinical settings within Islamic values
6. Describe steps of evidence-based practices to evaluate nursing problems in supporting clinical decisions for better patient care.
7. Conduct a group evidence-based project in a selected area.

**The table below maps the Specific Learning Outcomes for the SKU to the KLOs.**

SLOs	KLOs									
	1	2	3	4	5	6	7	8	9	10
1				✓				✓		
2						✓		✓	✓	
3	✓							✓		
4		✓			✓			✓	✓	
5									✓	
6	✓		✓	✓	✓				✓	
7			✓	✓						





## General Knowledge Unit (GKU) 4: Professional Identity

<b>Description</b>	This unit shapes the nursing identity by introducing concepts of effective and intra-professional communication, leadership, and management abilities, commitment, and collaboration to represent autonomous practice, social accountability, and health advocacy that develop the nursing professional identity.
--------------------	---

### Specific Knowledge Unit (SKU) 4.1: Nursing Leadership and Management

<b>Description</b>	The unit introduces nursing leadership and management concepts and principles that facilitate nurses' role in healthcare systems. The unit also covers concepts of effective intra- and interprofessional communication skills by sharing information through verbal, nonverbal, and other modalities to improve patient outcomes. Intra-professional nursing collaboration enhances nursing team members' communication and collaboration in a respectful atmosphere to deliver quality and safe patient care.
<b>Topics</b>	<p><b>The following topics must be included in this KU:</b></p> <ol style="list-style-type: none"> <li>1. Leadership and management.</li> <li>2. Staffing and budgeting.</li> <li>3. Conflict resolution.</li> <li>4. Delegation process.</li> <li>5. Change management.</li> <li>6. Healthcare policies.</li> <li>7. Risk management.</li> <li>8. Communication skills.</li> <li>9. Interprofessional education (IPE).</li> </ol>
<b>Specific Learning Outcomes</b>	<p><b>By completing this SKU, students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. Describe leadership roles and management within the scope of professional practice.</li> <li>2. Differentiate between human error, at-risk behavior, and reckless behavior.</li> <li>3. Design staff allocation and rotation</li> <li>4. Participate in conflict resolution processes.</li> <li>5. Explain budgeting process.</li> <li>6. Describe the impact of health policies and policy development process.</li> <li>7. Describe the process of risk management.</li> <li>8. Participate in interprofessional collaboration.</li> <li>9. Differentiate between intra and interprofessional communication.</li> <li>10. Demonstrate professional communication within educational and clinical settings.</li> <li>11. Demonstrate different communication styles and modalities for effective interprofessional and intra-professional relationships and safe practices.</li> </ol>





The table below maps the Specific Learning Outcomes for the SKU to the KLOs.

SLOs	KLOs									
	1	2	3	4	5	6	7	8	9	10
1	✓									
2			✓							✓
3									✓	
4										✓
5	✓									✓
6	✓									
7	✓									
8	✓									✓
9			✓				✓			
10							✓			
11										✓





## General Knowledge Unit (GKU) 5: Spirit of Inquiry

### Description

This unit prepares the nurse to gain scholarly skills in developing the sciences in nursing practice by conducting small research projects and evidence-based solutions to address clinical setting problems and disseminate research findings in a creative and innovative way.

## Specific Knowledge Unit (SKU) 5.1: Nursing Scientific Research

### Description

This unit prepares the nurse to act as a growing scholar and participate in developing the sciences in nursing practice by identifying areas for study, critiquing published research, and conducting small research projects. In addition, participate in disseminating research findings in conferences or journal publications.

### Topics

**The following topics must be included in this SKU:**

1. Scientific research process and approaches.
2. Critiquing, analyzing, and interpreting research papers.
3. Descriptive and inferential statistics.
4. Qualitative and quantitative analysis.
5. Proposal writing and reporting.
6. Ethics in scientific research.

### Specific Learning Outcomes

**By completing this SKU, students should be able to:**

1. Describe essential elements of the research process.
2. Differentiate between qualitative, quantitative, and triangulation research approaches.
3. Conduct research and scholarly activities within the nursing profession.
4. Apply Institutional Review Board (IRB) guidelines throughout the research process.
5. Implement ethical principles in the research process.
6. Apply rules and regulations of plagiarism.
7. Utilize statistical software programs in data analysis.
8. Disseminate research findings to diverse audiences using various approaches or modalities (conferences, seminars, publications).

**The table below maps the Specific Learning Outcomes for the SKU to the KLOs.**

SLOs	KLOs									
	1	2	3	4	5	6	7	8	9	10
1	✓			✓						
2			✓							
3				✓						
4				✓						
5				✓						
6				✓					✓	
7								✓		
8							✓			





**هيئة تقويم التعليم والتدريب**  
Education & Training Evaluation Commission