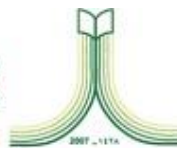


# Quality System Manual for Nursing Program 2022



**Prepared by**  
**Nursing Program Quality**  
**committee at /College of**  
**Nursing**



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# Chapter One:

## Introduction

## Quality Manual Introduction

### Introduction

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Based on the keenness of the administration of Northern Border University to integrate all its Beneficiaries including leaders, faculty members, administrators and students in the processes of quality assurance and continuous improvement, the university vice presidency for Development and Community Partnership and the Deanship of Quality and Academic Accreditation adopted the concept of quality assurance and made it a method for work in all its academic and administrative units. In order to unify the policies and procedures, the Quality System Manual was designed to represent an approach that clarifies and draws a comprehensive framework for the university's internal system for managing quality assurance processes in all units and departments. The university relied on building this guide on several references, the most important of which are: the 2020/2025 strategic plan, and the quality assurance standards for institutional and program accreditation issued by National Center for Assessment and Academic Accreditation.

The Nursing Program Quality committee at the College of Nursing was established under the College with the aim of performing a systematic review of the provisions at the College and continuously improving their quality, equity, and efficiency. The purpose of the Nursing Program Quality Committee is to promote an environment of excellence and continuous improvement of quality practices through the development and implementation of a quality system that aids in the achievement of college and program goals.

The purpose of this Quality System Manual is to serve as a summarized source of information for the program's quality system, assessment of learning outcomes, and to highlight important QA policies, guidelines, and procedures that support the program's objectives of ensuring the quality of practices across all domains, as well as program accreditation. This manual does not cover every policy in the program. Because the program gets all of its guidance from the University, including policies and procedures, quality practices, and systems, this manual was written with the University's quality manual as a guide.

## Concepts and Terminology

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1. **Institution:** means any educational, governmental or private institution that offers organized study programs after obtaining the high school diploma and aims to award an academic degree.
2. **Quality:** It is defined as conforming to certain requirements, specifications or characteristics capable of meeting the standards and requirements recognized in similar institutions. It is also defined as the set of features and characteristics of a product or service that make it capable of meeting specific needs.
3. **Total Quality Management:** It is a comprehensive method aimed at achieving the beneficiary's satisfaction and expectations. So that all members of the institution collaborate continuously in efforts to improve the quality of processes and products. It is a philosophical thought that aims to develop the activity of the institution using sophisticated and varied analytical and statistical methods to obtain the best results and to involve all elements of the system and its management in order to achieve the required quality in the institutional work and the satisfaction of the beneficiaries.
4. **Criteria:** A means of judging something. A criterion is an adjective or rule used to evaluate, define or classify something, and it is also a level of evaluation.
5. **Evaluation:** The processes and procedures aimed at measuring performance according to specific standards and indicators.
6. **Performance evaluation:** it is intended to arrive at specific value judgments for activities through the use of some reference measures that help to understand and recognize the relationship between the various elements of the evaluation.
7. **Program evaluation:** The methods used to obtain opinions of the beneficiaries of the program, with the aim of improvement and development.
8. **Self-evaluation:** A set of procedures and steps taken by the institution in order to identify the reality achieved in the educational and teaching process at the level of the programs offered by the university, and to compare that to the level desired by the institution. It is the process of evaluating the performance of the institution by the employees themselves, by careful analysis, description and diagnosis of the current situation of the institution's performance, and the identification of areas of strength and weakness in light of specific criteria and according to the requirements of the accrediting body.
9. **Improvement priorities:** After conducting a self-evaluation of quality and accreditation standards, a number of areas that need improvement are clear, and of course the institution cannot do all of them at the same time. Therefore, it identifies the important priority areas for improvement and clarifies them in the self-evaluation report.
10. **External evaluator:** A person from outside the institution with experience in the field of specialization is invited to review the structure and content of a program, its relationship to educational results, the appropriateness of students' evaluation and assessments and

compare this with the standards of the institution.

11. **External evaluation:** An independent review carried out by individuals or bodies from outside the institution to evaluate the activities, processes and quality standards adopted by the institution.
12. **Accreditation:** A set of procedures and processes that the accreditation body carries out in order to ensure that the institution has fulfilled the conditions and qualitative quality approved by the evaluation institutions. It is also known as a scientific institutional activity directed towards the advancement and upgrading of educational institutions and study programs. It is an effective and influential tool to ensure the quality of the educational process, its outputs and the continuity of its development.
13. **Institutional Accreditation:** The recognition that the Accreditation Agency grants to an institution, if it can demonstrate that its programs comply with the declared and approved standards and has systems in place to ensure quality and continuous improvement of its academic activities, in accordance with the declared controls published by the Commission.
14. **Quality Assurance:** It is an activity and a means to ensure that the requirements and standards required for the organization are met in order to fulfill its objectives and mission and to reach outputs that satisfy the labor market and the needs of society.
15. **External Quality Assurance:** The processes of reviewing and evaluating institutions, their programs and activities by an independent external agency. External quality assurance is usually independent periodic peer evaluations on the basis of self-study reports, and are prepared for two purposes, namely, quality assessment and validation of the results of internal studies.
16. **Internal Quality Assurance:** These are the processes that the institution undertakes and provides advice on its programs to ensure the quality of its performance in all activities. Internal quality assurance not only includes monitoring and making sure that the organization is running its business well, but also use it by persons outside of other institutions (from industry or professions). Or from other accreditation or quality assurance agencies in order to review and advise on its programs and activities. The internal quality assurance is usually comprehensive. It deals with inputs, processes and results, all areas of the institution's activities, and faculty and students.
17. **International accreditation:** Accreditation of an institution or its programs through an accreditation agency established in another country.
18. **Accreditation of programs:** Accreditation of an educational program for study through a certificate grant showing that it meets the standards required as an educational program in certain field and required level.
19. **Temporary accreditation:** Temporary accreditation for a new educational program or institution after evaluating development plans. A specific educational program or new educational institution may be temporarily approved on the basis of detailed plans. This provides an opportunity for the organization to start operating or to provide this program with reasonable confidence that if the plans are implemented as proposed, accreditation will likely



be granted.

20. **Indicators:** They mean specific measures that are used by the educational institution or organization to evaluate the quality of its performance.
21. **Quality standard definition:** A set of characteristics and features that must be present in a product or service in order to make it perform its function to the fullest and satisfy the customer.
22. **Quality committees:** A group of people, whether from inside or outside the institution, who are responsible for monitoring the progress of the quality system within the institution.
23. **Internal Quality Management System:** The system adopted by the institution to improve the level of education programs
24. **Benchmarking: Measuring the institution's** performance in a specific field in comparison with another body known for its excellence in the same field. Thus, the authority can determine its level of achievement and work to improve its performance.
25. **Evaluation:** The process of measuring the quality of performance in all activities with the aim of continuously improving future performance.
26. **Team Work:** A group of people with different and multiple skills working with each other in order to reach a unified goal within a certain period of time in which they share their different skills.
27. **The field visit:** Visit carried out by the accredited external auditors for the purposes of evaluation and accreditation, during which the review and examination of all quality standards, accreditation, evidence and performance indicators related to them as contained in the self-study of the institution that applied for accreditation.
28. **Beneficiaries:** A group of people who have an interest for a project in the activities of the institution in terms of the quality standards, as well as the effectiveness of the systems and processes to ensure quality. The precise definition of the type and scope of groups of beneficiaries and their differing interests depends on the mission of the institution.



## The general framework of the College of Nursing

The College of Nursing was initially established as one of five departments in the College of Applied Medical Sciences based on the Supreme Resolution No. 10093/M on 21/11/1428 H, and the Ministry of Higher Education Resolution No. 20/46/1428, Session 46, on 2/6/1428 AH, at Female Campus, Arar City, Boundary University Northern. The Department of Nursing as a College of Nursing was dismissed based on the Supreme Decree No. 5088 /MB dated 7/8/1432 AH, and the Ministry of Higher Education Resolution No. 3/1430 on 4/7/1430 AH.

### Organizational structure of the College

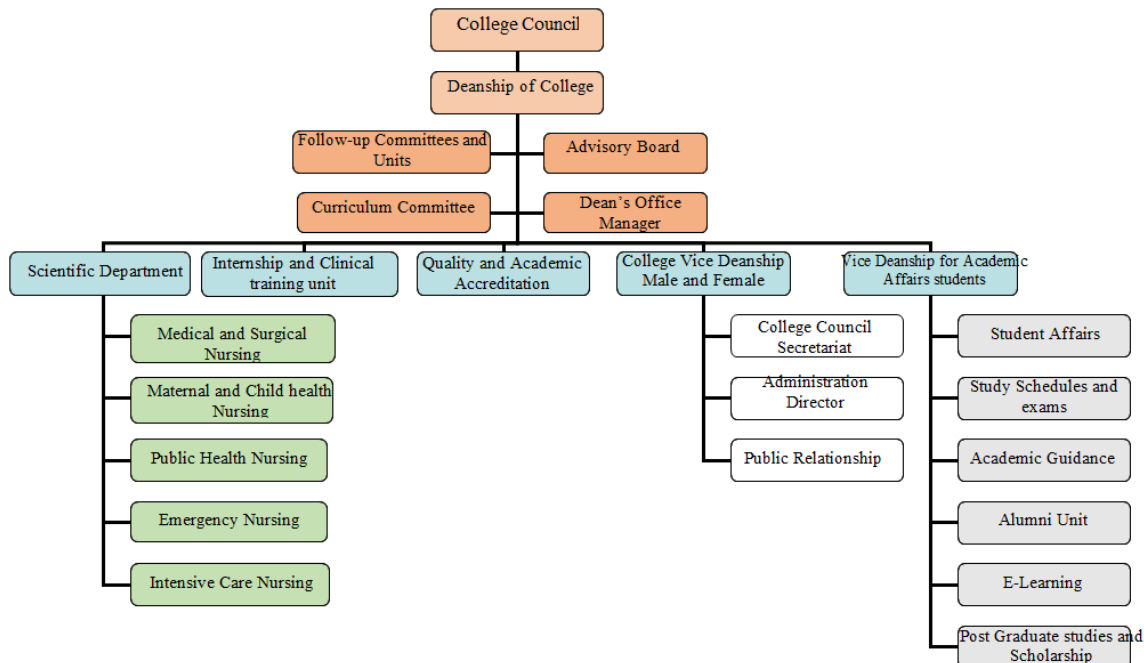


Figure 1. Organizational Chart of the College of Nursing

### **Faculty Vision:**

We aspire to excellence in nursing profession through academic programs, educational practices, and research and community partnerships.

### **Faculty Mission:**

The College is committed to distinctive nursing education and research through the development of nursing programs, research environment and community partnerships.

### **Faculty Goals:**

1. Provide distinguished educational programs
2. Strengthening the capabilities of faculty members
3. Create a system to support students
4. Provide a supportive environment for scientific research
5. Strengthening community partnership to serve the learning opportunities and increase the College's contribution to community services
6. Introducing a distinctive and effective quality management system in the college
7. Sustain and distinctive College's Infrastructure and resources.

## The general framework of the program

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### Bachelor of Nursing

#### Program Mission:

A distinctive nursing program to graduate highly qualified nurse leaders in education, research, and provide nursing care for individuals and communities with cultural and religious conduct

#### Program goals:

1. Preparing competent graduate professional nurse, with knowledge, understanding and practice that enable them to function as a professional nurse in a variety of practice settings to meet the current and future health needs of the Kingdom.
2. Developing and integrating scientific research skills and evidence-based practice to improve clinical decision making and quality of patient centered care.
3. Providing health education for individual, family and community with diverse culture through community collaboration and participation.
4. Employee leadership and teamwork skills through utilization of information technology, collaboration and communication with other health care team and sectors.

#### Program Stakeholders

- Health sectors
- Education Sectors (nursing colleges)
- Students
- Graduates and alumni
- Faculty Staff
- Community

### The Objectives of Establishing the Quality System in The Colleges of Northern Border University and the work of the committees

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1. Spreading the culture of quality in the college through seminars, workshops, scientific studies and other activities and events.
2. Evaluating the current state of quality processes at the college level (self-study) based on quality standards and academic accreditation.
3. Preparing colleges to obtain programmatic accreditation for all academic programs offered by university colleges.
4. Monitor and correct the application of quality requirements and academic accreditation in academic departments and programs
5. Developing continuous improvement plans as required by the requirements of the National Assessment and Commission for Academic Accreditation.
6. Developing the capabilities of faculty members and determining their training needs in various programs to enable them to prepare descriptions of programs, decisions, and various periodic reports.
7. Ensure the achievement of an appropriate level of quality in the college through which it is carried out
8. Reassuring beneficiaries and employers that the level of quality is adequate and achieves their aspirations.
9. Conducting independent verification processes between the various colleges of the university through reciprocal visits in order to view and evaluate quality and academic accreditation work in the colleges.
10. Promote the concepts and requirements of quality and academic accreditation in all different colleges and academic programs, and emphasize the importance of adopting them and working to implement them.
11. Facilitating communication and transfer of knowledge and expertise between faculty members in scientific departments and programs and the Deanship of Quality and Academic Accreditation.
12. Working on using appropriate scientific methods to collect and process statistical data, calculate performance indicators, and create the databases required to provide evidence, evidence and evidence to judge quality practices.

### Internal and external quality management system at Northern Border University (at the level of the university's colleges and academic programs)

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The internal quality system measures the institutional and program accreditation through the internal audit system and the annual external audit system. The quality management system at Northern Border University consists of two main components, namely internal quality assurance and external quality assurance, as they complement each other to ensure the achievement of an effective quality management system at the level of the Deanship of Quality and Academic Accreditation, various quality committees, work teams in colleges or for the academic programs. This is ensuring the Compatibility with achieving the requirements of local and international accreditation bodies to the satisfaction of the beneficiaries, as shown in Figure 1.



Figure 1. An organizational chart of the internal and external quality management system at the college / program level

### Internal Quality System for Nursing Program

The internal quality system of the Nursing Program, like any other quality system, depends on several elements, namely: measurement, results, analysis, recommendations, Actions, as in figure 2. The system depends on the use of the Deming Circle, which includes planning, implementation, evaluation and improvement.

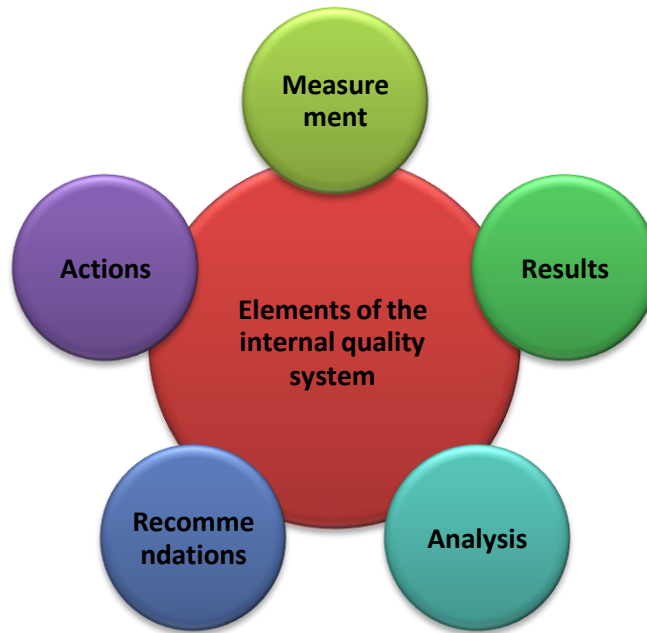


Figure 2. Elements of the quality assurance system at Nursing Program

The quality system at Nursing Program relies on the Deming Cycle of Quality as a main reference in managing quality assurance processes and continuous improvement through follow-up, evaluation and periodic reports, and taking all necessary corrective measures to improve performance. This is implemented through the application of a simplified and comprehensive model for the quality cycle in all university components, as the quality department is one of the most important models used in determining the different stages used in quality systems.

This cycle is also known as (PDCA cycle), which is an acronym for the English words Plan - Do - Check - Act, and is used to ensure continuous improvement in processes and the quality of outputs, as shown in Figure (3).



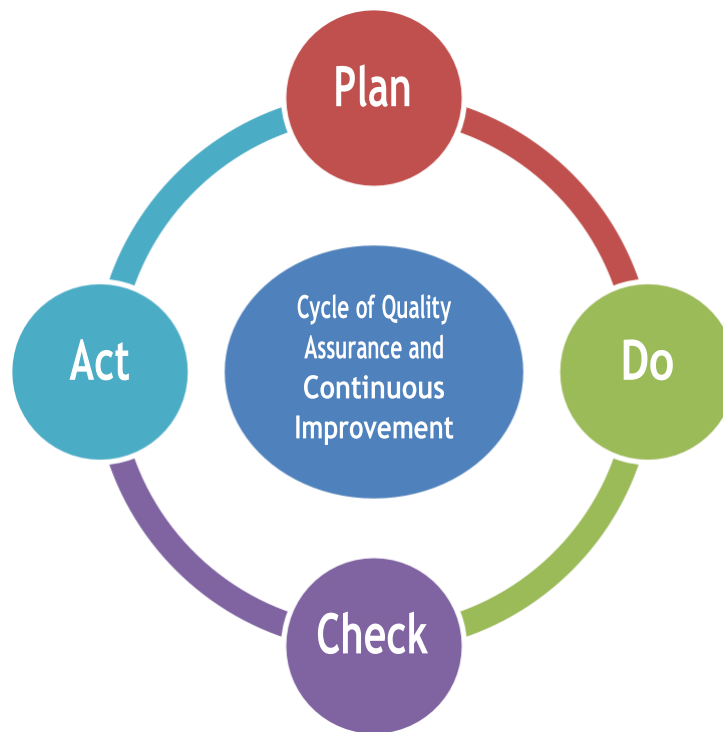


Figure 3: The Quality Assurance and Continuous Improvement Cycle (Deming Cycle)

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### Outputs of the quality management system at the program level at Northern Border University

The outputs of the quality management system consist of the annual review report, internal review and evaluation report, and the self-study report.

#### Annual Review Report:

It is a review and evaluation report prepared by the annual review committee. This aims to review and evaluate the performance of academic programs in the colleges of the university.

#### Self-study report:

This report gives details of the self-evaluation carried out by the programs, by evaluating performance in light of the main criteria, sub-criteria, performance indicators and reference comparisons in the university's quality management system. This evaluation is carried out internally by the college or programs.

## Review processes at the level of academic programs by review committees

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### 1. Program level reviews - annual review report

Reviews are carried out within the college in order to verify the level of application of quality requirements and academic accreditation in academic programs through the formation of an annual review committee headed by the representative / coordinator / representative of quality and academic accreditation in the college and membership of:

- a. Representatives of quality units in the college's academic programs.
- b. A number of faculty members from both male and female students who are selected from the various academic programs in the college (other than the program being reviewed).
- c. Administrative committee secretary.

It is reviewed annually in order to obtain feedback that helps in continuous improvement and sustainability within each accreditation cycle. This annual review is not a complete evaluation, but rather an annual monitoring process of improvements made according to plans in each academic year. The committee submits the annual review report for the program to the college supervisory committee, which in turn submits it to the college council. (Attached Form No. 1: Annual Review Report in Colleges - Academic Programs)

### Information flow in the annual review process in the academic program



Figure 4. Information flow in the annual review process in the academic program

## 2. Internal Review

The internal review process is considered necessary in the quality management system at the Northern Border University because it responds to the conditions of the Education and Training Evaluation Authority / National Center for Assessment and Academic Accreditation. The Quality Management System provides the basics and mechanisms for this type of evaluation that is carried out by an independent committee from the Deanship of Quality and Academic Accreditation (the evaluators committee) annually, with the aim of studying the current situation of academic programs to meet the requirements of quality and academic accreditation. This helps in obtaining national and international accreditation and re-accreditation (for both academic programs and college). The internal review process is carried out by the reviewer's committee of the Deanship of Quality and Academic Accreditation (*Attached Form No. 2: Colleges' internal review report - academic programs*).

The internal review process aims to:

1. Ensure that the program meets the requirements to qualify for programmatic accreditation.
2. Ensure that the program has prepared self-evaluation measures.
3. Ensure that the program measures the main performance indicators of the program and provides internal, external benchmarks.
4. Full preparation for the academic program to prepare a self-study report to apply for programmatic academic accreditation.
5. Provide a comprehensive report that includes the extent to which the program fulfills the quality and academic accreditation work, to be presented to the Council of the Deanship of Quality and Academic Accreditation.

#### Information flow in internal review process in the academic program

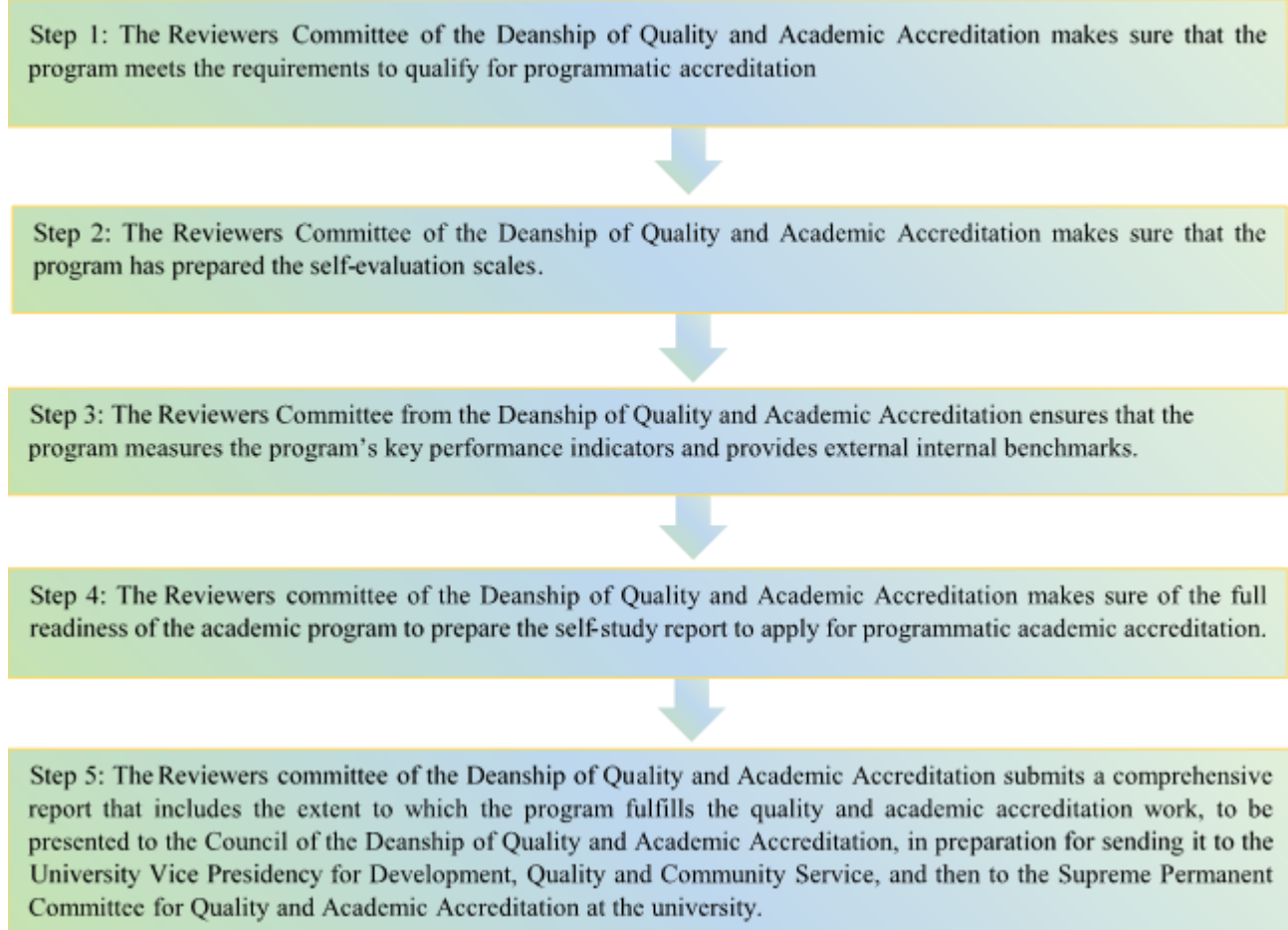


Figure 5. Information flow in the internal review process in the quality management system

### 3. Self-study report:

This report gives details of the self-evaluation carried out by the programs, by evaluating performance in light of the main criteria, sub-criteria, performance indicators and reference comparisons in the university's quality management system. This evaluation is carried out internally by the college or programs

## Chapter Two:

### The organizational structure of the quality system

## The organizational structure of the quality system

The organizational structure of the quality system in the university colleges

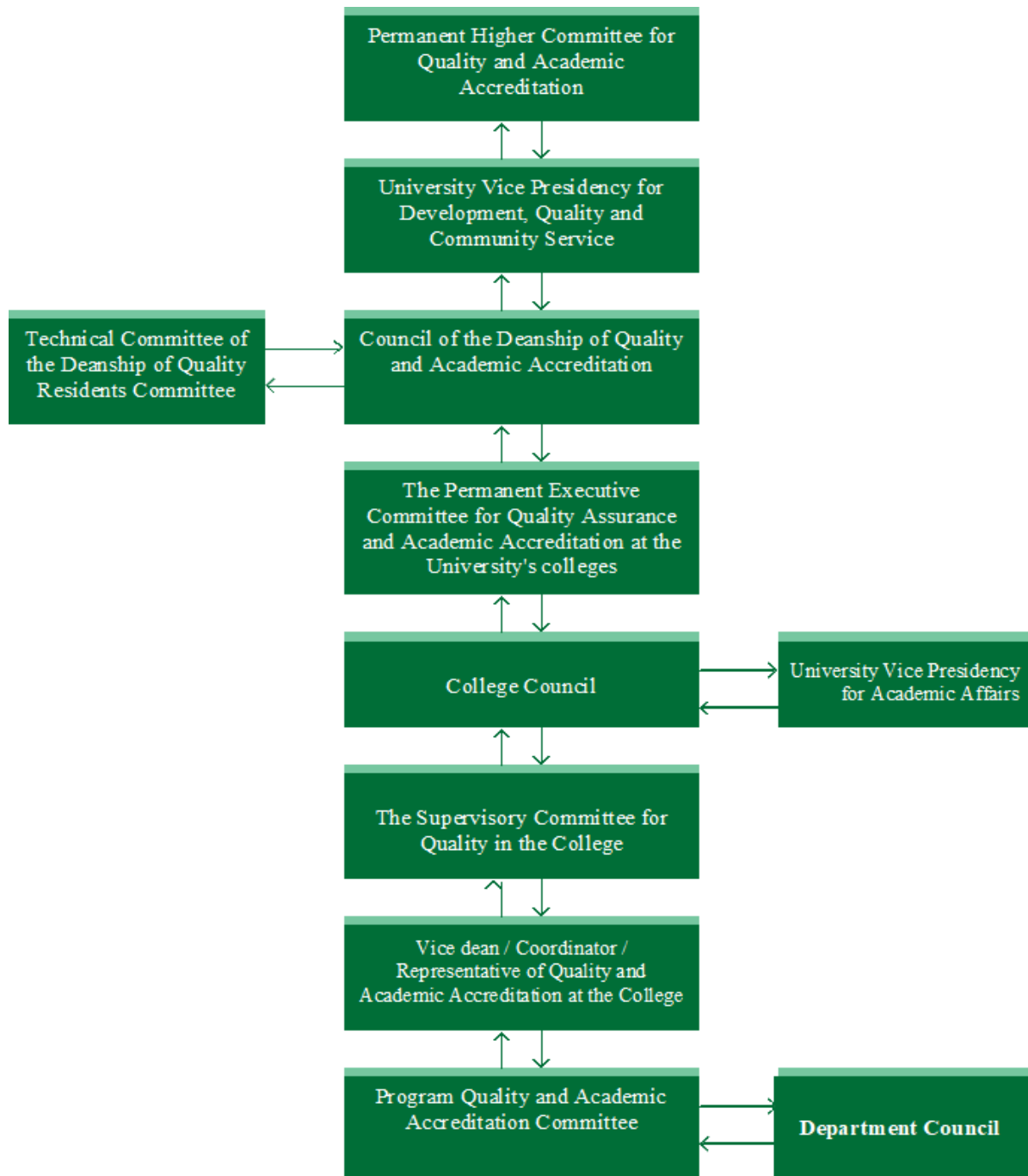


Figure 6: The organizational structure of the quality system in the university colleges



## Quality and Academic Accreditation Committees and council

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### 1. Program Quality and Academic Accreditation Committee

A committee for quality and academic accreditation is formed in every academic program in the college by the dean of the college, based on the direction of the vice dean / coordinator / representative of quality in the college which in turn based on the placement of the department head.

The committee is formed under the chairmanship of the quality representative (head of the department) and the membership of:

1. (3-5) faculty members who represent all subspecialties in the program (if any).
2. Two students (invitation)
3. Two from the local community (invitation)

### Functions of the Program Quality and Academic Accreditation Committee:

- 1- Promote and spread a culture of quality among all program employees.
- 2- Determining the training needs of the program's employees in relation to quality and academic accreditation.
- 3- Preparing and implementing strategic and operational plans for quality in the program.
- 4- Preparing course and program descriptions according to the templates of the National Center for Assessment and Academic Accreditation.
- 5- Preparing program reports and decisions according to the templates of the National Center for Assessment and Academic Accreditation.
- 6- Preparing course files in the program and working on updating them continuously (Course File).
- 7- Fulfill the requirements for qualification for program accreditation issued by the National Center for Assessment and Academic Accreditation.
- 8- Providing performance indicators (KPIs) and benchmarks for the program according to the National Center for Assessment and Academic Accreditation templates.
- 9- Preparing the initial self-evaluation measures for the program and providing evidences.

- 10-Preparing the report of the initial self-evaluation study for the program according to the National Center for Assessment and Academic Accreditation templates.
- 11-Submitting periodic reports and work related to quality and academic accreditation to the Vice dean / Coordinator / Representative of the Deanship for Quality and Academic Accreditation.
- 12-Carrying out any other work and tasks within the scope and powers of work.

Work procedures of the Program Quality and Academic Accreditation Committee:

- 1- Preparing a plan to spread the culture of quality and academic accreditation in the program, including holding a set of meetings, training programs, workshops, lectures, booklets, brochures, and other methods.
- 2- Determining the training needs of the employees of the academic program in relation to quality and academic accreditation and raising them for the representative / coordinator / quality representative in the college.
- 3- Work on preparing and implementing strategic and operational plans for quality in the program.
- 4- Work on filling in the course and program description forms and submitting them to the department council according to the templates of the National Center for Assessment and Academic Accreditation to make observations and make recommendations, then submit them to the representative / coordinator / representative of quality in the college.
- 5- Work to complete the program and decisions reports and submit them to the department council according to the templates of the National Center for Assessment and Academic Accreditation to make observations and make recommendations about them, then submit them to the representative / coordinator / representative of quality in the college.
- 6- Working on providing the program for the requirements for qualification for program accreditation issued by the National Center for Assessment and Academic Accreditation and submitting them to the representative / coordinator / representative of quality in the college.

- 7- Work to provide performance indicators for the program (KPIs) and benchmarks according to the models of the National Center for Academic Accreditation and Assessment, and to submit them to the representative / coordinator / representative of quality in the college.
- 8- Working on preparing the primary self-evaluation scales for the program, providing evidence, in accordance with the templates of the National Center for Assessment and Academic Accreditation, and submitting them to the representative / coordinator / representative of quality in the college.
- 9- Work on writing the report of the initial self-evaluation study of the program according to the templates of the National Center for Assessment and Academic Accreditation, and submitting it to the representative / coordinator / representative of quality in the college.
- 10- Submit periodic reports and work related to quality and academic accreditation to the Vice Dean / Coordinator / Representative of the Deanship for Quality and Academic Accreditation.

## **2. Vice Dean / Coordinator / Representative of the College for Quality**

The Vice Dean for Quality is associated with the Dean of the College.

Tasks of the Vice Dean / Coordinator / Representative of the College for Quality

- 1- Follow up the implementation of the plan to spread the culture of quality and academic accreditation in the program, which includes holding a set of meetings, training programs, workshops, lectures, booklets, brochures, and other methods of spreading the culture of quality and academic accreditation.
- 2- Study the training needs of the employees of the academic program with regard to quality and academic accreditation, sent by the program's Quality Committee, and submitting them to the Supervisory Committee for Quality in the College.
- 3- Follow up the preparation and implementation of strategic and operational plans for quality in the college.
- 4- Follow up the preparation of course and program descriptions and submit them to the

- department council according to the templates of the National Center for Assessment and Academic Accreditation to make observations and make recommendations about them, then submit them to the Supervisory Committee for Quality in the College.
- 5- Follow up the preparation of program reports and decisions according to the models of the National Center for Assessment and Academic Accreditation and submit them to the Supervisory Committee for Quality in the College to make observations and make recommendations regarding them.
  - 6- Following up on the program's fulfillment of the program's eligibility requirements for program accreditation issued by the National Center for Assessment and Academic Accreditation and submitting them to the Supervisory Committee for Quality in the College.
  - 7- Following up on the provision of performance indicators (KPIs) and benchmarking for the program according to the National Center for Assessment and Academic Accreditation templates and submitting them to the Supervisory Committee for Quality in the College.
  - 8- Follow up the preparation of the initial self-evaluation scales and provide evidence in accordance with the templates of the National Center for Assessment and Academic Accreditation, and submit them to the Supervisory Committee for Quality in the College.
  - 9- Follow up on preparing the report of the initial self-evaluation study of the program according to the templates of the National Center for Assessment and Academic Accreditation, and submitting it to the Supervisory Committee for Quality in the College.
  - 10- Follow up the implementation of the recommendations of the supervisory committee for quality in the college.

### **3. The Supervisory Committee for Quality in the College**

The supervisory committee for quality in the college is formed by the dean of the college as follows:

• Dean of the College	President
• Vice Dean / Coordinator / Representative of the College for Quality	Vice President
• Vice Dean for Academic Affairs	Member
• Vice Dean for Administrative Affairs	Member
• Vice Dean for the Female Section	Member
• Two experienced faculty members	Member
Two student representatives (boys and girls)	Invitation
• Two representatives from the local community	Invitation

### Functions of the Supervisory Committee for Quality in the College:

- 1- Approval of the training needs of the employees of the academic program in relation to quality and academic accreditation, sent by the college vice deanship / coordinator / representative for quality.
- 2- Supervising the implementation of the strategic and operational plans for quality in the college.
- 3- Proposing the formation of quality and accreditation committees and working groups for the college and its various programs.
- 4- Approval of the course and program description and sent by the college representative / coordinator / representative.
- 5- Approval of the program and course reports sent by the college representative / coordinator / representative.
- 6- Ensure that the program meets the requirements to qualify for program accreditation.
- 7- Adopting the initial self-evaluation measures and providing evidences.
- 8- Approving the reports of program performance indicators (KPIs) and benchmarking.
- 9- Approval of the report of the study of the initial self-evaluation of the program.

### Procedures for the work of the supervisory committee for quality in the college:

- 1- Approving the training needs of the employees of the academic program in relation to quality and academic accreditation sent by the Vice dean/ Coordinator / Representative of the College for Quality and submitting it to the College council.
- 2- Supervising the implementation of the strategic and operational plans for quality in the

college and submitting the related periodic reports to the college council.

- 3- Approval of the course and program description and sent by the vice dean / coordinator / representative of quality in the college and submit them to the college council.
- 4- Approval of the program and decisions reports sent by the vice dean / coordinator / representative of quality in the college and submit them to the college council.
- 5- Ensure that the program meets the requirements to qualify for program accreditation and submit them to the College council.
- 6- Approving the initial self-evaluation measures, providing evidences, and submitting them to the College council.
- 7- Approving the reports of program performance indicators (KPIs) and benchmarking and submitting them to the College council.
- 8- Approving the report of studying the initial self-evaluation of the program and submitting it to the College council.

#### **4. College Council**

##### **Tasks of the College Council related to quality work:**

- 1- Supervising the progress of quality work and academic accreditation in the various college programs.
- 2- Raising the training needs of the employees of the academic program with regard to quality and academic accreditation sent by the supervisory committee of the college to the permanent executive committee of the quality and academic accreditation vice deans in the colleges.
- 3- Approving the executive plans to obtain programmatic academic accreditation sent by the Supervisory Committee for Quality and Academic Accreditation in preparation for sending it to the University Agency for Academic Affairs and then submitting it to the Permanent Executive Committee for Quality and Academic Accreditation Vice Deans in the colleges.
- 4- Raise the formation of quality and academic accreditation committees and teams for

the faculty and its various programs to the permanent executive committee of the quality and academic accreditation vice deans in the colleges.

- 5- Upload the descriptions of courses and programs to the University Agency for Academic Affairs and to the Permanent Executive Committee of the Quality and Academic Accreditation Vice Deans in the colleges.
- 6- Submit programs and decisions reports to the University Vice Presidency for Academic Affairs and to the Permanent Executive Committee of the Quality and Academic Accreditation Vice Deans in the colleges.
- 7- Submit the list of requirements for eligibility for program accreditation to the University Vice Presidency for Academic Affairs and to the Permanent Executive Committee for Quality and Academic Accreditation Vice Deans in the colleges.
- 8- Submitting the reports of program performance indicators (KPIs) and benchmarking to the University Vice Presidency for Academic Affairs and to the permanent executive committee for quality and academic accreditation vice deans in colleges.
- 9- Submitting the initial self-evaluation scales and evidences to the University Vice Presidency for Academic Affairs and to the Permanent Executive Committee for Quality and Academic Accreditation Vice Deans in the colleges.
- 10- Submitting the report of the initial self-evaluation study of the program to the University Vice Presidency for Academic Affairs and to the Permanent Executive Committee of the Quality and Academic Accreditation Vice Deans in the colleges.

##### **5. The permanent executive committee of the quality and academic accreditation vice deans in the colleges**

Formation of the permanent executive committee of the vice deans and directors of the quality and academic accreditation units in the colleges of the university by a decision of His Excellency the President of the University as follows:

Dean of Quality and Academic Accreditation	President
Vice Dean of Quality and Academic Accreditation	Vice President
Vice Dean of Quality and Academic Accreditation, Arar	Member
Vice Dean of Quality and Academic Accreditation in Rafha	Member



Vice Dean for Quality and Academic Accreditation at the College of Engineering	Member
Vice Dean for Quality and Development at the College of Business Administration	Member
Vice Dean for Development, Quality and Academic Accreditation in the College of Computers and Information Technology	Member
Vice Dean for Quality and Development in the College of Education and Arts	Member
Vice Dean for Quality and Development at the Community College of Arar	Member
Director of the Quality and Academic Accreditation Unit at the College of Home Economics	Member
Director of the Quality and Academic Accreditation Unit at the College of Science	Member
Director of the Quality and Academic Accreditation Unit at the College of Medicine	Member
Director of the Quality and Academic Accreditation Unit at the College of Applied Medical Sciences	Member
Director of the Quality and Academic Accreditation Unit at the College of Nursing	Member
Director of the Quality and Academic Accreditation Unit at the College of Pharmacy in Rafha	Member
Director of the Quality and Academic Accreditation Unit at the College of Science and Arts in Rafha	Member
Director of the Quality and Academic Accreditation Unit at Rafha Community College	Member
Director of the Quality and Academic Accreditation Unit at the College of Science and Arts for Boys in Tarif	Member
Director of the Quality and Academic Accreditation Unit at the College of Science and Arts for Girls in Tarif	Member
Director of the Quality and Academic Accreditation Unit at the Community College of Tarif	Member
Director of the Quality and Academic Accreditation Unit at the College of Science and Arts in Al-Uweqila	Member
A member of the University Vice Presidency for Academic Affairs	Member
Member of the Deanship of Quality and Academic Accreditation	Member
Member of the Deanship of Quality and Academic Accreditation	Member
Member of the Deanship of Quality and Academic Accreditation	Committee Secretary
Administrative from the Deanship of Quality and Academic Accreditation	Committee Secretary

The tasks of the permanent executive committee of the vice deans and directors of the quality and academic accreditation units in the colleges of the university

- 1- Spreading the culture of quality and academic accreditation in the university's colleges and academic programs.
- 2- Study the training needs of the academic program's employees in relation to quality and academic accreditation.
- 3- Providing support and assistance to colleges and their academic programs to obtain programmatic accreditation.
- 4- Following up the implementation of the executive plans to obtain programmatic

accreditation.

- 5- Viewing the course and program description forms and making observations on them.
- 6- Viewing program and course reports and making observations on them.
- 7- Reviewing the list of eligibility requirements for program accreditation and making observations thereon.
- 8- Reviewing the reports of program performance indicators (KPIs) and benchmarking, and making comments on them.
- 9- Reviewing the initial self-evaluation scales and evidences for the programs and making observations on them.
- 10- Reviewing the program's initial self-evaluation study report and making observations on it.

Procedures for the work of the permanent executive committee of the vice deans and directors of the quality and academic accreditation units in the colleges of the university

- 1- Follow up the implementation of the plan to spread the culture of quality and academic accreditation for the university's colleges and programs approved by the College Board and submit follow-up reports to the Council of the Deanship of Quality in preparation for sending them to the Technical Committee at the Deanship of Quality (reviewers' committee).
- 2- Follow up the implementation of the training plan for the university programs related to quality and academic accreditation approved by the College Council.
- 3- Follow up the implementation of the executive plans to obtain academic accreditation and submit the achievement reports to the Council of the Deanship of Quality in preparation for sending them to the Technical Committee of the Deanship of Quality (reviewers committee).
- 4- Raise the formation of quality committees and work teams and academic accreditation of the college and its various programs to the Council of the Deanship of Quality in preparation for sending them to the technical committee of the Deanship of Quality.
- 5- Submitting the models for describing courses and programs to the Council of the

- Deanship of Quality in preparation for sending them to the Technical Committee at the Deanship of Quality (reviewers committee).
- 6- Submitting the reports of programs and decisions to the Council of the Deanship of Quality in preparation for sending them to the Technical Committee of the Deanship of Quality (reviewers committee).
  - 7- Submit the list of eligibility requirements for program accreditation to the Council of the Deanship of Quality in preparation for sending it to the Technical Committee at the Deanship of Quality (reviewers committee).
  - 8- Submitting the reports of program performance indicators (KPIs) and reference comparisons to the Council of the Deanship of Quality in preparation for sending them to the Technical Committee of the Deanship of Quality (reviewers committee).
  - 9- Submitting the initial self-evaluation scales and evidences to the Council of the Deanship of Quality in preparation for sending them to the Technical Committee of the Deanship of Quality (reviewers committee).
  - 10- Submit the report of the initial self-evaluation study of the program to the Council of the Deanship of Quality in preparation for sending it to the Technical Committee of the Deanship of Quality (reviewers committee).

## Chapter Three:

### Quality Assurance in Teaching and Learning Processes in Programs

## Quality Assurance in Teaching and Learning Processes in Programs

In preparing the chapter on Quality Assurance in Teaching and Learning Processes in Academic Programs, reliance was made on a guide for designing, developing and reviewing academic programs at Northern Border University, which was approved by the University Council Decision No. (8/2/42)

### **First: the general principles for designing and developing an academic program**

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The following shall be taken into consideration when designing and developing the academic program:

- 1- The program should develop a clear, appropriate, approved and announced mission, consistent with the mission of the institution, the college and the department, and consistent with the needs of society and national orientations.
- 2- That the program's objectives are linked to its mission and are consistent with the goals of the institution / college and are characterized by clarity, pragmatism and measurability, and are built according to the national qualifications framework.
- 3- That the title of the qualification for the program matches the levels of the National Qualifications Framework 2020.
- 4- Foundation, preparatory, or supplementary studies for postgraduate programs should be additional and not counted within the approved units of the academic program.
- 5- Commitment to national and international quality assurance and academic accreditation standards, including commitment to fulfilling the requirements of program and course description, field experience or field training period.
- 6- The beneficiaries of the program participate in the process of developing the vision, mission and objectives of the program, with a clear mechanism to periodically review the program's mission and goals, with the participation of the beneficiaries.
- 7- The learning outcomes of the program should be of knowledge, skills and values that are measurable in consistency with the learning domains and the requirements of the NQF 2020 levels.
- 8- The program's graduate characteristics and professional standards of the program must be included with its learning outcomes.

- 9- The characteristics of the program's graduates and the targeted learning outcomes must be consistent with its mission and consistent with the characteristics of graduates at the institutional level.
- 10- The characteristics of the graduates and the learning outcomes must comply with the requirements of the National Qualifications Framework 2020, and with the academic and professional standards and the requirements of the labor market.
- 11- The program should define the learning outcomes for the different tracks (if any).
- 12- The program must provide evidence that the evaluation and measurement mechanisms and tools for the characteristics of graduates and learning outcomes and to verify their fulfillment are appropriate according to specific performance levels and evaluation plans based on appropriate reference comparisons.
- 13- The program should provide a detailed matrix on the consistency of teaching and learning strategies, and the evaluation methods used with the intended learning outcomes at the program and course levels, based on appropriate reference comparisons.
- 14- Teaching and learning strategies should be student centered, encourage active learning and be consistent with teaching strategies at the institutional level.
- 15- The teaching and learning strategies and evaluation methods in the academic program must be varied in proportion to its nature and level, enhance the ability to conduct scientific research, and ensure the student's acquisition of higher-order thinking skills and self-learning.
- 16- The learning outcomes of the field experience activities must be consistent with the learning outcomes of the academic program, and appropriate training and evaluation strategies and places of training are identified to achieve these outcomes.
- 17- When designing or developing the program, the program must provide an integrated plan for the annual and quarterly evaluation data analysis mechanisms (such as: performance indicators and benchmarking data, student progress, program completion rates, student evaluations of the program, courses and services, graduate opinions and employers), and the benefit mechanism. Including in planning, development and decision-making processes.
- 18- The program must specify the mechanism used to ensure a unified implementation of the study plan, program description, and courses presented in more than one site (male and female section, and in the different branches).
- 19- That the program, upon its design / development, present an integrated study plan

- (the curriculum) in detail that shows commitment to the university's scientific departments unit, by providing specialized courses by the relevant departments, in order to avoid duplication between the scientific departments within the university.
- 20- Ensure that the learning outcomes of the academic program are achieved through the academic curricula in an appropriate manner, and that they are linked through the learning outcomes matrix of the program.
  - 21- Planning for designing or developing an academic program should be based on at least five locals, regional or global benchmarks.
  - 22- The requirements and conditions for admission to the program must be determined in consistency with the admission requirements at the university and in consultation with the Deanship of Admission and Registration (undergraduate) or the Deanship of Postgraduate Studies (graduate studies).
  - 23- Report on the human resources requirements and the material learning resources required for the program, in coordination and consultation with the concerned authorities at the university.
  - 24- Preparatory studies for any academic program must be additional, and are not counted within the approved units of the program.
  - 25- The number of accredited units that can be counted in a single semester on a full-time basis must not exceed (18) units, and in a number of majors, the maximum number of hours per semester can be increased with the approval of the licensing authority for the educational institution.
  - 26- The academic load for a fully regular student will be from (15) to (18) accredited units per semester, and the minimum number of accredited units is (120) study units for a four-year university degree. The number of accredited units is used to give approximate estimates of the amount of learning achieved.
  - 27- That there be a detailed plan for the program showing the academic courses, their classification (theoretical, practical, exercises, etc.) and their sequence, the number of approved and actual academic units and their requirements, and the semester or semesters in which they are implemented.
  - 28- The number of accredited units (units) for academic qualifications should be based on the National Qualifications Framework 2020.
  - 29- The academic program be reviewed by external experts / referees in the academic specialization of the program.
  - 30- Description of the academic program according to the form prepared by the



National Center for Assessment and Academic Accreditation.

## **Second: The general principles for designing the study plan**

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The following shall be taken into consideration when designing the study plan:

- 1- The study plan reflects the program's relevance to its mission, objectives and outputs, and takes into account scientific, technical and professional developments in the field of specialization, and that it is achievable and periodically reviewed.
- 2- The study plan conforms to the national quality assurance and accreditation standards and meets the requirements of the Ministry of Education (refer to the Higher Education Council and Universities System and Regulations).
- 3- The study plan achieves a balance between the general requirements and the specialization requirements, and between the theoretical and applied aspects, and takes into account the sequence and complementarity between the academic courses. This is separated in the output's matrix in the program description form.
- 4- When designing or developing the study plan for the program, requirements for exit points (if any) must be defined.
- 5- When designing or developing the study plan for the program, adequate requirements for the various tracks (if any) must be determined in accordance with international practices and the corresponding programs.
- 6- The study plan should include integrated classroom and extracurricular activities that contribute to achieving learning outcomes and the characteristics of program graduates.
- 7- It must be verified that the learning outcomes in the courses are related to the learning outcomes in the program (matrix of distribution of program learning outcomes on courses).
- 8- Commitment when developing courses to update the scientific content (theoretical and practical) and references related to the course, and to activate the use of modern electronic technologies.
- 9- A detailed plan must be available for each course that includes the general description of the course, the language of instruction, objectives, learning strategies, evaluation methods, learning resources, development and improvement processes.

- 10-The study plan for the undergraduate level must include the following:
  - A. University requirements.
  - B. College requirements.
  - C. Major requirements:
    1. Core compulsory courses.
    2. Compulsory auxiliary courses (if any).
    3. Elective courses.
    4. The field training component (if any).
    5. Graduation project (if applicable)
  - D. Free optional component.
- 11-The academic courses should be divided into semesters, with no less than eight semesters for undergraduate programs, and no less than four levels for diplomas. As for postgraduate studies, the number of semesters is according to what is specified by the unified regulations for postgraduate studies in Saudi universities.
- 12-Taking into account the balance in the number of approved courses and units of study, and the hours of communication between the different academic levels, with the exception of some colleges that rely on the "MODULE" system in teaching their courses.
- 13-If there is more than one study program in the college or department, it is not necessary to unify the number of academic units approved for graduation in all programs of the college or department, and that is according to the academic references for specialization in the universities of the Kingdom and international universities.
- 14-Follow the rules for numbering academic courses according to the level and academic year, and arranging them in the knowledge areas of the specialization.
- 15-Putting practical training courses, graduation project, research project, or scientific thesis at the appropriate levels and setting the previous requirements for them.
- 16-Course description according to the form prepared by the National Center for Academic Accreditation and Assessment.
- 17-Field experience course description (if any) according to the form prepared by the National Center for Academic Accreditation and Assessment.

## **The Mechanism and Stages of Designing / Developing Academic Programs**

Usually, the following reasons warrant a review of an existing academic program or the suggestion of new programs or study paths:

- 1- Periodic review of the academic program.
- 2- New developments in the specialty.
- 3- The need for the labor market.
- 4- National development needs.
- 5- Requirements for quality and academic accreditation.

Therefore, conducting a review of an existing academic program or designing new programs or study paths passes the following five basic stages:

### **The first stage: Survey and Evaluation**

#### **1. Reviewing an existing academic program**

The department head / college dean assigns the study systems and plans committee in the academic department to implement the first phase of reviewing the existing academic program by examining the following requirements:

- 1- Report of the National Center for Assessment and Academic Accreditation and, reviewers' recommendations, and accreditation status.
- 2- Program arbitration report by a specialized external expert.
- 3- Questionnaires related to the satisfaction of the beneficiaries of the program (students - graduates - faculty members and the rest of the employees - employers) and other various questionnaires.
- 4- Reviewing annual reports for the program (for at least the last four years for undergraduate and at least two years for postgraduate studies), course reports and field experience reports prepared according to the National Center for Academic Accreditation and Assessment forms.
- 5- Study student results and the main performance indicators of the program and evaluate the extent to which students achieve the program's learning outcomes.

- 6- Study the extent of need and compatibility between specialization and the requirements of the labor market and national and community development. Various information sources can be used (Ministry of Human Resources and Social Development, Chamber of Commerce and Industry, similar colleges, the most prominent companies and institutions in the field of specialization, the statistics guide issued by the General Statistics Authority in the Kingdom)
- 7- Preparing a report on new developments in the specialization and thus the need to develop the program.
- 8- The Specialized Committee prepares a detailed report based on appropriate evidence and evidence, and national or global benchmarks, which ends with recommendations clarifying:
  - The need for the existing academic program to develop and detail the reasons.
  - Lack of an urgent need to develop the existing academic program, and it includes recommendations for improvement.
  - Freezing admission to the academic program, with details of the reasons.
- 9- In the event of a recommendation to develop the existing academic program, the report of the specialized committee is presented to the department and college councils for study and then for approval.
- 10- The report on the review of the academic program is submitted to the Standing Committee for Academic Systems and Plans (or the Council of the Deanship of Graduate Studies in the case of graduate programs for referral to the Standing Committee for Study Systems and Plans). The report is attached to the recommendations of the department and college councils and all the evidence and evidence related to the need to develop the academic program.
- 11- The Standing Committee for Study Systems and Plans studies the report of the first stage and reviews all evidence and evidence to verify their conformity with the criteria set for this stage, and in the event that approval is recommended, the next stage can start. The Standing Committee for Study Systems and Plans has the right to form a specialized academic committee or a group of experts and external referees in the field of specialization to study the report and discuss those responsible for preparing it, their recommendations and its content.

The following illustration shows the outline of this stage to review an existing academic program, starting from the formation of a specialized committee in the college / department to the final decision of the Standing Committee for Study Systems and Plans (or the Council of the Deanship of Graduate Studies in the case of postgraduate programs).

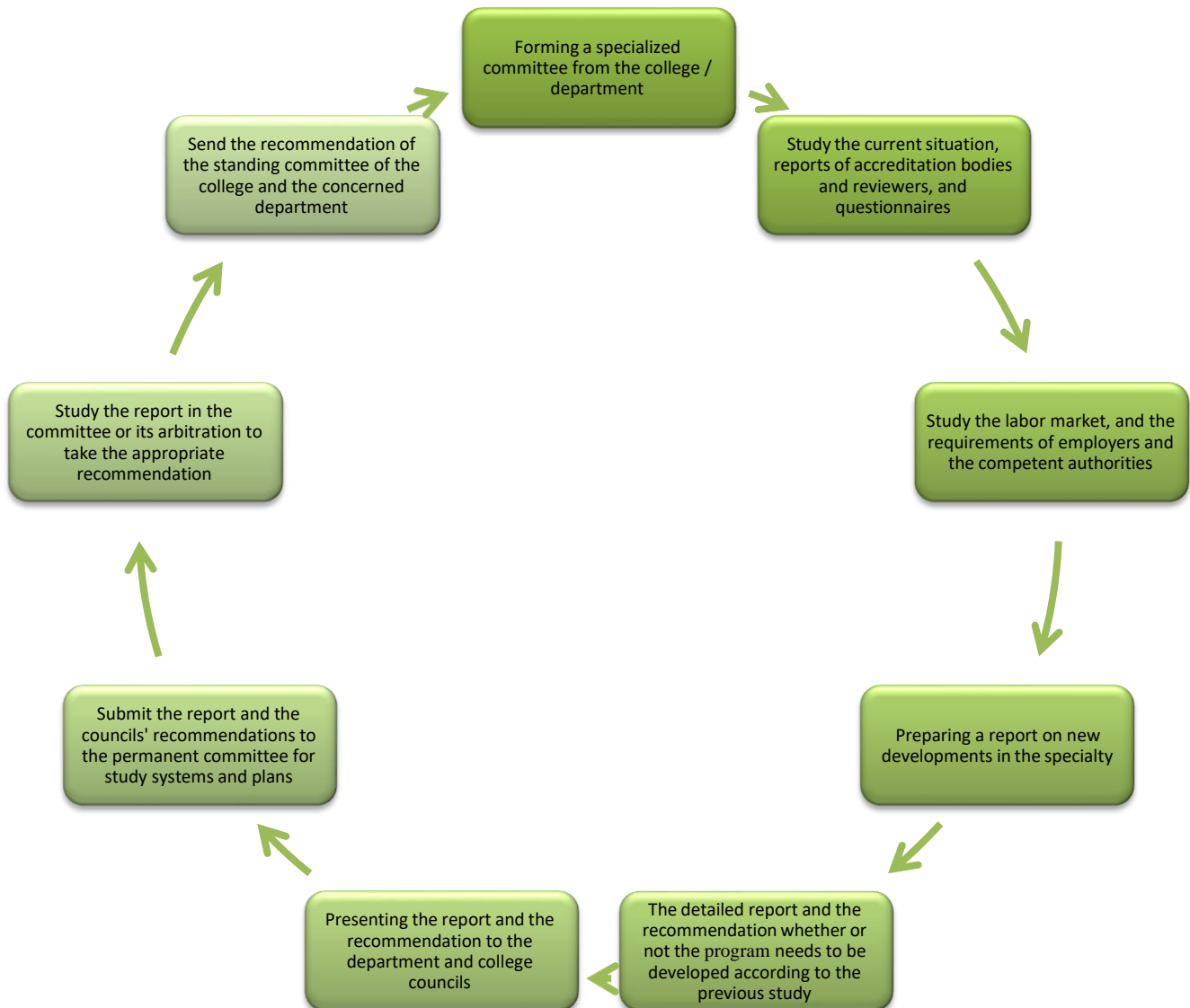


Figure 7: Stages of reviewing an existing academic program

## 2. Second: Designing a New Academic Program

The department head / college dean assigns the study systems and plans committee in the academic department to implement the first stage of designing the program to be developed through the following points:

- 1- The committee prepares a study that clarifies the need for the labor market and national and community development to introduce the proposed program. The committee can make use of an exploratory study and refer to the following sources of information:
  - Ministry of Human Resources and Social Development
  - Ministry of Labor
  - The Chamber of Commerce and Industry
  - Similar Colleges
  - The most prominent companies and institutions in the field of specialization
  - Directory of statistics issued by the Department of Statistics in the Kingdom
- 2- The specialized committee prepares a report that ends with recommendations clarifying:
  - The need to create an academic program.
  - Lack of an urgent need to create an academic program.
- 3- In case of a recommendation to create a new academic program, the committee shall prepare a survey study on the human and material capabilities necessary to operate the proposed program (the operational plan).
- 4- The report of the specialized committee and the proposed operational plan are presented to the department and college councils for study, discussion, and then approval.
- 5- The report on the development of the new academic program and the proposed operational plan is submitted to the Permanent Committee for Academic Systems and Plans (or the Council of the Deanship of Graduate Studies in the case of graduate studies programs to refer it to the Standing Committee for Academic Systems and Plans). The new program.
- 6- The Standing Committee for Study Systems and Plans studies the report of the first

phase and reviews all attachments, evidence and evidence to verify their conformity with the criteria specified for this phase. In the event of a recommendation for approval, the next phase can be started. The Standing Committee for Study Systems and Plans has the right to form a specialized academic committee or a group of experts and external referees in the field of specialization to study the report and discuss those responsible for preparing it, their recommendations and its content.

The following illustration shows the outline of this stage for designing a new academic program, starting from the formation of a specialized committee in the college / department to the final decision of the Standing Committee for Study Systems and Plans (or the Council of the Deanship of Graduate Studies in the case of postgraduate programs).

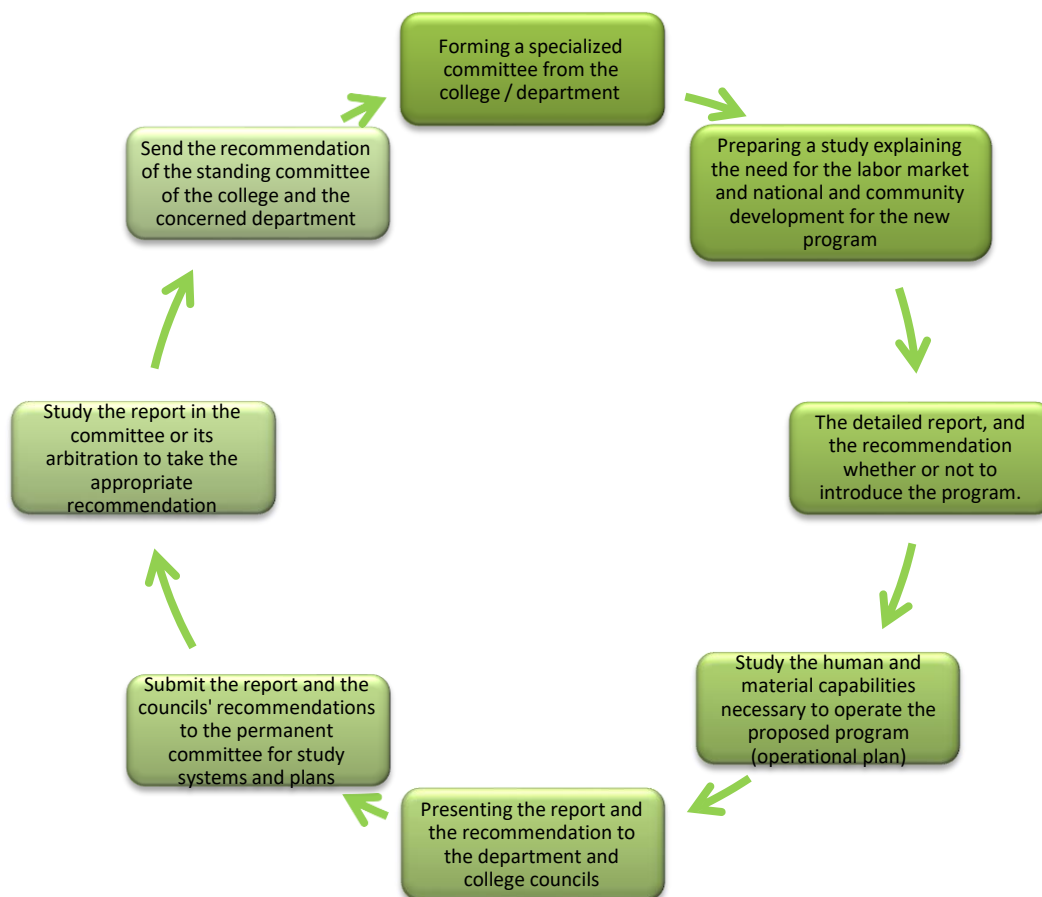


Figure 8. Stages of Designing a New Academic Program



### **The Second Stage: Design or Development of the Program**

In case of a recommendation to develop an existing academic program or design a new program, the tasks of the Academic Department's Systems and Study Plans Committee will focus on the following:

- 1- Determine the appropriate academic and professional benchmark for the major, which should preferably include at least:
  - Professional requirements with reference to the standards or system of a specialized program accreditation body recommended by the Education Evaluation Commission.
  - A report for reference comparisons with five similar or corresponding programs that are accredited or distinguished in the specialty.
  - Requirements for the National Center for Assessment and Academic Accreditation.
  - Academic and professional requirements in line with national benchmark.
- 2- Study the academic reference requirements that have been selected and adhere to them, taking into account the following:
  - Linking the program to the needs and requirements of society and the labor market.
  - Requirements for consistency with the requirements of the Saudi Qualification Framework (SAQF).
  - Higher education policies and regulations in the Kingdom of Saudi Arabia.
  - Adopting the latest developments in the specialty.
  - Seeking professional opinion from specialists from inside and outside the university (or an advisory committee at the college level).
- 3- Review vision, mission, and goals of the program to accommodate development in the existing program - or develop an appropriate vision, mission and goals for the new program in consistency with the university's vision, mission and goals.



- 4- Determining the educational and professional goals and outputs of the program and determining the characteristics of graduates in light of the requirements of the labor market and the needs of national development.
- 5- Define the language of teaching and learning that is compatible with the current and future requirements of the labor market.
- 6- Determine a list of the main entities that will employ the graduates of the program from both sectors (public and private).
- 7- Reviewing the total number of accredited academic units (units) and distributing them according to the recommendations of the academic reference and reference comparisons as requirements for the university, for the college, for specialization, for elective and free courses (if any) in the specialization and for the practical training requirement.
- 8- Preparing a list of decisions for the proposed knowledge and professional fields in the specialization and distributing them according to the recommendations of the academic reference.
- 9- Preparing the indicative plan for the distribution of courses at academic levels.
- 10-Complete the program specification and field experience specification, which is decided according to the form prepared by the National Center for Assessment and Academic Accreditation, making sure of the following important points:
  - Formulating the program's learning outcomes with the integration of graduate characteristics, professional standards and labor market requirements with reference to the National Qualifications Framework or the Saudi Qualifications Framework, and preparing an integrated study on its suitability.
  - Ensure that the program's teaching strategies and evaluation methods are consistent with the program's learning outcomes by reference to the National Qualifications Framework or the Saudi Qualifications Framework (detailed matrix)
  - Preparing a matrix of correlation of course learning outcomes with program learning outcomes.
  - Planning for the distribution of course grades, whether for semester work or the final exam.
  - Ensuring the timeliness and availability of educational resources and reference books for the course

The following illustration shows the outline of this stage for designing or developing the program, starting from the formation of a specialized committee in the college / department to the final decision of the Standing Committee for Study Systems and Plans (or the Council of the Deanship of Graduate Studies in the case of postgraduate programs).

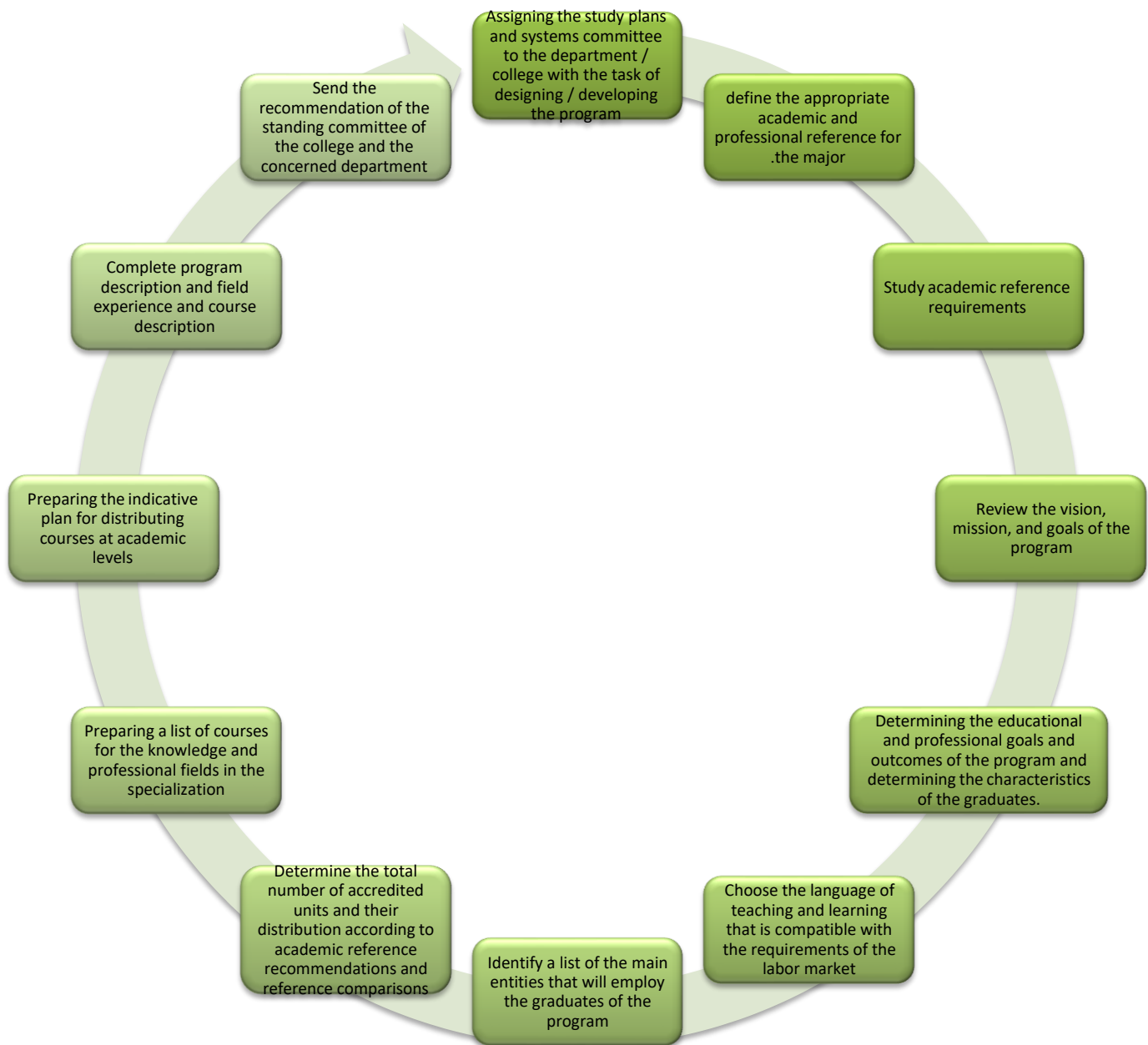


Figure 9. Stages of designing or developing the program

### **The Third Stage: Technical Review of the Program**

- 1- Holding a workshop to present the developed or new academic program with the participation of stakeholders:
  - Faculty members at the department
  - Students and graduates from the same department
  - Employers from both sectors (public and private)
  - Colleges and departments that participate or will participate in teaching courses
- 2- Documenting the views and observations of the participants in the workshop.
- 3- Study the views and observations of the participants in the workshop and make the necessary adjustments to the program.
- 4- Presenting the developed or new program to the College Systems and Study Plans Committee for review and to ensure that the approved mechanism for developing or designing programs is met.
- 5- Presenting the developed or new program to the quality unit at the college for review and to ensure that the accreditation body requirements for the program's specialization are met.

### **The Fourth Stage: Program Arbitration**

The dean of the college raises the file of developing the existing academic program or the new program file prepared from the specialized committee to the University's Study Systems and Plans Unit (to the Deanship of Postgraduate Studies, for postgraduate programs, for referral to the permanent committee of the university's study systems and plans) so that the file includes the following elements:

- 1- General information
  - Introducing the faculty: its origins, vision, mission, objectives, departments of the faculty, divisions, pathways and centers.
  - Definition of the department: the origins of the department, the vision, the mission, the objectives, the academic degrees granted by the department with the precise definition of the degree title for each program offered by the department.
  - The general structure of the distribution of academic units.

- The indicative plan for the distribution of academic courses.

By filling out Form No. (1) to approve a new or developed academic program, and Forms (7--21) for graduate studies programs.

- 2- Description of the academic program, academic courses, and field experience course (if any) according to the form prepared by the National Center for Assessment and Academic Accreditation.
- 3- The Academic Systems and Plans Unit at the university evaluates the program by academic experts from inside and outside the Kingdom.
- 4- Sending the opinions of academic experts to the relevant college or department to study their opinions and observations.
- 5- Make the necessary adjustments to the program according to the opinions of arbitrators and academic experts.
- 6- Presentation of the program (diploma or bachelor's) after making modifications to the university's systems and study plans unit to ensure that the comments of referees and academic experts are met, and the Deanship of Postgraduate Studies, for postgraduate programs).

### **The Fifth stage: Approval and accreditation of the academic program**

- 1- The final version of the program is presented to the department council for approval.
- 2- The program is presented in its final form to the College Council for approval.
- 3- The program shall be submitted in its final form to His Excellency the Vice Rector for Academic Affairs (or the Deanship of Postgraduate Studies in the case of postgraduate programs), with the following documents:
  - Department Council Minutes.
  - Minutes of the College Council.
  - Approval of His Excellency the President of the University on the minutes of the College Council.
- 4- The program for any stage (diploma, bachelor's, postgraduate studies) is submitted to the permanent committee for study systems and plans at the university for approval. Postgraduate programs are then sent to the Deanship of Graduate Studies for approval by the Deanship Council before presentation to the

University Council.

- 5- The program is presented in its final form to the University Council for approval.
- 6- An executive decision is issued with the approval of the University Council on the developed or new program to be notified to the Vice-Presidency for Academic Affairs, the Deanship of Postgraduate Studies (in the case of graduate studies programs), and the concerned college concerned.

## First: reviewing an existing academic program

1. Questionnaires regarding the satisfaction of the beneficiaries of the program.
2. The program report, course reports, and field experience report.
3. Study student results and key performance indicators for the program and the extent to which the program's learning outcomes are achieved.
4. The extent of need and compatibility between specialization and the requirements of the labor market.
5. New developments in specialization and thus the program's need to update.
6. Presenting the report of the specialized committee to the department and college councils and the permanent committee for study systems and plans at the university.

## Second: Designing a new academic program

1. Preparing a study that clarifies the need for the labor market to develop the proposed program.
2. Preparing a survey study on the human and material capabilities needed to operate the proposed program.

1. Determine the appropriate academic reference for the major, and study its requirements.
2. Defining the mission, goals and educational outcomes of the program and determining their compatibility with the mission of the university / college / department - the characteristics of the graduates - the mission of the program - the requirements of the labor market - academic and professional standards.
3. Preparing a list of decisions for the proposed areas of knowledge in the specialization and distributing them according to the recommendations of the academic reference.
4. Preparing the indicative plan for the distribution of courses at academic levels.
5. Preparing the description of the new / developed program, academic courses and field experience decision (if any) according to the form prepared by the National Center for Academic Accreditation and Assessment.

1. Holding a workshop to present the developed or new academic program with the participation of stakeholders.
2. Documenting the views and observations of the participants in the workshop.
3. Study the observations and observations of the participants in the workshop and make the necessary adjustments to the program.
4. Presenting the developed or new program to the College's Systems and Study Plans Committee for review and to ensure that the approved mechanism for developing or designing programs is met.
5. Presenting the developed or new program to the quality unit in the college for review and to ensure that the accreditation body requirements for the program's specialization are met.

The file for developing the existing academic program or the program is new, so that the file includes the following elements:

1. General information (definition of the college - definition of the department - the general structure of the distribution of academic units Guideline plan for distributing courses)
2. A description of the academic program, academic courses, and field experience course (if any) according to the form prepared by the National Center for Academic Accreditation and Assessment.
3. The Academic Systems and Plans Unit will evaluate the program by academic experts from inside and outside the Kingdom.
4. Sending the opinions of academic experts to the relevant college or department to study their opinions and observations.
5. Make the necessary adjustments to the program.
6. Presentation of the program (diploma or bachelor's) after making modifications to the university's systems and study plans unit to ensure that the comments of referees and academic experts are met, and the Deanship of Postgraduate Studies, for postgraduate programs)

1. The final version of the program is presented to the department council for approval.
2. The program is presented in its final form to the College Board for approval.
3. The program is submitted in its final form to His Excellency the Vice Rector for Academic Affairs (or the Dean of Graduate Studies in the case of postgraduate programs).
4. The subject is submitted to the university's permanent committee for academic systems and plans for approval.
5. The program is presented in its final form to the University Council for approval.
6. An executive decision with the approval of the University Council on the developed or new program.

The first  
stage  
Survey  
and  
evaluation

The  
second  
phase  
Program  
development  
or

Third level  
Technical  
review of  
the  
program

The fourth  
stage  
Program  
arbitration

The Fifth  
stage  
Program  
approval

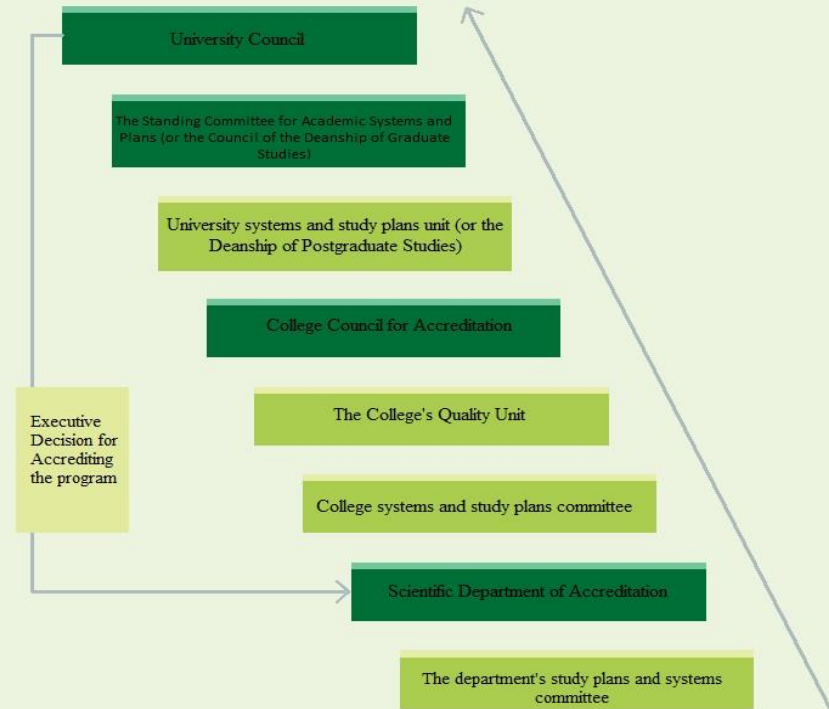


Figure 10. Steps for approving an academic program after development or creation



## Procedures for Development and Periodic Review of Academic Programs and courses

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### First: Procedures for developing curricula for an existing academic program

The academic program must be carefully scrutinized and reviewed upon its introduction or development, as well as the academic courses, so that there is no need for modification or change in the academic program or its academic curricula after approval by the University Council, and this shall be minimal.

The following procedures must be followed to approve the development of an existing course:

- 1- A faculty member submits a request to the head of the department with his desire to develop the course, explaining the justifications for this development, provided that the course report is attached according to the forms of the National Center for Assessment and Academic Accreditation.
- 2- The department head refers the application to the study systems and plans committee in the academic department to study the proposed development on the course.
- 3- The Academic Department's Systems and Study Plans Committee raises its opinion on the proposed development to the department council to take the appropriate recommendation.
- 4- The Department Council raises its recommendation in the event of approval of the proposed development in the course to the College Council for approval.
- 5- In the event that the College Council approves the proposed development and after the College Council's approval by His Excellency the President of the University, a letter on the topic of development for the academic course shall be submitted from the Dean of the College to His Excellency the Vice President for Academic Affairs (Dean of Graduate Studies, in the case of postgraduate programs), and it is included in the following attachments:
  - Course description according to the National Center for Assessment and Academic Accreditation form.
  - Course report according to the National Center for Assessment and Academic Accreditation forms.
  - Department Council Minutes.
  - Minutes of the College Council.
  - Approval of His Excellency the University President on the recommendation of the College Council.
- 6- The Vice Rector for Academic Affairs refers the subject to the Acting Systems and Study Plans Unit for study and opinion (for undergraduate programs).
- 7- The Study Systems and Plans Unit (or the Deanship of Graduate Studies, in the case of



postgraduate studies) submits its opinion to the Standing Committee for Study Systems and Plans.

- 8- The subject of the proposed development of the curriculum based on the permanent committee for study systems and plans at the university is presented to take the appropriate recommendation.
- 9- In the event that the University's Standing Committee for Academic Systems and Plans approves the proposed development of the academic course, the topic (if necessary, as stated in this guide) is submitted to the University Council for approval.

### **Second: Procedures for periodic review of academic programs**

In the interest of the University Agency for Academic Affairs to ensure the quality of academic programs and improve them in accordance with clear procedures for reviewing, evaluating and improving academic programs and academic courses. Therefore, the Agency applies a comprehensive periodic evaluation of academic programs, and that is through the application of the following procedures:

- 1- The head of the scientific department directs the department's study systems and plans committee to conduct a comprehensive periodic evaluation of the existing academic program, according to the type of program as follows:
  - Once every three years for the three-year diploma programs (6 levels).
  - Once every five years for the four-year undergraduate programs (8 levels).
  - Once every six years for the five-year undergraduate programs (10 levels).
  - Once every six years for the six-year undergraduate programs (12 levels).
  - Every two years for master's and higher diploma programs
  - Once every three years for doctoral programs
- 2- The Department's Study Plans and Systems Committee undertakes the following:
  - Review annual program reports, course reports and field experience reports prepared according to the National Center for Academic Accreditation and Assessment forms.
  - Evaluating the extent to which the graduate's characteristics are achieved
  - The extent to which the intended learning outcomes of the program are achieved
  - Preparing a report on the general level of quality in the program

- Identifying strengths and weaknesses
  - Preparing a plan to improve the weaknesses of the program
  - Analyzing performance indicators for each program, studying students' progress in the programs, their completion rates, and student evaluations of courses and programs.
  - Reviewing the analyzes of the questionnaires on the satisfaction of the beneficiaries of the programs and other various questionnaires and summarizing the lessons learned from the feedback from the beneficiaries.
- 3- The Department's Study Plans and Systems Committee prepares a report that ends with recommendations explaining
- The need for the existing academic program to be developed
  - Lack of an urgent need to develop the existing study program
- 4- In case of a recommendation to develop the existing study program, the report of the Department's Systems and Study Plans Committee is presented to the Department Council for study and the appropriate recommendation is taken.
- 5- In case that the department council recommends developing the existing academic program, the report of the department's systems and study plans committee and its attachments will be presented to the college's study systems and plans committee, which submits its recommendation to the college's council.
- 6- In case that the College Council approves the development of the program and after the approval of His Excellency the University President on the minutes, a letter from the Dean of the College shall be submitted to the Vice Rector for Academic Affairs (or the Dean of Graduate Studies in the case of postgraduate programs) and attached to it:
- Report of the Department's Study Plans and Systems Committee, which contains all the evidence and evidence related to the need to develop the academic program
  - Department Council Minutes.
  - Minutes of the College Council
  - Approval of His Excellency the University President on the transcript
- 7- The Vice-president for Academic Affairs refers the topic of developing the academic program and all its attachments to the university's internal review team to review the program's description and course descriptions, and prepare a report with recommendations according to Form (5). For postgraduate programs: The Dean of Graduate Studies refers the topic of developing the academic program and all its attachments to the university's internal review team to review the program description and course descriptions, and prepare a report with recommendations.
- 8- The report of the internal review team is sent to His Excellency the Vice-President for Academic Affairs or the Dean of Graduate Studies for a letter to the relevant scientific

department to fulfill the recommendations of the internal review team, and to re-send the entire transaction to the University Agency for Academic Affairs or to the Deanship of Graduate Studies in the case of postgraduate programs.

- 9- In case that it is certain that all procedures are completed, the topic is presented to the Standing Committee for Study Systems and Plans to take the appropriate recommendation.
- 10- In case that the Standing Committee for Study Systems and Plans recommends approving the development / modification of the academic program, an executive letter of the committee's recommendation is sent to the faculty and the concerned department to take appropriate measures to develop / amend the program according to the detailed stages in Chapter Two of this guide, or an executive letter of the committee's recommendation to the Deanship of Studies Graduate in the case of postgraduate programs.

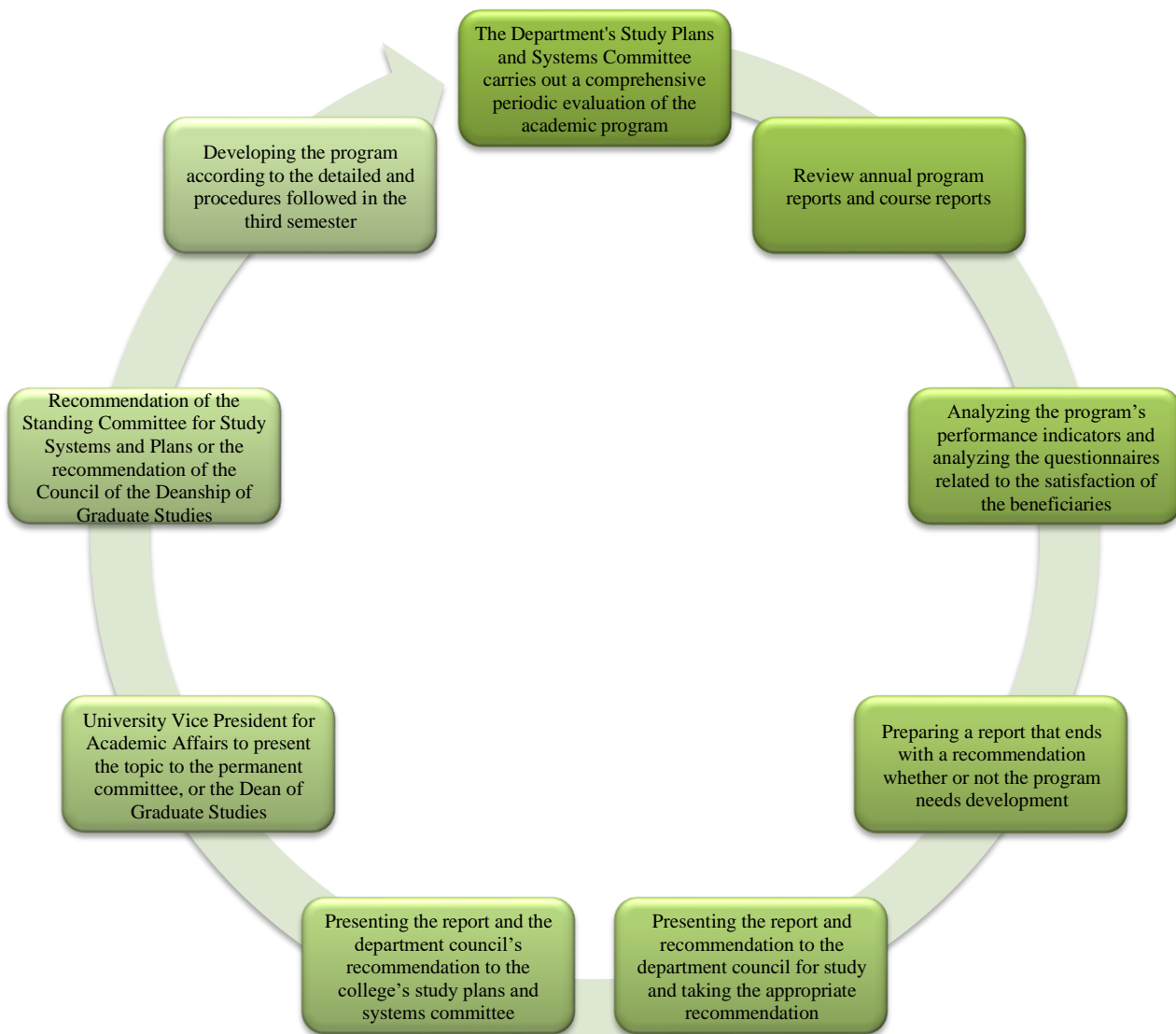


Figure 11. Periodic Review Cycle of Academic Programs

## **Standards for measuring and evaluating performance (evaluation cycle) for the academic programs, Northern Border University**

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To achieve consistency with the requirements and standards of the Saudi Qualifications Framework (SAQF), and to meet the requirements for meeting quality assurance and national academic accreditation standards, Northern Border University approved two main mechanisms for evaluating its academic programs: (1) direct evaluation mechanisms (2) indirect evaluation mechanisms.

### **1. Requirements and mechanisms for Direct Evaluation**

It includes and multiple methods and processes of evaluation and direct measurement to measure the characteristics of graduates and learning outcomes of academic programs and all its decisions, including the decisions of graduation projects, the research project or the scientific thesis, field experience / excellence, and varies with reference to its association with the learning outcomes of the decisions of each program, the most important of which are: written and practical tests, and evaluation of students In laboratories or clinics in medical or health specialties, training periods for field experience or internship, oral examinations, graduation research projects, case studies, and training in clinics for medical or health specialties.

**Matrices (1) to (4)** illustrate the link between direct evaluation methods and teaching strategies with the characteristics of graduates of academic programs and the outcomes of their learning, and by reviewing the evaluation results annually according to the course evaluation plan for each batch of students in each program, and a detailed report on the results is made in the annual report for each Program, and by analogy with that, and with reference to the matrix of distribution and linkage of learning outcomes in each program with the courses in the study plan according to (Matrix No. 5), the course learning outcomes are evaluated in each academic semester, and the evaluation results are reviewed in the course report form.

Accordingly, students 'achievement of both graduate characteristics and learning outcomes in each program is verified through direct methods upon completion of the curriculum evaluation for each batch of students. The results of the course evaluation are used to measure progress in achieving student learning outcomes as reference points and continuous evaluation (Matrix No. 6).

The measure of progress in students' achievement of student learning outcomes is done directly by verifying that each academic program meets the following requirements:

Requirements (1) to (6) focus on verifying students 'achievement of course learning outcomes, and requirements from (7) to (12) focus on verifying students' achievement of graduate characteristics and academic program learning outcomes, while requirements 11 to

15 focus on analyzing results. And work and follow-up plans, requirements 16 and 17 are considered strong mechanisms and indicators of the quality of academic programs and verification of students 'achievement of learning outcomes in parallel to ensure that evaluation methods and learning outcomes are verifiable and appropriate for the programs and to prepare students for the labor market, tests of specialized bodies and measurement tests.

**Requirement 1:** Reviewing approaches to building and designing learning outcomes for academic programs by integrating both graduate characteristics and academic and professional standards for each discipline and linking them to a detailed matrix with the courses with reference to the Saudi Qualification Framework (SAQF), and meeting the requirements of the third criterion (Teaching and Learning) of the quality assurance standards for academic accreditation approved by National Center for Academic Assessment and Accreditation (Matrices 1 to 6).

**Matrix No. (1)** linking the graduates 'characteristics with the program's learning outcomes

Program learning outcomes (PLOs)		The characteristics of the graduates developed for the university			
		1	2	3	4
1	Knowledge (theories and facts)				
1-1					
1-2					
2	Skills (practical application of knowledge)				
2-1					
2-2					
3	Competencies (Independence and Responsibility, Practice, and Attributes)				
3-1					
3-2					

**Matrix No. (2)** Determining course learning outcomes and calculating their relevance to achieving program learning outcomes and graduate characteristics

Learning outcomes of the course		The learning outcome code associated with the program	
		The percentage of the director's association with the program's learning outcomes	
1	Knowledge		
1-1			

Learning outcomes of the course		The learning outcome code associated with the program The percentage of the director's association with the program's learning outcomes
1-2		
2	Skills	
2-1		
2-2		
3	Competencies	
3-1		
3-2		

**Matrix No. (3)** linking program learning outcomes after merging graduate characteristics and professional standards with course learning outcomes

Courses	Learning outcomes of the program										
	Knowledge				Skills				Competencies		
	K1	K2	K3	K4	S1	S2	S3	S4	C1	C2	C3
Establish ed .....											
Establish ed .....											
Establish ed .....											
Establish ed .....											
Establish ed .....											

(Use the following notation after calculating the percentage of correlation for each output at the course level with the program learning outcomes: F: foundation level, P: practice level, M: mastery level)

**Matrix No. (4)** Consistency between evaluation methods and teaching strategies with learning outcomes for each course in the study plan

Code	Learning Outcomes	Teaching strategies	Assessment methods
1	Knowledge		
1-1			
1-2			
2	Skills		
2-1			
2-2			
3	Competencies		

Code	Learning Outcomes	Teaching strategies	Assessment methods
3-1			
3-1			

**Matrix No. (5)** consistency between assessment methods and teaching strategies with the course outcomes for each course in the study plan, and defining the targets for their measurement

Course learning outcomes		Link code with the learning outcomes of the program	assessment methods	Assessment results		Comment on the measurement results
				The target level	Actual level	
1	Knowledge					
1-1						
1-2						
2	Skills					
2-1						
2-2						
3	Competencies					
3-1						
3-2						

**Matrix No. (6)** consistency between evaluation methods and teaching and learning strategies with the learning outcomes of each program, and defining the targets for their measurement

#	Learning Outcomes	assessment methods (Direct - indirect)	Teaching strategies	Target performance level	assessment results
Knowledge					
K--		directly: Indirect:			
K--		directly: Indirect:			
Skills					
S		directly: Indirect:			
S		directly: Indirect:			
Competencies					



C		directly: Indirect:			
C		directly: Indirect:			

Requirement 2: Arbitration matrix for consistency of evaluation methods and teaching strategies with graduate characteristics and learning outcomes of academic programs and for each course of the study plan for each program.

Requirement 3: Reviewing and judging the course description for each course of each academic program and studying the link between the course learning outcomes with the program's learning outcomes with reference to the national accreditation requirements. (Attached is the time plan for the Vice Deanship for Academic Affairs to arbitrate the university's programs externally)

Requirement 4: Review the consistency of assessment methods and teaching strategies with the learning outcomes of each program and each course. Each program is required to present a detailed plan for the correlation of evaluation methods with the learning outcomes of each course in the approved study plan, and the mechanisms for its review (examination committee in scientific departments, or through a peer review, or through reference comparisons)

Requirement 5: Reviewing the consistency of direct evaluation methods with graduate characteristics of the programs and learning outcomes and of each course through the evaluation of tests and evaluation methods for each course that are assessed in each course description in the study plans.

Requirement 6: Preparing a matrix to evaluate graduate characteristics and learning outcomes for each course offered by the program. This matrix is used to measure the progress in the students' achievement of the characteristics of the graduates of the program and the learning outcomes of the courses, which in turn contribute to measuring the progress in achieving the program's learning outcomes at studied rates according to Matrix No. (6).

Requirement 7: The results of the learning outcomes evaluation for each course are included in the course report form for each course to be presented during each academic semester, taking into account the evaluation results in the previous course reports as points of reference comparison. (A scheme for



each learning output divided into weighted ratios related to direct evaluation methods and their correlation ratios in achieving the program's learning outcomes)

**Requirement 8:** Analyzing student achievement of course learning outcomes and linking them to program learning outcomes (Learning Outcomes Matrix and linking it to weighted ratios, Matrices 5 and 6).

**Requirement 9:** Classification of student achievement according to the reference of the study and examination regulations in force in the national universities in the Kingdom of Saudi Arabia issued by the Higher Education Council (former). Predefined grading system (A, B, C, D and F).

**Requirement 10:** Measuring the progress of students' achievement of learning outcomes in the program by means of key performance indicators (KPIs) for each learning outcome according to the performance standard specified by the University Agency for Academic Affairs (or the Council of the Deanship of Graduate Studies, for postgraduate programs).

"The percentage of students achieving a minimum grade of 60% (D) and above is considered an acceptable achievement as a result of the methods of evaluating the learning outcomes of courses and programs in the diploma and bachelor's stages, noting that indicators of excellence are analyzed in each program determined by the scientific department in coordination with the Deanship of Quality, while they are considered The percentage of students achieving a minimum grade of 70% (C) and above is an acceptable achievement as a result of methods of evaluating course learning outcomes, 80% (B) and above is an acceptable achievement as a result of methods of evaluating each output of graduate programs' learning outcomes, noting that the indicators are analyzed For excellence in every program determined by the scientific department in coordination with the Deanship of Quality.

The performance is analyzed in light of the target "the percentage of students who have achieved the minimum (ie 60% or more for diploma and bachelor programs, 70% or more for graduate programs) in the outcome of methods of evaluating learning outcomes related to the courses and linking them to weighted percentages that contribute to measuring students' achievement for each Program level learning output.

"

**Requirement 11:** In light of the results of the analysis of performance indicators, and the analysis of the evaluation results in each course, in addition to the results of the analysis of the evaluation results for the courses that are submitted

successively for each batch, the learning outcomes are reviewed at the programmatic level and for each course, including evaluation methods, teaching strategies and the appropriate output.

Requirement 12: Defining new targets to improve the quality of programs and academic courses, through reference comparisons with similar programs offered in Saudi or foreign universities.

Requirement 13: Performance analysis in light of internal benchmarks, and targets for external benchmarking.

Requirement 14: Based on the performance analysis, recommendations and action plans are developed for improvements.

Requirement 15: Follow up on the implementation of the above when submitting each course for each class in each program annually to ensure that students achieve the program learning outcomes.

Requirement 16: In addition to measuring progress in students' achievement of learning outcomes in programs through the courses presented in the study plans and the requirements for fulfilling matrices 1 to 6, each academic program is required to measure students' achievement of specific learning outcomes in specific courses at higher levels in each program, the most important of which are Measuring students' achievement of field experience outcomes / year of internship / graduation research / graduation project, as well as students' achievement of laboratory / clinical training skills for medical or health specialties, and students' achievement of a learning outcome related to scientific research and analysis of results. These measurements are considered a strong indicator for academic leaders at the university / college / scientific department / program and for quality officials at the university about the extent to which students achieve program learning outcomes and prepare them to take the specialized bodies' tests and measurement.

Requirement 17: Each program at the university is required to analyze graduate performance indicators in the examination and measurement of professional specialties bodies, and this will contribute effectively to reviewing the characteristics of graduates and learning outcomes for practical training periods and field experience.

## 2.The requirements and mechanisms of Indirect Evaluation

The indirect evaluation and measurement methods and processes include evaluating the

program's learning outcomes by polling the beneficiaries of the university's programs, the most important of which are: students' opinion at the last level before their graduation from academic programs, and students' view of learning outcomes, evaluation methods and teaching strategies at the end of each course. Likewise, student opinion surveys in the field experience training period / internship / graduation project / clinic training for medical or health specialties / laboratory experiments and case studies of some courses on learning outcomes during these periods are among the most important methods of verifying the achievement of learning outcomes in academic programs. Sample questionnaires have been added. As a supplement with this guide.

In order to achieve and meet the requirements for national program accreditation with regard to indirect evaluation methods, the Development and Quality Agency at the university, through the Deanship of Quality and Academic Accreditation, provided several questionnaires to survey the opinions of the beneficiaries of the university's programs, the analysis of which will contribute to reviewing the characteristics and outcomes of students' learning in it, including:

- 1- Program evaluation questionnaire (students of the last level of the program).
- 2- Course evaluation questionnaire.
- 3- Student experience questionnaire
- 4- Graduate questionnaire, which includes (alumni's opinion about the graduate's characteristics, program learning outcomes, field experience, and extra-curricular activities).
- 5- Satisfaction questionnaire for employers and employees about graduate characteristics and academic program learning outcomes.
- 6- Questionnaires related to students' achievement of learning outcomes for periods of field experience in practical courses or that contain practical periods / field experience.

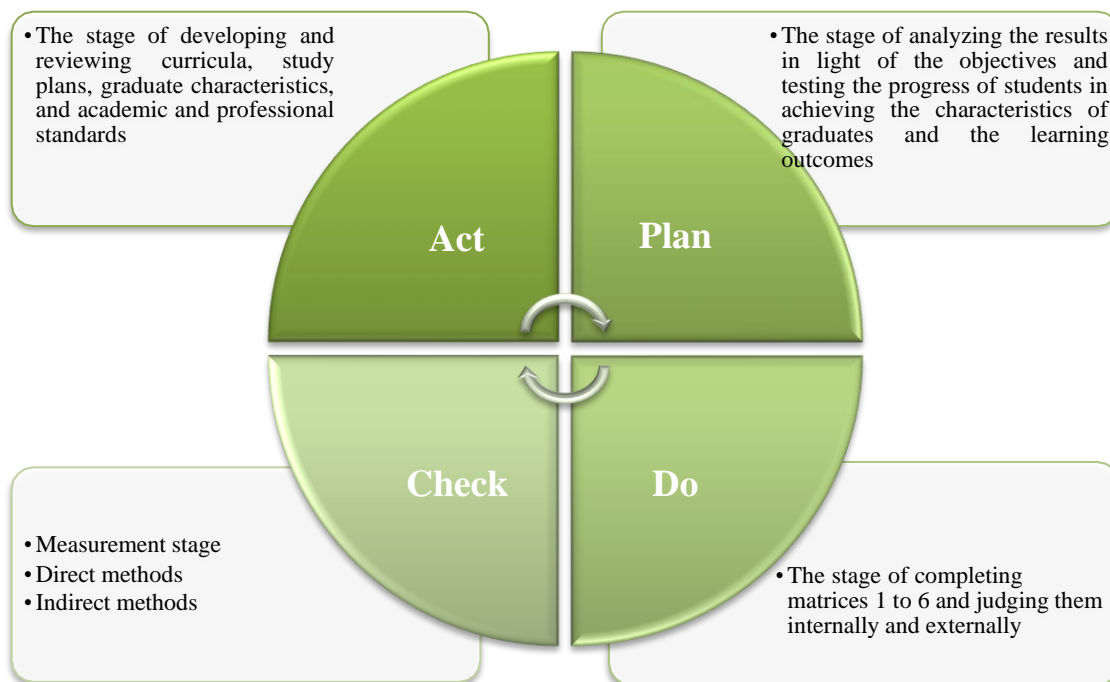


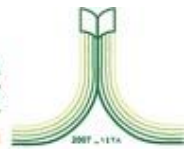
Figure 12. Summary of evaluation cycle at Northern Border University

## Program Documents

Program reports and documents are an important part of the evaluation process and are regarded as one of the tools used to ensure the quality of teaching and learning. These reports have been approved by the ETEC and are as follows:

No.	Report/Form Name	Description/Distribution
1	Program Specification	The primary purpose of the program specification is to support the planning, monitoring, and improvement of the program by those responsible for its delivery. It includes information to demonstrate that the program meets the accreditation requirements in addition to guiding those teaching in the program. Matters included in the program specifications are set out in detail in ETEC template. The specifications include general descriptive information about the program with emphasis on learning outcomes expected of students and the approach to teaching and student assessment strategies to develop those learning outcomes in different SAQF or NQF domains of learning. The emphasis is on the program being an integrated package of learning experiences provided through the courses taught. The program specifications include plans for ongoing evaluation of its effectiveness and planning processes for improvement.
2	Annual Program Report	An annual program report is to be prepared at the end of each year after consideration of course reports and other information about the delivery of the program. The report is based on the course reports and specifications and describes what happened in the program compared with what was intended to happen, reports on its quality and indicates any changes that should be made for future delivery as a result of experience in the year concerned. Matters selected for continuing monitoring are included in the annual report. The report on quality in the program is based on evidence provided from a range of sources and by interpretations of that evidence.

		The annual report should include an action plan that indicates action to be taken in response to the evaluations undertaken and subsequent reports should consider the results of that action
3	Course Specifications	Individual course specifications must be prepared for each course in a program, and kept on file with the program specifications. The purpose is to make clear the details of planning for the course as part of the package of arrangements to achieve the intended learning outcomes of the program as a whole. Consequently, course specifications include the knowledge and skills to be developed in keeping with the SAQF or NQF and the overall learning outcomes of the program, the strategies for teaching and assessment in sufficient detail to guide individual instructors. Course learning outcomes, teaching strategies, and teaching methods are to be in alignment
4	Course Report	Course directors complete a course report at the end of each block/course and submit it to the Dean. Should be attached to a copy of the course specifications, kept in a subject file or portfolio, and used as part of the program review.
5	Field Experience Specifications	A separate field experience specification should be provided to indicate as clearly as possible what is intended for students to learn and what should be done to ensure that learning takes place. This involves careful preparation of the students and planning in cooperation with the agencies where the field experience will occur. It must also involve some follow up activities with students to consolidate Page 52 what has been learned and generalize that to other situations they are likely to face in the future
6	Field Experience Report	Every year, field experience reports should be prepared to document what happened, how effective the program has been, and to review the results and plan for any future improvements. The report's main elements are similar to those for regular courses, but they should differ in some ways due to the nature of the activity.



## Chapter Four:

### Program Key Performance Indicators (KPIs) And Benchmarking

## Introduction

Performance indicators are among the most important tools for evaluating and monitoring the quality of the educational process; they aid in the processes of continuous improvement and decision-making. The National Center for Academic Accreditation and Assessment has identified 17 key indicators for measuring program performance that are all in full compliance with academic accreditation standards. The ETEC requires the use of 70% of the Academic Program key performance indicators. These indicators are the minimum to be periodically measured, and the academic program can use additional performance indicators if it believes they are necessary to ensure the quality of the program.

The Nursing program seeks to measure and compare the program's main performance indicators with internal and external reference performance using appropriate tools, such as opinion polls, statistical data, and others, depending on the nature and purpose of each indicator. The results are summarized by creating a card for each indicator that includes the actual performance level, the target performance level, the level Internal benchmarking, external benchmarking, and the new target performance level. The KPIs should be calculated at least once every academic year.

The results of each indicator are described and analyzed at the end of the indicator card based on the branches and gender of students, including performance developments, strengths, and areas for improvement.

## The importance of Performance indicators in the academic program

Key Performance Indicators (KPIs) are a set of measures that focus on performance areas that are critical to the program's current and future success. The university, college, and program are most concerned with linking productivity to quality and establishing its ability to plan and develop. As a result, in order to respond to beneficiaries' needs and desires, productivity performance indicators must be accompanied by quality performance indicators.

## The Definition of Performance indicator

A key performance indicator (KPI) is a value used to measure a program's performance and effectiveness in achieving its objectives, and it is a key indicator of progress toward desired results.

## Types of Indicators

KPIs can be used by commercial organizations or educational institutions in a variety of ways. What sets these indicators apart is that they are all objective, and the organization must select the ones that best suit its activities and work. Some of these indicators are listed below:



Quantitative indicators	We can express it numerically.
Qualitative indicators	which cannot be represented numerically
Leading indicators	which can predict the outcomes of operations.
Lagging indicators	Which represents the activity's success or failure at the end
Input indicators)	It calculates the cost of making the output.
Process indicators	Measures the effectiveness of operations
Directional indicators	It determines whether the organization is on the right track.
Actionable indicators	to measure intervene in the organization's plan to effect change
Financial indicators	It is used to assess performance when it comes to operational indicators.

## Definition of Benchmarks

Benchmarking is the practice of comparing processes and performance measures to those of other organizations (or program). Quality, time, and cost are commonly measured dimensions. This is a management process in which organizations (or program) compare various aspects of their operations to those of organizations (or program) that follow best practices, usually within a defined peer group. This enables organizations (or program). to create plans for how to improve or modify specific practices in order to improve some aspect of performance.

## Benchmarking types

### 1. Internal Benchmarking

The educational institution compares each program with other similar programs based on specific criteria, and the necessary information is gathered using multiple measuring tools, and this type is one of the simplest reference comparisons. Or The university (program) compares itself to previous years' performance, and this process is useful in determining the state of performance, whether it is improving and developing, stable, or declining.

### 2. External benchmarking

In which the educational institution compares its performance as an institution (or program) with another institution (or another program) similar in another institution based on certain criteria, and the necessary information is gathered using multiple measuring tools.

## Selection criteria for benchmarking universities (programs)

The university establishes a number of benchmarking university selection criteria, the most important of which are:

1. That the corresponding universities carry out the three primary functions of the university:
  - Scientific Research
  - Education
  - Community Service
2. The number of students is similar to that of a university.



3. To study the same major disciplines across all fields of science (medical, applied, and humanities).

### **Key Performance Indicators (KPIs) Based on ETEC Program KPIs**

Performance indicators are important tools for assessing the quality of Academic Programs and monitoring their performance. They contribute to continuous development processes and decision-making support. The National Center for Academic Accreditation and Evaluation has identified 17 key performance indicators at the program level. All of which are in line with the evolving program accreditation standards. These indicators are the minimum to be periodically measured, and the academic program can use additional performance indicators if it believes they are necessary to ensure the quality of the program. It is expected that the academic program measures the key performance indicators with benchmarking using the appropriate tools, such as (Surveys, Statistical data, etc.) according to the nature and objective of each indicator, as well as determining the following levels for each indicator:

- Actual performance
- Targeted performance level
- Internal reference (Internal benchmark)
- External reference (External benchmark)
- New target performance level

### Program Key Performance Indicators

Standard	Code	Key Performance Indicators	Description
-1- Mission and Goals	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	Percentage of performance indicators of the operational plan objectives of the program that achieved the targeted annual level to the total number of indicators targeted for these objectives in the same year
-3- Teaching and Learning	KPI-P-02	Students' Evaluation of quality of learning experience in the program	Average of overall rating of final year students for the quality of learning experience in the program on a five-point scale in an annual survey
	KPI-P-03	Students' evaluation of the quality of the courses	Average students overall rating for the quality of courses on a five-point scale in an annual survey
	KPI-P-04	Completion rate	Proportion of undergraduate students who completed the program in minimum time in each cohort
	KPI-P-05	First-year students retention rate	Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year
	KPI-P-06	Students' performance in the professional and/or national examinations	Percentage of students or graduates who were successful in the professional and / or national examinations, or their score average and median (if any)
	KPI-P-07	Graduates' employability and enrolment in postgraduate programs	Percentage of graduates from the program who within a year of graduation were: a. employed b. enrolled in postgraduate programs during the first year of their graduation to the total number of graduates in the same year
	KPI-P-08	Average number of students in the class	Average number of students per class (in each teaching session/activity: lecture, small group, tutorial, laboratory or clinical session)
	KPI-P-09	Employers' evaluation of the program graduates proficiency	Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey

Standard	Code	Key Performance Indicators	Description
-4- Students	KPI-P-10	Students' satisfaction with the offered services	Average of students' satisfaction rate with the various services offered by the program (restaurants, transportation, sports facilities, academic advising, ...) on a five-point scale in an annual survey
-5- Teaching Staff	KPI-P-11	Ratio of students to teaching staff	Ratio of the total number of students to the total number of full-time and full-time equivalent teaching staff in the program
	KPI-P-12	Percentage of teaching staff distribution	Percentage of teaching staff distribution based on: a. Gender b. Branches c. Academic Ranking
	KPI-P-13	Proportion of teaching staff leaving the program	Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff.
	KPI-P-14	Percentage of publications of faculty members	Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program
	KPI-P-15	Rate of published research per faculty member	The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year)
	KPI-P-16	Citations rate in refereed journals per faculty member	The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published (
-6- Learning Resources, Facilities, and Equipment	KPI-P-17	Satisfaction of beneficiaries with the learning resources	Average of beneficiaries' satisfaction rate with the adequacy and diversity of learning resources (references, journals, databases... etc.) on a five-point scale in an annual survey.

## Northern Border University's questionnaires and opinion polls

Opinion polls are an important tool for universities to use in making data-driven decisions for institutional improvement. Surveys are designed to collect actionable feedback about the university from beneficiaries such as students, faculty, and community members. It is critical that each survey question be properly formulated so that each answer can help the institution improve the educational process.

In addition to the questionnaires issued by the National Center for Academic Accreditation and Assessment, which include questionnaires for students' evaluation of the course, program, and student experience, a set of questionnaires necessary to measure some indicators or evaluate some criteria of quality assurance standards and unified them at the institutional and program levels

Below are the questionnaires that have been approved as survey tools for the opinion of Northern Border University's beneficiaries, including questionnaires used to measure some indicators of institutional accreditation, others used to measure some indicators of program accreditation, and others used to demonstrate performance measures for some criteria of quality assurance standards for higher education institutions and programs.

### Questionnaires used to measure some indicators of institutional accreditation

No	indictor	questionnaire code	The subject of questionnaire
1	KPI-I-03	Q-PA	1- Student evaluation of the quality of learning in the program
2	KPI-I-07	Q-LS	2- Satisfaction of beneficiaries with sources of learning
3	KPI-I-08	Q-GA	3- Evaluating the employers for the competence of graduates
4	KPI-I-10	Q-SS	4- Student satisfaction with the services provided
5	KPI-I-15	Q-IT	5- Satisfaction of beneficiaries with technical services
6	KPI-I-22	Q-CS	6- Satisfaction of beneficiaries with community services

### Questionnaires used to measure some program accreditation indicators

No	indictor	questionnaire code	The subject of questionnaire
1	KPI-P-02	Q-SX	1- Student evaluation of the quality of learning experiences in the program
2	KPI-P-03	Q-CA	2- Student calendar for the quality of courses
3	KPI-P-09	Q-GA	3- Evaluating employers for the competence of program graduates
4	KPI-P-10	Q-SS	4- Student satisfaction with the services provided
5	KPI-P-17	Q-LS	5- Beneficiaries' satisfaction with learning sources

Questionnaires are used to measure certain criteria.

No	Standards	questionnaire code	The subject of questionnaire
1	Mission, vision and strategic planning	Q-VM	1- Survey of beneficiaries on vision and message
2	Governance, leadership and management	Q-OE	2- Faculty satisfaction with the institutional climate
3	Institutional resources (facilities and equipment)	Q-FE	3- Beneficiaries' satisfaction with facilities and equipment

## Reports and Forms

**Form No. (1)**

Annual Review Report at Colleges/Academic Programs

**First: Basic data**

The name of the college: ..... Section.....

Program name: .....

The program is taught in: student/student section/ both

Number of students: male..... females..... Total.....

Brief description of the college/program

.....

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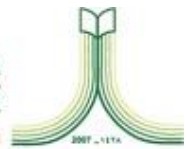
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## Second: Eligibility Requirements for Program Accreditation

Eligibility Requirements		Required Evidence
1	Program final licensing or establishment decision	<ul style="list-style-type: none"> <li>Decision to establish the program (for public institutions)</li> <li>Final program licensing decision (for private institutions)</li> </ul>
2	Consistency with National qualifications framework (NQF)	<ul style="list-style-type: none"> <li>A report on program consistency with National Qualifications framework (NQF)</li> </ul>
3	Availability of institutional accreditation requirements	<ul style="list-style-type: none"> <li>Accredited institution or the institution has met the eligibility requirements (review visit has been scheduled)</li> </ul>
4	Student and staff manuals	<p>Student and staff manuals including:</p> <ul style="list-style-type: none"> <li>Program Handbook</li> <li>Admission and Registration</li> <li>Study Regulations and Tests</li> <li>Guidance and Counselling Services</li> <li>Rights and Duties</li> <li>Complaints and Grievances</li> </ul>
5	Program's quality assurance system and its performance reports	<ul style="list-style-type: none"> <li>Program's quality system manual</li> <li>A manual of policies and procedures for approving, modifying, and reviewing academic programs and courses</li> <li>Annual program report for the last two years according to ETEC Templates</li> <li>Program's course reports for the last two years (One report for each course per year)</li> <li>A report on the results of stakeholders' surveys (students, alumni, employers, teaching staff, employees) for the last two years</li> </ul>
6	Program and courses specifications	<ul style="list-style-type: none"> <li>Program specifications according to ETEC Templates</li> <li>Course specifications for all courses classified according to levels</li> </ul>
7	Program learning outcomes assessment plan and reports	<ul style="list-style-type: none"> <li>Program learning outcomes assessment Plan</li> <li>Program learning outcomes assessment reports</li> </ul>
8	Students graduated (One cohort at least)	<ul style="list-style-type: none"> <li>A report on the number of graduated cohorts and the number of students in each cohort</li> </ul>
9	Program advisory committee	<ul style="list-style-type: none"> <li>Composition and functions of the Committee</li> <li>Report on the Committee's performance and outcomes</li> </ul>
10	Key performance indicators and benchmarking	<ul style="list-style-type: none"> <li>A report on program's key performance indicators' measurement and benchmarking for the last three years.</li> </ul>
11	Program self-study	<ul style="list-style-type: none"> <li>program self-evaluation scales (taking into consideration that the level of evaluation is not less than three points for each of the main criteria identified by the Center and for each standard)</li> </ul>



		<ul style="list-style-type: none"><li>• program self-study report</li><li>• Evidence for the self-study report.</li></ul>
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Additional requirements for Postgraduate Programs		
12	Operational plan for scientific research and its follow-up	<ul style="list-style-type: none"> <li>Operational Plan for scientific research in the program (depending on the nature of the program)</li> <li>System for monitoring and documenting the scientific research activities of the program</li> <li>Periodic performance reports of the scientific research plan</li> </ul>
13	Scientific supervision system on theses, projects, or vocational training	<ul style="list-style-type: none"> <li>Guides, regulations, and procedures for scientific supervision of theses, projects or vocational training</li> <li>Follow-up scientific supervision reports in the program</li> </ul>

The annual review committee's opinion of whether or not the academic program meets the Eligibility Requirements for Program Accreditation

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### Third Self-Evaluation Scales for Program

#### 1. MISSION AND GOALS

The program must have a clear and appropriate mission that is consistent with the mission statements of the institution and the college/department, and support its application. The mission must guide program planning and decision-making processes. The program goals and plans must be linked to it, and it must be periodically reviewed.

Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Compliance
			1	2	3	4	5
1-0-1	The program has a clear, appropriate, approved and publicized widely mission that is consistent with the mission of the institution and the college/department; and is consistent with the needs of the society and the national trends. *						
1-0-2	The program goals are linked to its mission, consistent with the goals of the institution/college, and characterized by being clear, realistic and measurable.						
1-0-3	The program mission and goals guide all its operations and activities (e.g., planning, decision-making, resources allocation, curriculum development).						
1-0-4	The program goals and its implementation needs are linked to appropriate operational plans that are consistent with the institution/college plans.						
1-0-5	Program managers monitor the extent to which its goals are achieved, through specific performance indicators, and take the necessary actions for performance improvement. *						
1-0-6	The program mission and goals are reviewed periodically with the participation of relevant stakeholders, and are developed accordingly.						
<b>Overall Evaluation of the Standard</b>							
Total Sum of Evaluation of Criteria (Total Sum of Points)							
Number of Applicable Criteria							
Average Evaluation of the Standard							
Overall Quality Rating of the Standard							

\* Essential Criteria

Strengths:

- 1.
- 2.

Areas for Improvement:

- 1.
- 2.

Priorities for Improvement:

- 1.
- 2.

The opinion of the annual review committee:

## 2. PROGRAM MANAGEMENT AND QUALITY ASSURANCE

The program must have effective leadership that implements the institutional systems, policies and regulations. The program leadership must plan, implement, monitor, and activate a quality assurance system that achieve continuous development of program performance in a framework of integrity, transparency, fairness and within a supportive organizational climate.

Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
<b>2-1</b>	<b>Program Management</b>						
2-1-1	The program is governed by specialized councils (College Council, Department Council) with defined tasks and authorities.						
2-1-2	The program leadership has the appropriate academic and administrative experience to achieve its mission and goals.						
<b>2-1-3</b>	<b>The program has the sufficient number of qualified staff to perform its administrative, professional and technical tasks, and they have defined tasks and authorities. *</b>						
2-1-4	The program management acts to provide an organizational climate and supportive academic environment.						
2-1-5	There are appropriate mechanisms for integration and effective participation among branches offering the same program.						
2-1-6	The program is committed to applying the institutional regulations governing the educational and research partnerships (if any) in order to ensure the quality of all aspects of the program, including courses, educational resources, teaching, student achievement standards, and offered services.						
2-1-7	The program assesses the effectiveness of its educational and research partnerships (if any) on a regular basis and makes appropriate decisions accordingly.						
2-1-8	The program management monitors its commitment to implement its role in the community partnership plan of the institution through specific performance indicators.						
2-1-9	The program management monitors its commitment to implement its role in the research plan of the institution through specific performance indicators.						
2-1-10	There is a sufficient amount of flexibility and authorities that allows program leadership to bring about the necessary development and changes, in response to the recent events and to the results of periodic evaluation of the program and its courses.						

Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
2-1-11	The program management applies mechanisms ensuring integrity, fairness, and equality in all its academic and administrative practices, and between the male and female student sections and branches (if any).						
2-1-12	<b>The program forms an advisory committee, comprised of members of professionals and experts in the program specialization, to contribute to its evaluation, development, and performance improvement. *</b>						
2-1-13	The program management is committed to developing and improving professional skills and capabilities of the supportive technical and administrative staff to keep up with modern developments.						
2-1-14	The program management provides reliable and publicly disclosed information to the community about the program description, performance, and achievements that suits the needs of the stakeholders.						
2-1-15	The program management encourages the developmental initiatives and proposals.						
2-1-16	<b>The program implements an effective system to evaluate the performance of leaders, teaching staff, and employee according to clear, published standards and mechanisms that ensure fairness, transparency, and accountability; and the results of the evaluation are used to provide feedback, improvement, and development. *</b>						
2-1-17	<b>The program management is committed to activating the values of the scientific integrity, intellectual property rights, rules of ethical practices, and proper conduct in all academic, research, administrative, and service fields and activities. *</b>						
2-1-18	The program management applies the systems, regulations, and procedures that are approved by the institution/college, including those related to grievance, complaints, and disciplinary cases.						
2-1-19	The program has adequate financial funding to achieve its mission and goals, along with existence of mechanisms for prioritizing expenditures.						
2-2	<b>Program Quality Assurance</b>						
2-2-1	The program management implements an effective quality assurance and management system that is consistent with the institution quality system.						



Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
2-2-2	The teaching staff, employee, and students participate in planning, quality assurance, and decision-making processes.						
2-2-3	The program management approves key performance indicators that accurately measure the program performance and coordinates to provide regular data on them.						
2-2-4	<b>The program analyzes the evaluation data annually (e.g., performance indicators and benchmarking data, student progress, program completion rates, student evaluations of the program, courses and services, views of graduates and employers); and results are used in planning, development, and decision-making processes. *</b>						
2-2-5	The program conducts a periodic, comprehensive evaluation (every three / five years) and prepares reports about the overall level of quality, with the identification of points of strength and weakness; plans for improvement; and follows up its implementation.						
<b>Overall Evaluation of the Standard</b>							
<b>Total Sum of Evaluation of Criteria</b> (Total Sum of Points)							
<b>Number of Applicable Criteria</b>							
<b>Average Evaluation of the Standard</b>							
<b>Overall Quality Rating of the Standard</b>							

\* Essential Criteria

Strengths:

- 1.
- 2.

Areas for Improvement:

- 1.
- 2.

Priorities for Improvement:

- 1.
- 2.

The opinion of the annual review committee:

### 3. TEACHING AND LEARNING

Graduate attributes and learning outcomes at the program level must be precisely defined, consistent with the requirements of the National Qualifications Framework (NQF) and with the related academic and professional standards, and the labor market requirements. The curriculum must conform to professional requirements. The teaching staff must implement diverse and effective teaching and learning strategies and assessment methods that are appropriate to the different learning outcomes. The extent of achievement of learning outcomes must be assessed through a variety of means and the results are used for continuous improvement.

Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Complete Compliance
			1	2	3	4	5
3-1	Graduate Attributes and Learning Outcomes						
3-1-1	The program identifies its graduate attributes and intended learning outcomes that are consistent with its mission, and aligned with the graduate attributes at the institutional level; and they are approved, publicly disclosed, and periodically reviewed.						
3-1-2	The graduate attributes and learning outcomes are consistent with the requirements of the National Qualifications Framework (NQF) and with academic, professional, and labor market requirements.						
3-1-3	The program identifies the learning outcomes for the different tracks (if any).						
3-1-4	The program applies appropriate mechanisms and tools for measuring the graduate attributes and learning outcomes, and verifying their achievement according to specific performance levels and assessment plans. *						
3-2	Curriculum						
3-2-1	The program is committed to the institutional policies, standards, and procedures in the design, development and modification of the curriculum.						
3-2-2	The curriculum design considers fulfilling the program goals and learning outcomes, and the educational, scientific, technical and professional developments in the field of specialization; and is periodically reviewed.*						
3-2-3	The study plan ensures the balance between the general and specialty requirements, and between theoretical and applied aspects; and it takes into account the sequencing and integration of the courses. *						
3-2-4	The construction of the program study plan considers the identification of exit-points requirements (if any).						
3-2-5	The program study plan considers the adequate requirements for the different tracks (if any) in accordance with international practices and similar						

Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Complete Compliance
			1	2	3	4	5
	programs.						
3-2-6	The curriculum includes integrated curricular and extracurricular activities that contribute to the achievement of the program learning outcomes.						
3-2-7	<b>The learning outcomes in the courses are aligned with the program learning outcomes (e.g., Matrix for the alignment of the learning outcomes of the courses with program learning outcomes). *</b>						
3-2-8	Teaching and learning strategies and assessment methods are aligned with the intended learning outcomes at the program and course levels.						
3-2-9	Teaching and learning strategies are student-centered and encourage active learning.						
3-2-10	Teaching and learning strategies and assessment methods in the program vary according to its nature and level, enhance the ability to conduct research, and ensure students' acquisition of higher cognitive thinking and self-learning skills.						
3-2-11	The learning outcomes of the field experience activities are aligned with the learning outcomes of the program; and appropriate strategies for training, assessment, and training venues are identified in order to achieve these outcomes.						
3-2-12	Both the program field-experience supervisor and the field supervisor are informed with the intended learning outcomes and the nature of the tasks entrusted to each of them (supervision, follow-up, student assessment, evaluation and development of field experience); and their commitment is followed up according to specific mechanisms.						
3-2-13	<b>The program ensures a unified application of its study plan as well as the program and the course specifications offered at more than one site (sections of male and female students and different branches).*</b>						
3-3	<b>Quality of Teaching and Students' Assessment</b>						
3-3-1	<b>The program monitors the commitment of the teaching staff to the learning and teaching strategies and assessment methods included in the program and course specifications through specific mechanisms.*</b>						
3-3-2	The necessary training is provided for the teaching staff on learning and teaching strategies and assessment methods identified in the program and course specifications, along with the effective use of						

Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Complete Compliance
			1	2	3	4	5
	modern and advanced technology; and their use is monitored.						
3-3-3	At the beginning of each course, students are provided with comprehensive information about the course, including learning outcomes, teaching and learning strategies, and assessment methods and dates, as well as what is expected from them during the study of the course.						
3-3-4	The courses are periodically evaluated for ensuring the effectiveness of the teaching and learning strategies and assessment methods, and reports are prepared on them.						
3-3-5	The program applies mechanisms to support and motivate excellence in teaching, and encourages creativity and innovation of the teaching staff.						
3-3-6	The program implements clear and publicized procedures to verify the quality and validity of the assessment methods (e.g., their specifications, diversity, and comprehensiveness to cover the learning outcomes, distribution of grades and accuracy of marking), and to ensure the level of student achievement.						
3-3-7	Effective procedures are used to verify that the work and assignments of students are of their own.						
3-3-8	The feedback is provided to students about their performance and evaluation results at a time that allows them to improve their performance.						
<b>Overall Evaluation of the Standard</b>							
<b>Total Sum of Evaluation of Criteria</b> (Total Sum of Points)							
<b>Number of Applicable Criteria</b>							
<b>Average Evaluation of the Standard</b>							
<b>Overall Quality Rating of the Standard</b>							

\* Essential Criteria

Strengths:

- 1.
- 2.

Areas for Improvement:

- 1.
- 2.

Priorities for Improvement:

- 1.
- 2.

The opinion of the annual review committee:

#### 4. STUDENTS

The criteria and requirements for student admissions in the program must be clear and publicly disclosed, and must be applied fairly. The information about the program and the requirements for completion of the study must be available, and students must be informed about their rights and duties. The program must provide effective guidance and counseling services, and extracurricular and enriching activities to its students. The program must evaluate the quality of all services and activities offered to its students and improve them. The program must follow its graduates.

Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
4-0-1	The program has approved and publicly disclosed criteria and requirements for the admission and registration of students that are appropriate to the nature of the program, and are applied fairly.						
4-0-2	The number of students admitted to the program is compatible with the available resources for the program (e.g., teaching staff, classrooms, labs, and equipment)						
4-0-3	The program provides basic information to students, such as study requirements, services, and financial fees (if any), through various means.						
4-0-4	The program applies fair and approved policies and procedures for students transferring to the program and the equivalency of what students had previously learned.						
4-0-5	The program provides comprehensive orientation for new students, ensuring their full understanding of the types of services and facilities available to them.						
4-0-6	<b>The program informs students about their rights and duties, the code of conduct, and grievance, complaints, and discipline procedures, using a variety of means; and applies them fairly. *</b>						
4-0-7	<b>Students are provided with effective academic, professional, psychological, and social guidance, and counseling services through qualified and sufficient staff. *</b>						
4-0-8	Mechanisms are applied to identify gifted, creative, talented, and underachieving students in the program, and appropriate programs are available to care for, motivate, and support each group of them.						
4-0-9	Students in the program are offered extracurricular activities in variety of fields to develop their abilities and skills, and the program takes appropriate actions to support and motivate their participation.						
4-0-10	The students and alumni of the program are provided with additional activities for their professional development, consistent with the intended learning						

Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
	outcomes, and labor market developments.						
4-0-11	The program implements effective procedures to monitor students' progress and to verify their fulfilment of graduation requirements.						
4-0-12	The program implements an effective mechanism to communicate with its alumni and involve them in its events and activities, explore their views, and benefit from their expertise and support; and provides updated and comprehensive databases about them.						
4-0-13	<b>Effective mechanisms are applied to evaluate the adequacy and quality of services provided to students and measure their satisfaction with them; and the results are used for improvement.*</b>						
4-0-14	The program takes into consideration the special needs of its students (e.g., students with disabilities and international students).						
4-0-15	The program implements effective mechanisms to ensure the regularity of students' attendance and their active participation in the course and field experience activities.						
4-0-16	There is an appropriate representation for students in relevant councils and committees.						
<b>Overall Evaluation of the Standard</b>							
<b>Total Sum of Evaluation of Criteria</b> (Total Sum of Points)							
<b>Number of Applicable Criteria</b>							
<b>Average Evaluation of the Standard</b>							
<b>Overall Quality Rating of the Standard</b>							

\* Essential Criteria

Strengths:

- 1.
- 2.

Areas for Improvement:

- 1.
- 2.

Priorities for Improvement:

- 1.
- 2.

The opinion of the annual review committee:

## 5. TEACHING STAFF

The program must have sufficient numbers of qualified teaching staff with the necessary competence and experience to carry out their responsibilities. The teaching staff must be aware of current academic and professional developments in their fields of specialization, participate in research and community service, and in improving the program and institutional performance. Teaching staff performance must be evaluated according to specific criteria, and the results of these evaluations must be used for development.

Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinction
			1	2	3	4	5
5-0-1	The program applies appropriate recruitment policies and procedures to attract faculty members, and retains the distinguished ones.						
5-0-2	<b>The program has an adequate number of faculty members at all sites where it is offered (e.g., male and female student sections, branches).*</b>						
5-0-3	<b>The faculty members have the necessary competency (e.g., qualifications, certificates, professional licenses, experience required), and effective teaching skills; and appropriate mechanisms are applied for verification.*</b>						
5-0-4	The program provides appropriate orientation for new and adjunct teaching staff to ensure their understanding of the nature of the program, their rights, tasks, responsibilities, and workload.						
5-0-5	The teaching and adjunct staff in the professional programs include some experienced and highly skilled professionals in the field of the program.						
5-0-6	The teaching staff regularly participate in academic activities (e.g., participation in conferences and group discussions, research projects, arbitration of theses and research) to ensure their awareness of the latest developments in their fields of specialization; and their participation in these activities and scientific production are considered in their criteria for evaluation and promotion.						
5-0-7	Faculty members effectively participate in research activities and scientific production; and their participation in these activities is considered as one of the criteria for their evaluation and promotion.						
5-0-8	Teaching staff participate in community partnership activities; and their participation in these activities is considered as one of the criteria for their evaluation and promotion.						
5-0-9	Teaching staff participate in professional and academic development programs in accordance with a plan that meets their needs and contributes to the development of their performance.						
5-0-10	Teaching staff participate in assessment and development activities of the program and institution..						
5-0-11	Effective mechanisms are applied to evaluate the adequacy and quality of the services provided to the teaching staff and to measure their satisfaction with them.						



Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
5-0-12	The performance of the teaching staff is regularly assessed according to specific and published criteria; feedback is provided to them; and the results are used in improving the performance.						
<b>Overall Evaluation of the Standard</b>							
<b>Total Sum of Evaluation of Criteria</b> (Total Sum of Points)							
<b>Number of Applicable Criteria</b>							
<b>Average Evaluation of the Standard</b>							
<b>Overall Quality Rating of the Standard</b>							

\* Essential Criteria

Strengths:

- 1.
- 2.

Areas for Improvement:

- 1.
- 2.

Priorities for Improvement:

- 1.
- 2.

The opinion of the annual review committee:

## 6. LEARNING RESOURCES, FACILITIES, AND EQUIPMENT

Learning resources, facilities, and equipment must be adequate to meet the needs of the program and its courses; and must be available to all beneficiaries using an appropriate arrangement. Teaching staff and students must participate in identifying such resources based on their needs, and in assessing their effectiveness.

Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
6-0-1	The program implements clear policies and procedures that ensure the adequacy and appropriateness of learning resources and services provided to support student learning.						
6-0-2	The program implements effective procedures for the management of resources and reference materials needed to support teaching and learning processes.						
6-0-3	<b>The Library has a sufficient number of various resources that are easily accessible and appropriate to the needs of the program and the number of students; are made available in adequate and appropriate times for male and female student sections; and are updated periodically.*</b>						
6-0-4	The program has specialized electronic resources (e.g., digital references, multimedia, software), and appropriate databases and electronic systems that allow beneficiaries to access the information, research materials, and scientific journals from within or outside the institution.						
6-0-5	<b>The program has laboratories, computer and technology equipment, and materials that are suitable to the specialty and sufficient to conduct research and scientific studies according to the program goals; and applies appropriate mechanisms to maintain and update them.*</b>						
6-0-6	The teaching staff, students, and employee of the program have the appropriate orientation and technical training and support for the effective use of resources and means of learning.						
6-0-7	The program has the suitable classrooms and facilities for its needs.						
6-0-8	<b>All health, and general and professional safety requirements are available in the facilities, equipment, and the educational and research activities.*</b>						
6-0-9	Standards for safety, environmental conservation, and hazardous waste disposal are applied efficiently and effectively.						
6-0-10	The program has the sufficient number of qualified technicians and specialists for the operation and preparation of laboratories.						
6-0-11	The program has facilities, equipment, and services suitable for those students, teaching staff, and employee with disabilities.						
6-0-12	The program has the appropriate technologies,						

Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
	services, and environment for courses offered through distance or e-learning according to their own specific standards.						
6-0-13	The program evaluates the effectiveness and efficiency of learning resources, facilities, and equipment of all types; and the results are used for improvement.						
<b>Overall Evaluation of the Standard</b>							
<b>Total Sum of Evaluation of Criteria</b> (Total Sum of Points)							
<b>Number of Applicable Criteria</b>							
<b>Average Evaluation of the Standard</b>							
<b>Overall Quality Rating of the Standard</b>							

\* Essential Criteria

Strengths:

- 1.
- 2.

Areas for Improvement:

- 1.
- 2.

Priorities for Improvement:

- 1.
- 2.

The opinion of the annual review committee:

#### Fourth: Key performance indicators for academic programs:

##### Program-level performance indicators

The main performance indicators identified and approved by the National Center for Evaluation and Academic Accreditation (special in the academic program), and the specific and approved key performance indicators are extracted from the Education Calendar Authority at least once each academic year.

##### · **Key performance indicators for software accreditation**

Indicator formula	Indicator code	Standard
Percentage of achieved indicators of the program operational plan objectives	KPI-P-01	1. Message and objectives
Students' Evaluation of quality of learning experience in the program	KPI-P-02	Teaching and learning
Students' evaluation of the quality of the courses	KPI-P-03	
Completion rate	KPI-P-04	
First-year student's retention rate	KPI-P-05	
Students' performance in the professional and/or national examinations	KPI-P-06	
Graduates' employability and enrolment in postgraduate programs	KPI-P-07	
Average number of students in the class	KPI-P-08	
Employers' evaluation of the program graduate's proficiency	KPI-P-09	
Students' satisfaction with the offered services	KPI-P-10	4- Students
Ratio of students to teaching staff	KPI-P-11	5. Faculty members
Percentage of teaching staff distribution	KPI-P-12	
Proportion of teaching staff leaving the program	KPI-P-13	
Percentage of publications of faculty members	KPI-P-14	
Rate of published research per faculty member	KPI-P-15	
Citations rate in refereed journals per faculty member	KPI-P-16	
Satisfaction of beneficiaries with the learning resources	KPI-P-17	6- Sources of learning, facilities and equipment

The main performance indicators approved by the National Center: characterization and the way they are measured by the following scorecard:

**Standard.....**

<b>KPI:</b> <b>Key performance indicator number in the center document:</b> <b>The number of the KPI of the educational institution:</b> <b>Data provider or tool used:</b> <b>Measuring method:</b> <b>Entity responsible for implementation:</b>				
Actual performance level	Target performance level	Internal reference performance level (Internal benchmark comparison)	External reference performance level (external benchmark comparison)	New target performance level
Analysis (write strengths and recommendations):				
Explanation: 1- What made you pick this source for internal benchmarking?  2- How was the internal benchmarking level calculated?  3- The name of the internal benchmarking entity:				
Explanation: 1- What made you pick this source for external benchmarking?  2- How was the external benchmarking level calculated?  3- The name of the external benchmarking entity:				

Opinion of the Annual Review Committee:

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Chairman and members of the Committee for the Preparation of the  
Annual Review Report in the Academic Program

No.	Name	Adjective	Signature
1	Representative of the Quality Unit in the Academic Program	Member	
2	Faculty member of the academic program	Member	
3	Faculty member of the academic program	Member	
4	Administrative	secretary	

Chairman of the Committee

Agent/Coordinator/Representative of Quality and Academic Accreditation at the College

Dr.

Signature

**Form No. (2)**

Internal review Report in Colleges/Academic Programs

**First: Basic data**

The name of the college: ..... Section.....

Program name: .....

The program is taught in: student/student section/ both

Number of students: male..... females..... Total.....

Brief description of the college/program

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## Second: Eligibility Requirements for Program Accreditation

Eligibility Requirements		Required Evidence
1	Program final licensing or establishment decision	<ul style="list-style-type: none"> <li>Decision to establish the program (for public institutions)</li> <li>Final program licensing decision (for private institutions)</li> </ul>
2	Consistency with National qualifications framework (NQF)	<ul style="list-style-type: none"> <li>A report on program consistency with National Qualifications framework (NQF)</li> </ul>
3	Availability of institutional accreditation requirements	<ul style="list-style-type: none"> <li>Accredited institution or the institution has met the eligibility requirements (review visit has been scheduled)</li> </ul>
4	Student and staff manuals	<p>Student and staff manuals including:</p> <ul style="list-style-type: none"> <li>Program Handbook</li> <li>Admission and Registration</li> <li>Study Regulations and Tests</li> <li>Guidance and Counselling Services</li> <li>Rights and Duties</li> <li>Complaints and Grievances</li> </ul>
5	Program's quality assurance system and its performance reports	<ul style="list-style-type: none"> <li>Program's quality system manual</li> <li>A manual of policies and procedures for approving, modifying, and reviewing academic programs and courses</li> <li>Annual program report for the last two years according to ETEC Templates</li> <li>Program's course reports for the last two years (One report for each course per year)</li> <li>A report on the results of stakeholders' surveys (students, alumni, employers, teaching staff, employees) for the last two years</li> </ul>
6	Program and courses specifications	<ul style="list-style-type: none"> <li>Program specifications according to ETEC Templates</li> <li>Course specifications for all courses classified according to levels</li> </ul>
7	Program learning outcomes assessment plan and reports	<ul style="list-style-type: none"> <li>Program learning outcomes assessment Plan</li> <li>Program learning outcomes assessment reports</li> </ul>
8	Students graduated (One cohort at least)	<ul style="list-style-type: none"> <li>A report on the number of graduated cohorts and the number of students in each cohort</li> </ul>
9	Program advisory committee	<ul style="list-style-type: none"> <li>Composition and functions of the Committee</li> <li>Report on the Committee's performance and outcomes</li> </ul>
10	Key performance indicators and benchmarking	<ul style="list-style-type: none"> <li>A report on program's key performance indicators' measurement and benchmarking for the last three years.</li> </ul>
11	Program self-study	<ul style="list-style-type: none"> <li>program self-evaluation scales (taking into consideration that the level of evaluation is not less than three points for each of the main criteria identified by the Center and for each standard)</li> <li>program self-study report</li> <li>Evidence for the self-study report.</li> </ul>

Additional requirements for Postgraduate Programs		
12	Operational plan for scientific research and its follow-up	<ul style="list-style-type: none"> <li>Operational Plan for scientific research in the program (depending on the nature of the program)</li> <li>System for monitoring and documenting the scientific research activities of the program</li> <li>Periodic performance reports of the scientific research plan</li> </ul>
13	Scientific supervision system on theses, projects, or vocational training	<ul style="list-style-type: none"> <li>Guides, regulations, and procedures for scientific supervision of theses, projects or vocational training</li> <li>Follow-up scientific supervision reports in the program</li> </ul>

Deanship of Quality and Academic Accreditation Recommendations (Committee of Evaluators)

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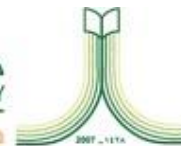
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## Third Self-Evaluation Scales for Program

### 1. MISSION AND GOALS

The program must have a clear and appropriate mission that is consistent with the mission statements of the institution and the college/department, and support its application. The mission must guide program planning and decision-making processes. The program goals and plans must be linked to it, and it must be periodically reviewed.

Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Defective Compliance
			1	2	3	4	5
1-0-1	The program has a clear, appropriate, approved and publicized widely mission that is consistent with the mission of the institution and the college/department; and is consistent with the needs of the society and the national trends.*						
1-0-2	The program goals are linked to its mission, consistent with the goals of the institution/college, and characterized by being clear, realistic and measurable.						
1-0-3	The program mission and goals guide all its operations and activities (e.g., planning, decision-making, resources allocation, curriculum development).						
1-0-4	The program goals and its implementation needs are linked to appropriate operational plans that are consistent with the institution/college plans.						
1-0-5	Program managers monitor the extent to which its goals are achieved, through specific performance indicators, and take the necessary actions for performance improvement.*						
1-0-6	The program mission and goals are reviewed periodically with the participation of relevant stakeholders, and are developed accordingly.						
<b>Overall Evaluation of the Standard</b>							
<b>Total Sum of Evaluation of Criteria</b> (Total Sum of Points)							
<b>Number of Applicable Criteria</b>							
<b>Average Evaluation of the Standard</b>							
<b>Overall Quality Rating of the Standard</b>							

\* Essential Criteria

Strengths:

- 1.
- 2.

Areas for Improvement:

- 1.
- 2.

Priorities for Improvement:

- 1.
- 2.

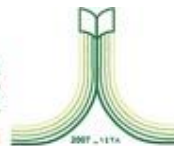
Deanship of Quality and Academic Accreditation Recommendations (Committee of Evaluators)

## 2. PROGRAM MANAGEMENT AND QUALITY ASSURANCE

The program must have effective leadership that implements the institutional systems, policies and regulations. The program leadership must plan, implement, monitor, and activate a quality assurance system that achieve continuous development of program performance in a framework of integrity, transparency, fairness and within a supportive organizational climate.

Levels of Evaluation   	
--	--

Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
2-1-10	There is a sufficient amount of flexibility and authorities that allows program leadership to bring about the necessary development and changes, in response to the recent events and to the results of periodic evaluation of the program and its courses.						
2-1-11	The program management applies mechanisms ensuring integrity, fairness, and equality in all its academic and administrative practices, and between the male and female student sections and branches (if any).						
2-1-12	<b>The program forms an advisory committee, comprised of members of professionals and experts in the program specialization, to contribute to its evaluation, development, and performance improvement. *</b>						
2-1-13	The program management is committed to developing and improving professional skills and capabilities of the supportive technical and administrative staff to keep up with modern developments.						
2-1-14	The program management provides reliable and publicly disclosed information to the community about the program description, performance, and achievements that suits the needs of the stakeholders.						
2-1-15	The program management encourages the developmental initiatives and proposals.						
2-1-16	<b>The program implements an effective system to evaluate the performance of leaders, teaching staff, and employee according to clear, published standards and mechanisms that ensure fairness, transparency, and accountability; and the results of the evaluation are used to provide feedback, improvement, and development. *</b>						
2-1-17	<b>The program management is committed to activating the values of the scientific integrity, intellectual property rights, rules of ethical practices, and proper conduct in all academic, research, administrative, and service fields and activities. *</b>						
2-1-18	The program management applies the systems, regulations, and procedures that are approved by the						



Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
	institution/college, including those related to grievance, complaints, and disciplinary cases.						
2-1-19	The program has adequate financial funding to achieve its mission and goals, along with existence of mechanisms for prioritizing expenditures.						
<b>2-2</b>	<b>Program Quality Assurance</b>						
2-2-1	The program management implements an effective quality assurance and management system that is consistent with the institution quality system.						
2-2-2	The teaching staff, employee, and students participate in planning, quality assurance, and decision-making processes.						
2-2-3	The program management approves key performance indicators that accurately measure the program performance and coordinates to provide regular data on them.						
2-2-4	<b>The program analyzes the evaluation data annually (e.g., performance indicators and benchmarking data, student progress, program completion rates, student evaluations of the program, courses and services, views of graduates and employers); and results are used in planning, development, and decision-making processes. *</b>						
2-2-5	The program conducts a periodic, comprehensive evaluation (every three / five year) and prepares reports about the overall level of quality, with the identification of points of strength and weakness; plans for improvement; and follows up its implementation.						
<b>Overall Evaluation of the Standard</b>							
<b>Total Sum of Evaluation of Criteria</b> (Total Sum of Points)							
<b>Number of Applicable Criteria</b>							
<b>Average Evaluation of the Standard</b>							
<b>Overall Quality Rating of the Standard</b>							

\* Essential Criteria

Strengths:

1.

2.

Areas for Improvement:

1.

2.

Priorities for Improvement:

1.

2.

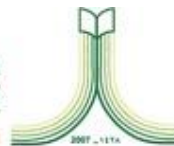
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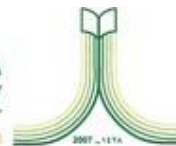
### 3. TEACHING AND LEARNING

Graduate attributes and learning outcomes at the program level must be precisely defined, consistent with the requirements of the National Qualifications Framework (NQF) and with the related academic and professional standards, and the labor market requirements. The curriculum must conform to professional requirements. The teaching staff must implement diverse and effective teaching and learning strategies and assessment methods that are appropriate to the different learning outcomes. The extent of achievement of learning outcomes must be assessed through a variety of means and the results are used for continuous improvement.

Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Complete Compliance
			1	2	3	4	5
3-1	Graduate Attributes and Learning Outcomes						
3-1-1	The program identifies its graduate attributes and intended learning outcomes that are consistent with its mission, and aligned with the graduate attributes at the institutional level; and they are approved, publicly disclosed, and periodically reviewed.						
3-1-2	The graduate attributes and learning outcomes are consistent with the requirements of the National Qualifications Framework (NQF) and with academic, professional, and labor market requirements.						
3-1-3	The program identifies the learning outcomes for the different tracks (if any).						
3-1-4	The program applies appropriate mechanisms and tools for measuring the graduate attributes and learning outcomes, and verifying their achievement according to specific performance levels and assessment plans. *						
3-2	Curriculum						
3-2-1	The program is committed to the institutional policies, standards, and procedures in the design, development and modification of the curriculum.						
3-2-2	The curriculum design considers fulfilling the program goals and learning outcomes, and the educational, scientific, technical and professional developments in the field of specialization; and is periodically reviewed.*						
3-2-3	The study plan ensures the balance between the general and specialty requirements, and between theoretical and applied aspects; and it takes into account the sequencing and integration of the						



Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Excellent Compliance
			1	2	3	4	5
	<b>courses. *</b>						
3-2-4	The construction of the program study plan considers the identification of exit-points requirements (if any).						
3-2-5	The program study plan considers the adequate requirements for the different tracks (if any) in accordance with international practices and similar programs.						
3-2-6	The curriculum includes integrated curricular and extracurricular activities that contribute to the achievement of the program learning outcomes.						
3-2-7	<b>The learning outcomes in the courses are aligned with the program learning outcomes (e.g., Matrix for the alignment of the learning outcomes of the courses with program learning outcomes). *</b>						
3-2-8	Teaching and learning strategies and assessment methods are aligned with the intended learning outcomes at the program and course levels.						
3-2-9	Teaching and learning strategies are student-centered and encourage active learning.						
3-2-10	Teaching and learning strategies and assessment methods in the program vary according to its nature and level, enhance the ability to conduct research, and ensure students' acquisition of higher cognitive thinking and self-learning skills.						
3-2-11	The learning outcomes of the field experience activities are aligned with the learning outcomes of the program; and appropriate strategies for training, assessment, and training venues are identified in order to achieve these outcomes.						
3-2-12	Both the program field-experience supervisor and the field supervisor are informed with the intended learning outcomes and the nature of the tasks entrusted to each of them (supervision, follow-up, student assessment, evaluation and development of field experience); and their commitment is followed up according to specific mechanisms.						
3-2-13	<b>The program ensures a unified application of its study plan as well as the program and the course specifications offered at more than one site (sections of male and female students and</b>						



Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Excellent Compliance
			1	2	3	4	5
	different branches).*						
3-3	<b>Quality of Teaching and Students' Assessment</b>						
3-3-1	The program monitors the commitment of the teaching staff to the learning and teaching strategies and assessment methods included in the program and course specifications through specific mechanisms.*						
3-3-2	The necessary training is provided for the teaching staff on learning and teaching strategies and assessment methods identified in the program and course specifications, along with the effective use of modern and advanced technology; and their use is monitored.						
3-3-3	At the beginning of each course, students are provided with comprehensive information about the course, including learning outcomes, teaching and learning strategies, and assessment methods and dates, as well as what is expected from them during the study of the course.						
3-3-4	The courses are periodically evaluated for ensuring the effectiveness of the teaching and learning strategies and assessment methods, and reports are prepared on them.						
3-3-5	The program applies mechanisms to support and motivate excellence in teaching, and encourages creativity and innovation of the teaching staff.						
3-3-6	The program implements clear and publicized procedures to verify the quality and validity of the assessment methods (e.g., their specifications, diversity, and comprehensiveness to cover the learning outcomes, distribution of grades and accuracy of marking), and to ensure the level of student achievement.						
3-3-7	Effective procedures are used to verify that the work and assignments of students are of their own.						
3-3-8	The feedback is provided to students about their performance and evaluation results at a time that allows them to improve their performance.						
<b>Overall Evaluation of the Standard</b>							

Levels of Evaluation  Elements of Evaluation	NA	Not Satisfactory		Satisfactory		
		Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Exemplary Compliance
		1	2	3	4	5
Total Sum of Evaluation of Criteria (Total Sum of Points)						
Number of Applicable Criteria						
Average Evaluation of the Standard						
Overall Quality Rating of the Standard						

\* Essential Criteria

Strengths:

- 1.
- 2.

Areas for Improvement:

- 1.
- 2.

Priorities for Improvement:

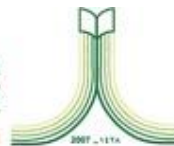
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Deanship of Quality and Academic Accreditation Recommendations (Committee of Evaluators)

#### 4. STUDENTS

The criteria and requirements for student admissions in the program must be clear and publicly disclosed, and must be applied fairly. The information about the program and the requirements for completion of the study must be available, and students must be informed about their rights and duties. The program must provide effective guidance and counseling services, and extracurricular and enriching activities to its students. The program must evaluate the quality of all services and activities offered to its students and improve them. The program must follow its graduates.

Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
4-0-1	The program has approved and publicly disclosed criteria and requirements for the admission and registration of students that are appropriate to the nature of the program, and are applied fairly.						
4-0-2	The number of students admitted to the program is						



Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
	compatible with the available resources for the program (e.g., teaching staff, classrooms, labs, and equipment)						
4-0-3	The program provides basic information to students, such as study requirements, services, and financial fees (if any), through various means.						
4-0-4	The program applies fair and approved policies and procedures for students transferring to the program and the equivalency of what students had previously learned.						
4-0-5	The program provides comprehensive orientation for new students, ensuring their full understanding of the types of services and facilities available to them.						
4-0-6	<b>The program informs students about their rights and duties, the code of conduct, and grievance, complaints, and discipline procedures, using a variety of means; and applies them fairly. *</b>						
4-0-7	<b>Students are provided with effective academic, professional, psychological, and social guidance, and counseling services through qualified and sufficient staff. *</b>						
4-0-8	Mechanisms are applied to identify gifted, creative, talented, and underachieving students in the program, and appropriate programs are available to care for, motivate, and support each group of them.						
4-0-9	Students in the program are offered extracurricular activities in variety of fields to develop their abilities and skills, and the program takes appropriate actions to support and motivate their participation.						
4-0-10	The students and alumni of the program are provided with additional activities for their professional development, consistent with the intended learning outcomes, and labor market developments.						
4-0-11	The program implements effective procedures to monitor students' progress and to verify their fulfilment of graduation requirements.						
4-0-12	The program implements an effective mechanism to communicate with its alumni and involve them in its events and activities, explore their views, and benefit from their expertise and support; and provides updated and comprehensive databases about them.						
4-0-13	<b>Effective mechanisms are applied to evaluate the adequacy and quality of services provided to students and measure their satisfaction with them; and the results are used for improvement. *</b>						
4-0-14	The program takes into consideration the special needs of its students (e.g., students with disabilities						

Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
	and international students).						
4-0-15	The program implements effective mechanisms to ensure the regularity of students' attendance and their active participation in the course and field experience activities.						
4-0-16	There is an appropriate representation for students in relevant councils and committees.						
<b>Overall Evaluation of the Standard</b>							
<b>Total Sum of Evaluation of Criteria</b> (Total Sum of Points)							
<b>Number of Applicable Criteria</b>							
<b>Average Evaluation of the Standard</b>							
<b>Overall Quality Rating of the Standard</b>							

\* Essential Criteria

Strengths:

- 1.
- 2.

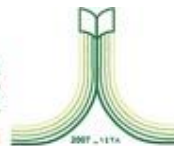
Areas for Improvement:

- 1.
- 2.

Priorities for Improvement:

- 1.
- 2.:

Deanship of Quality and Academic Accreditation Recommendations (Committee of Evaluators):



## 5. TEACHING STAFF

The program must have sufficient numbers of qualified teaching staff with the necessary competence and experience to carry out their responsibilities. The teaching staff must be aware of current academic and professional developments in their fields of specialization, participate in research and community service, and in improving the program and institutional performance. Teaching staff performance must be evaluated according to specific criteria, and the results of these evaluations must be used for development.

Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
5-0-1	The program applies appropriate recruitment policies and procedures to attract faculty members, and retains the distinguished ones.						
5-0-2	<b>The program has an adequate number of faculty members at all sites where it is offered (e.g., male and female student sections, branches). *</b>						
5-0-3	<b>The faculty members have the necessary competency (e.g., qualifications, certificates, professional licenses, experience required), and effective teaching skills; and appropriate mechanisms are applied for verification. *</b>						
5-0-4	The program provides appropriate orientation for new and adjunct teaching staff to ensure their understanding of the nature of the program, their rights, tasks, responsibilities, and workload.						
5-0-5	The teaching and adjunct staff in the professional programs include some experienced and highly skilled professionals in the field of the program.						
5-0-6	The teaching staff regularly participate in academic activities (e.g., participation in conferences and group discussions, research projects, arbitration of theses and research) to ensure their awareness of the latest developments in their fields of specialization; and their participation in these activities and scientific production are considered in their criteria for evaluation and promotion.						
5-0-7	Faculty members effectively participate in research activities and scientific production; and their participation in these activities is considered as one of the criteria for their evaluation and promotion.						
5-0-8	Teaching staff participate in community partnership activities; and their participation in these activities is considered as one of the criteria for their evaluation and promotion.						
5-0-9	Teaching staff participate in professional and academic development programs in accordance with a plan that meets their needs and contributes to the development of their performance.						

Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
5-0-10	Teaching staff participate in assessment and development activities of the program and institution.						
5-0-11	Effective mechanisms are applied to evaluate the adequacy and quality of the services provided to the teaching staff and to measure their satisfaction with them.						
5-0-12	The performance of the teaching staff is regularly assessed according to specific and published criteria; feedback is provided to them; and the results are used in improving the performance.						
<b>Overall Evaluation of the Standard</b>							
<b>Total Sum of Evaluation of Criteria</b> (Total Sum of Points)							
<b>Number of Applicable Criteria</b>							
<b>Average Evaluation of the Standard</b>							
<b>Overall Quality Rating of the Standard</b>							

\* Essential Criteria

Strengths:

- 1.
- 2.

Areas for Improvement:

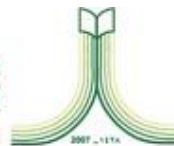
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Priorities for Improvement:

- 1.
- 2.

Deanship of Quality and Academic Accreditation Recommendations (Committee of Evaluators):





## 6. LEARNING RESOURCES, FACILITIES, AND EQUIPMENT

Learning resources, facilities, and equipment must be adequate to meet the needs of the program and its courses; and must be available to all beneficiaries using an appropriate arrangement. Teaching staff and students must participate in identifying such resources based on their needs, and in assessing their effectiveness.

Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
6-0-1	The program implements clear policies and procedures that ensure the adequacy and appropriateness of learning resources and services provided to support student learning.						
6-0-2	The program implements effective procedures for the management of resources and reference materials needed to support teaching and learning processes.						
6-0-3	<b>The library has a sufficient number of various resources that are easily accessible and appropriate to the needs of the program and the number of students; are made available in adequate and appropriate times for male and female student sections; and are updated periodically. *</b>						
6-0-4	The program has specialized electronic resources (e.g., digital references, multimedia, software), and appropriate databases and electronic systems that allow beneficiaries to access the information, research materials, and scientific journals from within or outside the institution.						
6-0-5	<b>The program has laboratories, computer and technology equipment, and materials that are suitable to the specialty and sufficient to conduct research and scientific studies according to the program goals; and applies appropriate mechanisms to maintain and update them. *</b>						
6-0-6	The teaching staff, students, and employee of the program have the appropriate orientation and technical training and support for the effective use of resources and means of learning.						
6-0-7	The program has the suitable classrooms and facilities for its needs.						
6-0-8	<b>All health, and general and professional safety requirements are available in the facilities, equipment, and the educational and research activities. *</b>						
6-0-9	Standards for safety, environmental conservation, and hazardous waste disposal are applied efficiently and effectively.						
6-0-10	The program has the sufficient number of qualified						

Levels of Evaluation  Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
	technicians and specialists for the operation and preparation of laboratories.						
6-0-11	The program has facilities, equipment, and services suitable for those students, teaching staff, and employee with disabilities.						
6-0-12	The program has the appropriate technologies, services, and environment for courses offered through distance or e-learning according to their own specific standards.						
6-0-13	The program evaluates the effectiveness and efficiency of learning resources, facilities, and equipment of all types; and the results are used for improvement.						
Overall Evaluation of the Standard							
Total Sum of Evaluation of Criteria (Total Sum of Points)							
Number of Applicable Criteria							
Average Evaluation of the Standard							
Overall Quality Rating of the Standard							

\* Essential Criteria

Strengths:

- 1.
- 2.

Areas for Improvement:

- 1.
- 2.

Priorities for Improvement:

- 1.
- 2.

Deanship of Quality and Academic Accreditation Recommendations (Committee of Evaluators):

#### Fourth: Key performance indicators for academic programs:

##### Program-level performance indicators

The main performance indicators identified and approved by the National Center for Evaluation and Academic Accreditation (special in the academic program), and the specific and approved key performance indicators are extracted from the Education Calendar Authority at least once each academic year.

##### · Key performance indicators for software accreditation

Indicator formula	Indicator code	Standard
Percentage of achieved indicators of the program operational plan objectives	KPI-P-01	1. Message and objectives
Students' Evaluation of quality of learning experience in the program	KPI-P-02	Teaching and learning
Students' evaluation of the quality of the courses	KPI-P-03	
Completion rate	KPI-P-04	
First-year student's retention rate	KPI-P-05	
Students' performance in the professional and/or national examinations	KPI-P-06	
Graduates' employability and enrolment in postgraduate programs	KPI-P-07	
Average number of students in the class	KPI-P-08	
Employers' evaluation of the program graduate's proficiency	KPI-P-09	
Students' satisfaction with the offered services	KPI-P-10	4- Students
Ratio of students to teaching staff	KPI-P-11	5. Faculty members
Percentage of teaching staff distribution	KPI-P-12	
Proportion of teaching staff leaving the program	KPI-P-13	
Percentage of publications of faculty members	KPI-P-14	
Rate of published research per faculty member	KPI-P-15	
Citations rate in refereed journals per faculty member	KPI-P-16	6- Sources of learning, facilities and equipment
Satisfaction of beneficiaries with the learning resources	KPI-P-17	

The main performance indicators approved by the National Center: characterization and the way they are measured by the following scorecard:

**Standard.....**

**KPI:**

**Key performance indicator number in the center document:**

**The number of the KPI of the educational institution:**

**Data provider or tool used:**

**Measuring method:**

**Entity responsible for implementation:**

Actual performance level	Target performance level	Internal reference performance level (Internal benchmark comparison)	External reference performance level (external benchmark comparison)	New target performance level
Analysis (write strengths and recommendations):				
Explanation: 1- What made you pick this source for internal benchmarking?  2- How was the internal benchmarking level calculated?  3- The name of the internal benchmarking entity:				
Explanation: 1- What made you pick this source for external benchmarking?  2- How was the external benchmarking level calculated?  3- The name of the external benchmarking entity:				

Deanship of Quality and Academic Accreditation Recommendations (Committee of

Evaluation level Criteria	fulfilled	partially completed	Not completed	Committee notes
Eligibility Requirements for Program Accreditation				
Preparing self-evaluation scales and providing evidence and proofs				
Measuring performance indicators and providing internal and external benchmarking				

Evaluators)

### Fifth: Prepare a self-study report (SSR)

Internal review committee recommendations on whether the academic program is ready to begin preparing a self-study report:

Chairman and members of the Committee for the Preparation of the Internal review committee) Committee of Evaluators)

No.	Name	Adjective	Signature
1	Member of the Deanship of Quality and Academic Accreditation	Member	
2	Member of the Deanship of Quality and Academic Accreditation	Member	
3	Member of the Deanship of Quality and Academic Accreditation	Member	
5	Member of the Deanship of Quality and Academic Accreditation		
4	Administrative	secretary	

Chairman of the Committee

Dean of Quality and Academic Accreditation

Dr.

Signature



