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**ECOLE DOCTORALE DE SCIENCES PO**  
**Programme doctoral en sociologie**  
**Centre de sociologie des organisations**  
**Doctorat en sociologie**

# L'enjeu de la qualité dans l'enseignement supérieur saoudien

*L'instrumentation de l'action publique*

Volume 2 - Annexes

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# Annexes

# **Annexe 1**

## **Liste des entretiens**

Numéro	1	2	3	4	5	6	7
<b>Date</b>	11-janv-13	13-janv-13	16-janv-13	16-janv-13	17-janv-13	21-janv-13	23-janv-13
<b>Durée</b>	35 mn	30 mn	60 mn	140 mn	60 mn	60 mn	60 mn
<b>Langue</b>	Arabe	Français	Arabe	Arabe	Arabe	Arabe	Arabe
<b>Lieu</b>	Lobby de mon hôtel	Ministère (salon d'accueil/section masculine)	Lobby d'un hôtel international	Bureau du SG/NCAAA (section masculine)	Restaurant d'hôtel international	Lobby de mon hôtel	Un café-restaurant de la tour al-Mamlaka à l'étage des femmes
<b>Fonction</b>	Conseiller	Cadre	Conseiller	SG et SGA	Conseiller	Vice-doyen développement et qualité d'un collège	Enseignante en histoire ancienne
<b>Institution</b>	NCAAA	Ministère de l'enseignement supérieur Direction de la planification et des statistiques	NCAAA	NCAAA	NCAAA	Alpha Uni	Université publique
<b>Universitaire</b>	Oui	Non	Oui	Oui	Oui	Oui	Oui
<b>Docteur</b>	Oui	Oui	Oui	Oui	Oui	Oui	Oui
<b>Sexe</b>	M	M	M	M	M	M	F
<b>Nationalité</b>	S	S	S	S	S	S	S
<b>Discipline</b>	Odontologie	Linguiste-Français	<i>Odontologie</i>	Ingénierie	<i>Odontologie</i>	Archéologie	Histoire
<b>Autre entretien</b>	3; 5; 36; 49		1; 5; 36; 49	8	1; 3; 36; 49	30	
<b>Pseudo</b>	Abbas	Adnan	Abbas	Dalil et Fady	Abbas	Imad	Dalal

Numéro	8	9	10	11	12	13	14
<b>Date</b>	28-janv-13	28-janv-13	30-janv-13	30-janv-13	31-janv-13	31-janv-13	03-févr-13
<b>Durée</b>	150 mn	90 mns	60 mns	50 mns	20 mns	30 mns	60 mns
<b>Langue</b>	Arabe	Anglais	Arabe	Arabe	Arabe	Arabe	Arabe
<b>Lieu</b>	Salle de réunion de la NCAAA (section masculine)	Salle de réunion de la NCAAA (section masculine)	Salle des enseignantes du département d'histoire	Bureau de l'interviewée (département d'histoire)	Salle de réunion	Salle de réunion (section mascu)	Lobby d'un hôtel international
<b>Fonction</b>	SGA	Coordinatrice de l'accréditation	Professeure associée en histoire moderne	Professeure assistante d'histoire islamique (période andalouse) Coordinatrice de la qualité pour le département d'histoire	Doyenne du collège de littérature	Conseiller	Professeur associé
<b>Institution</b>	NCAAA	NCAAA	Université publique	Université publique	Université publique	KACST	Université publique
<b>Universitaire</b>	Oui	Non	Oui	Oui	Oui	Oui	Oui
<b>Docteur</b>	Oui	Non (Master)	Oui	Oui	Oui	Oui	Oui
<b>Sexe</b>	M	F	F	F	F	M	M
<b>Nationalité</b>	S	Australienne	S	S	S	Syrienne et saoudienne	S
<b>Discipline</b>	<i>Ingénierie</i>	Business management / organization management	Histoire	Histoire		Ingénierie	Sociologie
<b>Autre entretien</b>	4		26				
<b>Pseudo</b>	Fady	Margie	Iqbal	Hayat	Ilhem	Jamil	Karam

Numéro	15	16	17	18	19	20	21
<b>Date</b>	04-févr-13	04-févr-13	04-févr-13	09-févr-13	09-févr-13	09-févr-13	09-févr-13
<b>Durée</b>	60 mns	90 mns	90 mns	60 mns	30 mns	30 mns	30 mns
<b>Langue</b>	Arabe	Arabe	Arabe/Anglais	Arabe	Anglais	Arabe	Arabe
<b>Lieu</b>	Bureau de l'interviewée (section féminine)	Bureau de l'interviewée (section féminine)	Salle de réunion de la NCAAA (section masculine)	Bureau de l'interviewée	Bureau de l'interviewée	Bureau de l'interviewée	Bureau de l'interviewée
<b>Fonction</b>	Conseillère	Conseillère	2ème SGA	Vice-doyenne de la qualité d'un campus féminin	Chef de l'unité de la qualité d'un collège (section féminine)	Chef de l'unité de la qualité d'un collège (section féminine)	Ancien chef de l'unité de la qualité d'un collège (section féminine)
<b>Institution</b>	NCAAA	NCAAA	NCAAA	Alpha Uni	Alpha Uni	Alpha Uni	Alpha Uni
<b>Universitaire</b>	Oui	Oui	Oui	Oui	Oui	Oui	Oui
<b>Docteur</b>	Oui	Oui	Oui	Oui	Non (Master)	Oui	Oui
<b>Sexe</b>	F	F	M	F	F	F	F
<b>Nationalité</b>	S	S	S	S	S	S	S
<b>Discipline</b>	Environnement/ Ecologie	Administration de services de santé/ Recherche clinique	Psychologie		Management		Education
<b>Autre entretien</b>							
<b>Pseudo</b>	May	Loubna	Nassim	Asma	Chemsa	Dounia	Fawziya

Numéro	22	23	24	25	26	27	28
<b>Date</b>	09-févr-13	09-févr-13	10-févr-13	10-févr-13	11-févr-13	11-févr-13	14-févr-13
<b>Durée</b>	20 mns	30 mns	60 mns	60 mns	180 mns	60 mns	60 mns
<b>Langue</b>	Arabe	Arabe	Arabe	Arabe	Arabe	Arabe	Arabe
<b>Lieu</b>	Bureau de l'interviewée	Bureau de l'interviewée	Bureau de l'interviewée	Bureau de l'interviewée	Bureau de l'interviewée	Bureau de l'interviewée	Lobby d'un hôtel international
<b>Fonction</b>	Vice-doyenne d'un collège (section féminine)	Chef de l'unité de la qualité d'un collège (section féminine) et son adjointe	Vice-doyenne du développement des campus féminins Ancienne conseillère NCAAA	Vice-doyente de la qualité de campus féminins	Professeure associée en histoire moderne	Directrice de la mesure et de l'évaluation	Professeur assistant
<b>Institution</b>	Alpha Uni	Alpha Uni	Alpha Uni	Alpha Uni	Université publique	Université publique	Université privée
<b>Universitaire</b>	Oui	Oui Non	Oui	Oui	Oui	Oui	Oui
<b>Docteur</b>	Oui	Non (Master) Non (Diploma)	Oui	Oui	Oui	Oui	Oui
<b>Sexe</b>	F	F F	F	F	F	F	M
<b>Nationalité</b>	S	S S	S	S	S	S	S
<b>Discipline</b>	Economie		Education	Agriculture	<i>Histoire</i>	Education	Droit
<b>Autre entretien</b>					10		
<b>Pseudo</b>	Awatif	Ghalia Ghizlan	Ibtissam	Ilham	Iqbal	Kenza	Kheyreddine

Numéro	29	30	31	32	33	34	35
Date	17-févr-13	22-févr-13	23-févr-13	24-févr-13	25-févr-13	26-févr-13	02-mars-13
Durée	60 mns	60 mns	60 mns	120 mns	60 mns	90 mns	60 mns
Langue	Arabe	Arabe	Arabe	Arabe	Arabe	Arabe/Anglais	Arabe
Lieu	Bureau de l'interviewée	Lobby de mon hôtel résidence	Salle de réunion NCAAA (section féminine)	Salle de réunion NCAAA (section masculine)	Salle de réunion (section masculine)	Bureau de l'interviewée	Bureau de l'interviewé
Fonction	Vice-doyenne de collège Ancienne conseillère NCAAA	Vice-doyen développement et qualité d'un collège	Conseillère	Conseiller et chef de l'unité des formations	Vice-ministre	Consultante auprès de la directrice de la qualité du collège de médecine	Président
Institution	Alpha Uni	Alpha Uni	NCAAA	NCAAA	MoHE	Alpha Uni	National Center for Assessment of Higher Education
Universitaire	Oui	Oui	Oui	Oui	Non	Non	Oui
Docteur	Oui	Oui	Oui	Oui	Oui	Oui	Oui
Sexe	F	M	F	M	M	F	M
Nationalité	S	S	S	S	S	Egyptienne	S
Discipline	Sciences sociales	Archéologie	Mathématiques	Psychologie			Ingénierie
Autre entretien		6					
Pseudo	Marwa	Imad	Lina	Marwan	Hicham	Nawal	Ziyad

Numéro	36	37	38	39	40	41	42
Date	04-mars-13	06-mars-13	12-mars-13	13-mars-13	17-mars-13	18-mars-13	18-mars-13
Durée	120	60 mns	45 mns	60 mns (à 3) 120 mns (à 2 avec le chef du centre d'évaluation)	105 mns	20 mns	60 mns
Langue	Arabe	Arabe	Arabe/Anglais	Arabe	Anglais	Arabe	Arabe
Lieu	Lobby d'un hôtel international	Salle de réunion du département	Salle de classe du département	Bureau du vice-président	Salle de réunion du collège de médecine	Salon d'apparat et de réception	Bureau de l'interviewé
Fonction	Conseiller	Adjointe au chef d'un département de langue	Etudiante en langue	Vice-président de la planification Chef du centre d'évaluation et d'accréditation professionnelle	Consultant auprès du décanat de la qualité	Vice-recteur des échanges internationaux	Doyen du décanat de la qualité et de l'évaluation
Institution	MoHE/Secrétaire général des chaires de recherche d'excellence Enseignant à Alpha Uni	Alpha Uni	Alpha Uni	TVTC	Alpha Uni	Université publique	Université publique
Universitaire	Oui	Oui	Non	Non	Oui (mais pas Alpha Uni)	Oui	Oui
Docteur	Oui	Oui	Non	Oui	Oui	Oui	Oui
Sexe	M	F	F	M M	M	M	M
Nationalité	S	S	S	S S	Thaïlandaise	S	S
Discipline	Odontologie	Linguistique	Linguistique		Management	Linguistique	Psychologie
Autre entretien	1; 3 ;5; 49				57		
Pseudo	Abbas	Wassila	Yasmina	Wahib Talal	Anongwan	Souhayr	Samih

Numéro	43	44	45	46	47	48	49
Date	26-mars-13	31-mars-13	31-mars-13	01-avr-13	01-avr-13	05-avr-13	09-nov-13
Durée	45 mns	20 mns	30 mns	90 mns	60 mns	60 mns	90 mns
Langue	Arabe	Arabe	Arabe	Anglais	Arabe	Arabe	Arabe
Lieu	Domicile de l'interviewée	Bar d'un hôtel	Lobby de mon hôtel	Salle de réunion	Lobby de mon hôtel	Café d'un hôtel international	Lobby d'un hôtel international
Fonction	Conseillère d'éducation	Manager	Journaliste	Conseiller pour l'évaluation et l'accréditation	Professeur	Membre nommé	Conseiller
Institution	Ministère de l'Education	Saudi Telecom Company	Al-Hayat	Université privée	Alpha Uni	Majlis al-shura	MoHE/Secrétaire général des chaires de recherche d'excellence
Universitaire	Non	Non	Non	Oui	Oui	Non	Oui
Docteur	Non	Non	Non	Oui	Oui	Non	Oui
Sexe	F	M	M	M	M	M	M
Nationalité	S	S	S	Etats-unienne	S	S	S
Discipline		Science politique		Management	Médecine		Odontologie
Autre entretien							1; 3 ;5; 36
Pseudo	Warda	Shadi	Saad	Michael	Nadim	Ilyes	Abbas

Numéro	50	51	52	53	54	55	56
Date	11-nov-13	12-nov-13	16-nov-13	17-nov-13	18-nov-13	21-nov-13	23-nov-13
Durée	120 mns	30 mns	50 mns	60 mns	120 mns	120 mns	120 mns
Langue	Français	Arabe	Arabe	Arabe	Arabe	Anglais	Anglais
Lieu	Lobby d'un hôtel international	Bureau de l'interviewé	Lobby d'un hôtel international	Bureau de l'interviewée	En terrasse de café près de mon domicile	Bureau de l'interviewée	Lobby d'un hôtel international
Fonction	Enseignant Coordinateur du comité d'accréditation de son département	Vice-doyen des <i>graduate studies</i> du collège de médecine Ancien vice-doyen de la qualité de ce collège	Doyen du collège d'ingénierie	Directrice de l'unité de l'accréditation et de la qualité de son collège	Conseiller	Coordinatrice en assurance qualité pour l'établissement	Directeur du centre de planification et de l'évaluation académique
Institution	Alpha Uni	Alpha Uni	Alpha Uni	Alpha Uni	MoHE	Collège privé	Université privée
Universitaire	Oui	Oui	Oui	Oui	Non (au moment de l'enquête)	Non	Non
Docteur	Oui	Oui	Oui	Oui	Non (au moment de l'enquête)	Non	Oui
Sexe	M	M	M	F	M	F	M
Nationalité	Marocaine	S	S	Egyptienne et saoudienne	S	Philippine	Philippine
Discipline	Chimie	Médecine	Ingénierie	Médecine	Sociologie		Education physique
Autre entretien							
Pseudo	Jawad	Iman	Latif	Nouha	Hamid	Jelena	Honesto

<b>Numéro</b>	<b>57</b>	<b>58</b>	<b>59</b>	<b>60</b>	<b>61</b>	<b>62</b>	<b>63</b>
<b>Date</b>	24-nov-13	02-déc-13	04-déc-13	05-déc-13	07-déc-13	09-déc-13	11-déc-13
<b>Durée</b>	60 mns	60 mns	30 mns	60 mns	240 mns	60 mns	90 mns
<b>Langue</b>	Anglais	Arabe	Arabe	Arabe	Arabe	Arabe	Français
<b>Lieu</b>	Salle de réunion du collège de médecine	Mon bureau au KFCRIS	Bureau de l'interviewé au KFCRIS	Salle de réunion du campus féminin	Chez l'interviewé	Lobby d'un hôtel international	Lobby d'un hôtel international
<b>Fonction</b>	Consultant auprès du décanat de la qualité	Enseignant de langue russe (mais pas au moment de l'enquête) Responsable des relations partenariales avec les "anciennes républiques soviétiques"	Enseignant de langue arabe	Deux enseignantes, responsables administratives sur le campus féminin (vice-doyenne de la qualité et vice-doyenne du développement)	Conseiller	Membre du <i>Majlis al-Shura</i>	Enseignant en droit
<b>Institution</b>	Alpha Uni	Alpha Uni Université publique	Université publique	Alpha Uni	MoHE (anciennement enseignant dans une université publique)		Alpha Uni
<b>Universitaire</b>	Oui (mais pas Alpha Uni)	Oui (mais pas au moment de l'enquête)	Oui	Oui	Oui	Non	Oui
<b>Docteur</b>	Oui	Oui	Oui	Oui	Oui	Non	Oui
<b>Sexe</b>	M	M	M	F	M	F	M
<b>Nationalité</b>	Thaïlandaise	Ouzbègue	S	S	S	S	Franco-algérienne
<b>Discipline</b>	<i>Management</i>	Linguistique	Linguistique	Education	Histoire		<i>Droit</i>
<b>Autre entretien</b>	40						69
<b>Pseudo</b>	Anongwan	Aziz	Sinan	Asma et Ibissam	Abd Al-Halim	Alya	Farid

<b>Numéro</b>	<b>64</b>	<b>65</b>	<b>66</b>	<b>67</b>	<b>68</b>	<b>69</b>	<b>70</b>
<b>Date</b>	12-déc-13	14 dec 2013	15-déc-13	15-déc-13	21-janv-14	26-mai-15	27-mai-15
<b>Durée</b>	180 mns	120 mns	90 mns	60 mns	60 mns	60 mns	60 mns
<b>Langue</b>	Arabe et anglais	Arabe	Arabe	Arabe	Français	Anglais	Français
<b>Lieu</b>	Salle de réunion collège de médecine	Salle de réunion collège de médecine	Salle de cours	Café dans le quartier diplomatique	Bistro	Cafétéria du collège de médecine	Lobby d'un hôtel international
<b>Fonction</b>	Vice-doyen pour l'assurance qualité du doyen de la qualité Conseiller au sein du décanat de la qualité	Vice-doyen pour l'assurance qualité du doyen de la qualité Ancien vice-doyen de la qualité de son collège disciplinaire	Enseignante	Enseignant	Enseignant Expert pour des évaluations dans des pays du Golfe	Directeur des coopérations internationales	Enseignant en droit
<b>Institution</b>	Alpha Uni	Alpha Uni	Alpha Uni	Alpha Uni	Université publique au Royaume-Uni	Alpha Uni	Alpha Uni
<b>Universitaire</b>	Oui	Oui	Oui	Oui	Oui	Oui	Oui
<b>Docteur</b>	Oui	Oui	Oui	Oui	Oui	Oui	Oui
<b>Sexe</b>	M	M	F	M	M	M	M
<b>Nationalité</b>	S Pakistanaise	S	S	S	Britannique	S	Franco-algérienne
<b>Discipline</b>	<i>Pharmacologie</i>	<i>Pharmacologie</i>	Sociologie	Histoire	Littérature		<i>Droit</i>
<b>Autre entretien</b>	65	64					63
<b>Pseudo</b>	Ghazi Shadan	Ghazi	Hafsa	Ahmed	Peter	Qadir	Farid



## **Annexe 2**

# **NCAAA - Handbook for Quality Assurance and Accreditation in Saudi Arabia - Part 1**



**National Commission for Academic Accreditation  
&  
Assessment**

**Handbook for Quality Assurance  
and  
Accreditation in Saudi Arabia**

**PART 1**

**THE SYSTEM FOR QUALITY ASSURANCE  
AND  
ACCREDITATION**

Ver. 2.0  
July 2011

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## INTRODUCTION

The National Commission for Academic Accreditation & Assessment has been established in the Kingdom of Saudi Arabia with responsibility for determining standards and criteria for academic accreditation and assessment and for accrediting postsecondary institutions and the programs they offer. The Commission is committed to a strategy of encouraging, supporting, and evaluating the quality assurance processes of postsecondary institutions to ensure that quality of learning and management of institutions are equivalent to the highest international standards. These high standards and levels of achievement must be widely recognized both within the Kingdom and elsewhere in the world.

This Handbook has been prepared to assist institutions in introducing and developing internal quality assurance processes and in preparing for the external peer reviews that the Commission will conduct to verify the achievement of high standards of performance.

Part 1 of the Handbook is intended to give a general overview of the system for quality assurance and accreditation. It describes the principles that underlie the approach taken by the Commission, summarizes standards that will be applied in quality assurance and accreditation judgments, and briefly outlines the stages involved in the approval of institutions and accreditation of programs. This part of the Handbook also includes an explanation of a number of terms used for the quality assurance and accreditation system in Saudi Arabia.

Part 2 of the handbook focuses on internal quality assurance processes. It provides advice on establishing an institution's quality center, processes of planning, evaluation and internal reporting on educational programs, and self study and improvement of institutional activities. Templates for use in preparing reports are included in appendices.

Part 3 of the Handbook provides details of what is required in preparation for and the conduct of external reviews. These processes relate to applications for approval and accreditation of a new institution, the accreditation and re-accreditation of programs, and institutions on a five year cycle.

Parts 1, 2 and 3 of the Handbook should be read in conjunction with two other key documents, a *National Qualifications Framework* setting out the learning expectations and credit requirements for levels of academic awards and two documents setting out standards for accreditation. The standards deal with eleven areas of activity in higher education institutions. The primary standards documents are *Standards for Quality Assurance and Accreditation of Higher Education Institutions* and *Standards for Quality Assurance and Accreditation of Higher Education Programs*. Both of these are accompanied by companion documents providing self-evaluation scales for assessment of performance in relation to the standards. Statements of standards for special situations are being progressively developed. These include programs offered by distance education, and standards for technical training for use with technical training programs in community colleges established by universities. Supplementary documents dealing with other special issues relevant to distance education and to programs in different special fields are in preparation. Separate statements of standards for technical training will also be provided. These documents explain the standards expected by the Commission and are intended to serve as important guides for continuing improvements in quality.

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## CHAPTER 1

### PRINCIPLES AND PROCESSES

#### Summary of Arrangements

The National Commission for Academic Accreditation & Assessment has responsibility under its By-law for establishing standards and for accreditation of all postsecondary institutions and all postsecondary programs other than military education. Its responsibility relates to both institutions as a whole and to the individual programs they offer. Details of how these responsibilities will be carried out are provided in this Handbook.

The Commission is an independent authority reporting directly to the Higher Council of Education. Its role is separate from that of the Ministries and other government agencies to which institutions are administratively accountable and which may establish regulations and reporting requirements for the institutions for which they are responsible.

The Commission's responsibilities relate to quality issues, which include the resources available, processes followed, the quality of services provided and the quality of students' learning. The Commission has established required standards in eleven broad areas of activity, and has developed a national qualifications framework that specifies generic standards of learning outcomes for each level of qualifications. It expects institutions to establish internal quality assurance systems that ensure high levels of quality in all of these eleven areas.

These internal systems must include processes of strategic planning in relation to appropriately defined institutional mission statements, and short term and long term planning and reporting procedures based on evidence of quality of performance. Periodic comprehensive self-studies must be undertaken to assess performance and plan for improvement. These self-studies are followed by independent external peer reviews that verify the conclusions of the self-studies and consider performance in relation to international standards. The Commission considers the reports from these independent external reviews in making its decisions on accreditation.

Existing institutions are expected to introduce quality assurance systems as soon as possible during a transition period lasting several years and will be assessed for accreditation progressively during that period. New institutions are expected to develop plans for their quality assurance systems before they receive their license to operate.

For new institutions, plans for establishing the institution and planning and delivering its programs should be reviewed to check that if properly implemented they will meet the Commission's quality requirements and any additional requirements established by the Ministry to which the proposed institution will be responsible.

If the Commission believes the plans are satisfactory it will give provisional accreditation for the institution to offer programs in certain fields up to specified levels, and will give provisional accreditation for programs for which details have been provided. At a later stage the Commission will conduct a further review to determine whether the plans have been properly implemented. If accreditation requirements are met at that later stage, the "provisional" designation will be removed and the institution, or the programs concerned, will be fully accredited.

Existing institutions and new institutions after they have achieved full approval and accreditation will be reviewed once every five years. Programs will also be re-accredited on a five yearly basis.

## **1.1 Principles Underlying the System for Accreditation and Quality Assurance**

### **1.1.1 Responsibility for quality rests with institutions delivering programs.**

The institutions delivering programs in Saudi Arabia are responsible for the quality of those programs and for the quality of all of their facilities and activities. An "institution" is the legal entity established in Saudi Arabia with authority to grant academic awards.

The principle of institutional responsibility has a number of important implications.

First, while an external organization such as the Commission can have an important role in assisting institutions in planning and introducing strategies for improvement and in evaluating and publicly reporting on what is achieved, this does not remove responsibility from the institution. An external authority can help, but it cannot deliver quality.

Second, although an institution may decentralize some of its responsibilities or delegate authority to an internal unit such as a college or department, this does not remove responsibility from the institution as a whole. Reviews of quality by the Commission for institutional accreditation will address the total institution and reviews of programs for program accreditation will address everything that affects the quality of the program.

Third, if an institution in Saudi Arabia delivers a program that has been developed elsewhere, it is still the institution in Saudi Arabia that must accept responsibility and will be accountable for the quality of the programs it offers. This is the case even where an academic or technical qualification may be issued by a partner institution in another country. An international institution wishing to operate in Saudi Arabia must establish a legal entity within the country, must meet the quality requirements for an institution of its type in Saudi Arabia regardless of any accreditation or quality requirements in its own country, and must provide sufficient resources and facilities within Saudi Arabia to satisfy quality standards.

### **1.1.2 Quality relates to all of an institution's functions and activities.**

Quality assurance processes in institutions should involve not only the educational programs, but also other matters such as the facilities and equipment, staffing, relationships with the communities served by the institution and the administrative processes that link all these together. This means that a quality assurance system should involve individuals and academic and organizational units throughout an institution, not only those directly involved in the delivery of educational programs.

Within each of these internal units consideration should be given to their inputs, processes, and outcomes, with an emphasis on the quality of the outcomes of the services they provide. In the past considerations of quality were largely based on inputs such as the qualifications of faculty, provision of equipment and facilities and adequacy of resources. However, while these are still important the emphasis has shifted. The most important consideration is the quality of outcomes, although inputs and the processes used are still significant and standards relating to them must be maintained.

### **1.1.3 Emphasis should be on support for continuing quality improvement rather than on satisfying required standards.**

The primary objective of the system for accreditation and quality assurance is continuing improvement and this orientation will permeate all of the Commission's activities. The system is based on a fundamental assumption that institutions wish to operate with high and increasing levels of quality, comparable to, and wherever possible exceeding international standards. The most important function of the Commission is to assist institutions in achieving those improvements.

An important consideration in accreditation judgments will be the existence and effective use of quality improvement mechanisms. Institutions will be encouraged to work towards continuing improvement beyond minimum requirements in all of their activities.

However the Commission does have a statutory obligation to ensure that necessary standards are achieved. Provided this is done, accreditation will be granted, but if inadequate standards are found this must be recognized and the need for improvement made known. Accreditation can only be granted when required standards are met.

#### **1.1.4 Supportive relationships are essential.**

Relationships of trust and support are essential within institutions and between institutions and the Commission and the reviewers with whom it works. No institution or program is perfect, and there is always scope for improvement. Willingness to acknowledge weaknesses and mistakes and work to deal with them is considered strength, not a weakness. It must be possible for individuals, for groups within institutions, and for institutions as a whole, to frankly acknowledge difficulties and discuss plans for overcoming them without fear of damage to reputation. On the other hand attempting to conceal problems is a serious weakness that will be open to criticism.

This means that the style of interaction within an institution that is effectively working for quality improvement, and between the Commission and the institution during external reviews should be characterized by cooperation, openness and transparency, sensitivity to mission and objectives and constructive support in identifying and resolving difficulties.

#### **1.1.5 Assessments of quality must be evidence based and independently verified.**

Conclusions about quality should be based as near as possible on directly observable evidence rather than subjective judgements. Indicators of achievement should be identified in advance, related to valid benchmarks to establish appropriate standards of performance, and systematically reviewed. Where interpretations are required, for example where indicators provide indirect evidence of achievement of objectives, interpretations should be independently verified.

#### **1.1.6 Diversity should be encouraged.**

Flexibility in organizational arrangements is necessary to meet the needs of different communities, to respond to differing missions and to reflect the differing circumstances and resources of different institutions. Allowing diversity is also essential if creativity and innovation are to be encouraged and improvements are to develop over time. Specific requirements for meeting quality standards may vary for different types of institution. For example, research may be an important element in the work of some institutions and not for others, and the way an institution interacts with its community should differ for a large public university and a small college in a remote community.

However, while there are important differences in expectations for some standards, the quality of learning expected for academic awards does not vary. If community confidence in the system of postsecondary education is to be maintained it must be possible to rely on consistent standards of student achievement no matter what kind of institution students attend or how their programs are organized.

#### **1.1.7 Stakeholders should have substantial involvement in planning and review processes with feedback regularly obtained, analyzed, and responded to.**

Stakeholders include students and graduates, staff, employers, providers of funds, members of the communities served by the institution and any other groups with which the institution is involved. The stakeholders have a right to be involved, but even more importantly, have perspectives that need to be considered if a system for quality assurance is to be effective.

#### **1.1.8 Total institutional commitment to quality improvement should be achieved through effective leadership and widespread involvement.**

A good educational institution should be a learning organization, in which all faculty and staff are involved in evaluating their performance and that of the units within which they work, and offer ideas and plan for improvement following that evaluation. There must be effective leadership and coordination at the level of the institution as a whole, but this leadership and coordination must be combined with wide participation in evaluation, planning, and reporting. While effective leadership is essential at the most senior levels of the institution, it is equally important in internal academic and administrative units.

## 1.2 Internal Quality Assurance Processes

All postsecondary institutions are expected to have comprehensive and effective quality assurance systems.

For a new institution a quality assurance system should be an integral part of the plans for its development. Plans for the quality system should deal with monitoring and improving the quality and effectiveness of all programs to be offered and also of the academic and administrative units and functions within it. The role and processes to be followed by a quality unit or center should be described.

For an existing institution processes of quality assurance should be fully integrated in all parts of the organization. More detailed descriptions of these expectations are set out in the Part 2 of this Handbook, which deals with internal quality assurance processes and in the *Standards for Quality Assurance and Accreditation of Higher Education Institutions*. In summary, the expectations include leadership and coordination of quality assessment and improvement processes based on the mission and goals of the institution; preparation of detailed planning and reporting procedures; and implementation of those procedures in a continuing cycle of annual planning, monitoring and review. More comprehensive self-studies should be conducted periodically. These serve as a vital review and planning mechanism for the institution itself and also as the basis for independent external reviews by the Commission.

For an existing institution that does not yet have such a system, arrangements for internal quality assurance would normally start with the establishment of a quality center, appointment of key staff to that center and appointment of a quality committee drawn from all sections of the institution. This center would involve people across the institution in an initial self evaluation, which would provide a starting point for plans for improvement where necessary and the introduction of required quality assurance processes.

Part of the institution's responsibility for its own quality assurance involves assessing itself against appropriate standards using external benchmarks or reference points. These may be descriptions of standards provided by the Commission, benchmarks relating to the performance of other comparable institutions within Saudi Arabia or elsewhere, or the opinions of independent evaluators with relevant experience in postsecondary education. In some cases institutions may use the judgments made by international accrediting bodies for this purpose. Although these evaluations may be made by people external to the institution, from the Commission's point of view, they are part of the institution's own arrangements for quality assurance, and for the purposes of the system of accreditation and quality assurance in Saudi Arabia, are regarded as internal mechanisms.

## 1.3 External Quality Assurance Processes

The Commission has established a system for external quality assurance involving accreditation of institutions and programs if they meet required quality standards. To carry out these evaluations the Commission will use trained and experienced reviewers. They will study documentary information, visit institutions, and provide recommendations to the Commission. A summary of the processes followed is given below, and the stages are described in greater detail in Chapter 3 of this Handbook. Part 3 of the Handbook deals specifically with external review processes and the preparations that are needed for those reviews.

For new institutions, assessments by the Commission will occur at two stages. First, when a proposal to establish a new institution is being considered or when it has just started, the Commission will consider its current activities and review the plans for further development. This review is designed to ensure that if the plans are properly implemented the institution and its quality assurance systems will likely **satisfy** the required standards and that programs will meet accreditation requirements. At that stage the institution and its programs will receive



provisional accreditation. If the plans also meet the standards established by the relevant Ministry a license will be given to allow it to begin operating. The second stage occurs after the institution is established and the first group of students have completed their programs. The Commission will carry out a further assessment to ensure that plans were properly and fully implemented and that standards are being met. Full institutional and program accreditation may then be given.

After full accreditation, programs will need to be re-accredited every five years. External reviews of the institution will also be conducted on a five-yearly basis. (While a five year cycle will be the norm, the Commission may at its discretion require an external review at an earlier time).

The reviews of institutions and of programs are closely related. Institutional reviews will deal with all of an institution's activities, including an overview of the quality of its programs and the facilities and services to support them. Reviews of programs will deal in greater detail with individual programs and the standards of teaching and learning achieved.

To ensure that these different types of reviews are effectively coordinated and do not result in unnecessary additional work for institutions, several steps will be taken. First, while the focus of program reviews will be on individual programs, arrangements may be made for considering groups of closely related programs at the same time. Second, wherever possible the timing of external program and institutional reviews will be coordinated. In small institutions with only a small number of programs, the reviews may be combined so that work on preparation of material need be done only once rather than duplicated. Alternatively, for a large institution with many different programs, the reviews may be spaced apart to minimize the amount of work required at any particular time. These arrangements will be discussed with institutions at the time when reviews are scheduled. The reports on reviews that have been undertaken will be made available to the members of later review panels so that they are aware of comments and recommendations that have been made.

#### **1.4 Stages in Accreditation for New Institutions**

These notes apply to an institution responsible to the Ministry of Higher Education. For any institution that must be approved by, or is responsible to a different government agency, details of requirements must be obtained from the ministry or agency concerned. The following notes are a summary of the stages involved. Further details are provided in Chapter 1 of Part 3 of this Handbook.

##### **1.4.1 Stages in Accreditation for New Private Higher Education Institutions (See Special Note Below)**

- The proposers of the institution apply to the Ministry of Higher Education for an Initial Licence.
- The proposers of the institution provide details of their proposal to the Ministry of Higher Education which assesses the plans in relation to the Ministry's regulations, and to the NCAAA which assesses the plans in relation to its quality assurance requirements. The plans include a Stage 1 plan showing what will be done in preparations before the first students are admitted, and the proposal to the NCAAA should include details of programs to be offered within the first three years. If the plans are acceptable the Ministry will indicate its approval and the NCAAA will give provisional accreditation. The proposers can then proceed with the Stage 1 preparations.
- When the stage 1 preparations have been completed, this will be checked and a final licence will be issued by the Minister enabling the institution to admit students and commence operations.
- Annual reports will be required to the Ministry and the NCAAA indicating progress in implementing the plans, and in the second year the NCAAA will conduct a site inspection before confirming the provisional accreditation.
- When the first group of students have completed their programs (normally in the fifth year) the institution will be required to complete a self study and will be reviewed by the NCAAA for full accreditation of the institution and of the initial programs.
- When full accreditation has been granted, there will be further reviews for reaccreditation of the institution and its programs every five years.

A proposal to establish a new private university must include plans to meet the special requirements of a university. The institution should start as a college, and if plans are approved, given the opportunity to move to university status as the requirements for a university are met.

**Special Note:**

During the transition stage in the implementation of the system for quality assurance and accreditation special arrangements have been made between the Ministry of Higher Education and the National Commission for Academic Accreditation & Assessment for initial licensing and assessments for scholarship eligibility for students in private universities and colleges.

Under these transitional arrangements the MHE will evaluate proposals to establish private institutions considering both MHE requirements and NCAAA standards for accreditation. If approval is given the NCAAA will evaluate the institution and its programs in relation to quality requirements during its first and later years and recommend eligibility if its standards are met. The institution and its programs must be assessed for accreditation after the first group of students has graduated. Further details of these arrangements are described in Chapter 1 of Part 3 of this Handbook.

**1.4.2 Approval and Accreditation of Higher Education Institutions Based in Other Countries Wishing to Operate in Saudi Arabia.**

An international higher education institution wishing to operate in Saudi Arabia should follow the same steps as a private college described above. The institution would have to be established as a legal entity (e.g. a company) in Saudi Arabia (which should be done as part of the Stage 1 preparations noted above). Services and support systems provided by the "home" institution would be taken into account in judgments made by the Ministry and the NCAAA, but all requirements for a private institution in Saudi Arabia must be met.

If an international institution wishes to offer a program through a franchising agreement (or comparable process) with a Saudi Arabian institution, the Saudi Arabian institution must have a final licence whose scope of activities includes that program. The program must meet Saudi Arabian requirements for accreditation, and it must have been given provisional accreditation before it can be offered.

**1.4.3 Accreditation of New Public Universities**

(a) New universities established from the beginning

An initial license is not applicable because the Government has made a decision to establish the university. However planning and establishment of the new university should follow a parallel process to that for a new private college.

- Plans should be prepared for the institution that meet the requirements of the Ministry of Higher Education and the Higher Council of Education and these plans should be checked by the Ministry. The plans for the quality assurance arrangements in the institution and the programs to be offered within the first three years should be submitted to the NCAAA. If the plans meet the NCAAA requirements and the initial activities are considered satisfactory they will be approved by the Ministry and the NCAAA will give provisional accreditation for the institution and the programs to be offered in the first three years.
- When the Stage 1 preparations have been completed the institution will be authorized by the Minister to admit students and start operating.
- If plans are being implemented as proposed, the NCAAA will conduct a site visit in the second year and confirm the provisional accreditation.
- When the first group of students have graduated, the institution will conduct self studies and the NCAAA will carry out an assessment for full accreditation of the institution and the initial programs.
- When full accreditation has been granted, there will be further reviews for re-accreditation of the institution and its programs every five years.

(b) New university formed from existing public colleges or campuses

- The Committee responsible for planning for the establishment of the new university should prepare plans that meet the requirements of the Ministry of Higher Education and the Higher Council of Education and these plans should be checked by the Ministry. The Committee should conduct an initial self evaluation of programs and activities on the existing campus (es) and prepare plans for quality assurance for the new institution. These plans should meet the requirements of the NCAAA for a quality assurance system, and should also deal with any deficiencies found in the initial self evaluation. The NCAAA will assess those plans and if judged to be satisfactory will grant provisional accreditation. This should be done before the new institution begins to operate as a university under its own name.
- The NCAAA will conduct a site visit in the second year and if the plans are being implemented as proposed confirm the provisional accreditation.
- When the first group of students have graduated, the institution will conduct self studies and the NCAAA will carry out an assessment for full accreditation of the institution and the initial programs.
- When full accreditation has been granted, there will be further reviews for re-accreditation of the institution and its programs every five years.

**1.4.4 Accreditation of Existing Public Universities and Private Universities and Colleges**

The NCAAA will consult with institutions and prepare a schedule for reviews for full accreditation. Reviews will normally be carried out for institutional accreditation as a first step, and followed with reviews for accreditation of programs at a later time, however in a small institution the two forms of accreditation may be carried out concurrently.

Reviews for accreditation will not be carried out before the first group of students have graduated from the institution or the program concerned.

When full accreditation has been granted, there will be further reviews for re-accreditation of the institution and its programs every five years.

**1.5 Consistent Use of Titles for Awards and Types of Institutions**

Postsecondary education programs are provided by many different types of institutions, some designed for different types of programs such as technical training or higher education, some involved in research and the delivery of postgraduate professional and research programs and some concentrating on excellence in teaching and support for students at the undergraduate level. In many countries there are also some specialized professional institutes offering high quality postgraduate professional education in specific fields for experienced practitioners in those professions, or in general areas of required expertise such as business administration.

There is potential for confusion and undermining of public confidence if titles of programs or names for categories of institutions are ambiguous or are used inconsistently. Consequently, the Commission will require conformity with standard terminology in accrediting programs and institutions.

The titles and expectations for learning outcomes for programs are specified in the *National Qualifications Framework*. Where the same or similar titles are used for programs in technical training and higher education, as in the case of diplomas and, one of the terms "technology", "technological", "of technology", or "technical" should be used in the title for the technical qualification.

The levels of programs offered by institutions are as follows:

#### **In Vocational and Technical Training**

**Vocational and Technical Institutes**—Vocational and technical training including short courses and courses of up to 3 years and up to level three in the *National Qualifications Framework*. Completion of these three year studies is regarded as equivalent to the completion of secondary education.

**Colleges or Institutes of Technology** (for male students) and **Higher Technical Institutes** (for female students) —Programs normally up to two years in length following completion of secondary education or equivalent, leading to a technical diploma at level 5 of the Vocational and Technical Training strand in the *National Qualifications Framework*. In one college of technology an additional program is offered for trainers in the vocational and technical training system at level 6 of the *National Qualifications Framework* leading to the degree of Bachelor of Technology Education.

#### **Private Training Centers and Institutes**

Technical training is also offered in a variety of short courses and other training programs by private training centers and institutes up to level 4 of vocational and technical training strand in the *National Qualifications Framework*.

Programs up to level 3 of the vocational education strand of the *National Qualifications Framework* are not considered postsecondary, and those programs and the institutions that operate only at those levels will not be approved or accredited by the Commission. However, programs at levels 4, 5 and 6 are regarded as postsecondary, and they and the colleges of technology or private training institutes offering them will require accreditation by the Technical and Vocational Training Corporation (TVTC).

#### **In Higher Education**

**Community Colleges**—Community Colleges are normally associated with public universities. Programs are offered up to the level of two year diplomas or associate degrees. Programs may be either higher education or technical in nature and must be clearly designated as such. Higher education programs are accredited by the Commission on the basis of its higher education standards and program requirements. Technical programs may be accredited by the Commission on the basis of its standards for technical programs. Preparatory or foundation courses which they sometimes offer are not considered postsecondary and do not carry credit towards a higher education award. However, the university is required to have effective systems for overseeing the quality of the programs offered.

**Higher Education Colleges**—Programs are normally offered up to level 3 of the higher education strand of the *National Qualifications Framework*, leading to a bachelor degree. Research activities by the colleges and staff who teach in them are encouraged but not required. However, teaching staff are expected to be involved in scholarly activities that ensure they remain up to date with emerging developments in their field of teaching and with associated pedagogy. In certain cases professional programs may be offered up to the level of masters degrees, subject to conditions relating to faculty expertise, resources and facilities.

**University Colleges** -- University colleges have a strong commitment to undergraduate teaching but also some of the requirements for a university, particularly involvement in research and high quality postgraduate programs at master's level (level 7 in the higher education strand of the *National Qualifications Framework*). The level of resources and research infrastructure must be adequate to support research by teaching staff and students in all the fields in which programs are offered. Postgraduate programs at master's degree level may relate primarily to professional fields.

**Professional Institutes**—Professional Institutes are sometimes established by professional societies or other international organizations and offer professional programs up to the level of a master's degree such as an

MBA, normally in a single field of study. Programs must meet all the accreditation requirements for the type of program concerned. The programs may be designed primarily for experienced members of the profession wishing to upgrade their qualifications through full time or part time study.

**Universities**—Programs may be offered up to the level of doctorates including research and professional degree programs. There are minimum requirements for breadth of study, research activity and provision of resources in support of postgraduate teaching and research that are set out in Chapter 2 of Part 1 in this Handbook and the *Standards for Quality Assurance and Accreditation of Higher Education Institutions*.

## **1.6 Transition to the System for Accreditation and Quality Assurance**

The Commission wishes to move as rapidly as possible to implement the new system for accreditation and quality assurance. Information about standards and procedures will be made generally available and all institutions will be encouraged to introduce internal quality assurance processes as soon as possible. To assist them as they do so, opportunities will be provided for training and advice, and reference documents will be made available.

## **1.7 Misrepresentations of the Status of an Institution or of Approvals or Accreditation**

Community confidence in the system of postsecondary education and training requires accurate and honest representation about institutions and programs and their accreditation status. Any misrepresentation by or on behalf of an institution will be regarded as a serious offence.

Examples include advertising or referring to a program or an institution as fully accredited when it has been provisionally accredited, using the term university in the title of an institution when it has been licensed as a college or an institute, claiming or implying that a program is accredited by the Commission when this is not the case, or wrongly claiming that a program offering is within the scope of an institution's license. Misrepresentations such as these will lead to cancellation by the Commission of accreditation of the program concerned and of the institution, as well as incurring severe penalties from the responsible Ministry.

It is possible that an institution or a program may be accredited by an international organization outside Saudi Arabia, but not by the Commission in Saudi Arabia. This could occur for a variety of reasons including that the program (or institution) is of good quality but has not yet been considered by the Commission for accreditation, or that different standards have been applied and the institution or program would not meet the Commission's standards. To protect the community from possible misrepresentation about the quality of an institution or program, reference to that accreditation can only be made in descriptive information or promotional literature if two conditions are met. (i) Any reference to accreditation by another agency must be clearly indicate the organization from which accreditation has been obtained. It must not say simply that it is or has been accredited which could imply that accreditation has been granted by the official accrediting agency in Saudi Arabia (the NCAAA) and (ii) The accrediting agency is one that is officially recognized by the government in the country where it is established and is endorsed by the Commission.

## CHAPTER 2

### STANDARDS FOR ACCREDITATION AND QUALITY ASSURANCE

#### 2.1 Standards for Institutions and Standards for Programs

The standards to be applied in judgments about accreditation are based on what are generally considered good practices in postsecondary institutions. These “good practices” must be explained so that institutions can refer to them in their internal quality processes and external reviewers can use them as criteria in their evaluations. The practices are summarized in eleven broad statements of standards and described in two documents, *Standards for Quality Assurance and Accreditation in Higher Education Institutions*, and *Standards for Quality Assurance and Accreditation of Higher Education Programs*. The standards are also used with two companion documents prepared to help institutions and those responsible for the delivery of programs to evaluate their performance in relation to the standards. These are the *Self Evaluation Scales for Higher Education Institutions*, and the *Self Evaluation Scales for Higher Education Programs*.

The eleven broad standards apply to both institutions and programs though there are differences in how they are applied for these different kinds of evaluation. The standards are presented in five groups:

- a) **Institutional Context**
  - 1) Mission and Objectives
  - 2) Governance and Administration
  - 3) Management of Quality Assurance and Improvement
- b) **Quality of Learning and Teaching**
  - 4) Learning and Teaching
- c) **Support for Student Learning**
  - 5) Student Administration and Support Services
  - 6) Learning Resources
- d) **Supporting Infrastructure**
  - 7) Facilities and Equipment
  - 8) Financial Planning and Management
  - 9) Employment Processes
- e) **Community Contributions**
  - 10) Research
  - 11) Institutional Relationships with the Community

In evaluations for institutional accreditation, performance in relation to all of these areas is considered for the institution as a whole including an overview of programs across the institution. For a program evaluation each standard is considered from the perspective of the particular program under review.

Some activities of an institution affect individual programs in only a very indirect way; for example, the quality of processes followed by a university council. These are not included in a program evaluation. However some activities administered centrally in an institution do have a major impact on programs: for example, the appointment of staff, or the effectiveness of a central library. These are considered in a program evaluation as they affect the particular program being evaluated, even though they are not controlled by the program’s managers.

The standards are applicable to all institutions, large and small, public and private. However, the way tasks are carried out will vary widely, reflecting the size, complexity, and resources available to an institution, the environment in which it is operating, and the priorities established in its mission.

The Commission has not established weightings for the different areas of activity in making evaluations since the relative importance can vary for different kinds of institutions and the circumstances in which they operate. For example, a university with a major commitment to research would be expected to give significant emphasis to research and strategies to develop research capacity. However, a college with undergraduate programs would be expected to have limited involvement in research or perhaps none at all, though its teaching staff would be expected to engage in scholarly activities that keep them up to date with developments in their field.

Despite these variations it is expected that the standard for learning and teaching, with particular emphasis on learning outcomes, will always be regarded as of primary importance.

Programs must lead to standards of student achievement that are consistent with the requirements of the *National Qualifications Framework*, a document that describes in general terms the increasing levels of knowledge and skills required for higher qualifications.

The main elements in the *Framework* are:

**Levels-** Levels numbered and linked to qualification titles to describe the increasing intellectual demand and complexity of learning expected as students progress to higher academic awards.

- **Credits** - Points allocated to describe the amount of work or volume of learning expected for an academic award or units or other components of a program.
- **Domains of Learning**-The broad categories of types of learning outcomes that a program is intended to develop.

The qualification titles and levels are consistent with current practice in the Kingdom ranging from a diploma/associate degree after a minimum of 60 credit hours (two years of postsecondary study) to a doctorate. Normal full time load for a student is 15 credit hours in one semester but up to 18 may be acceptable.

The domains of learning describe broad categories of learning outcomes in four broad areas with a fifth, psychomotor skills, added in particular fields of study where this kind of learning is important. The domains are:

- **knowledge**, the ability to recall, understand, and present information, including:
  - knowledge of specific facts,
  - knowledge of concepts, principles and theories, and
  - knowledge of procedures.
- **cognitive skills**, the ability to:
  - apply conceptual understanding of concepts, principles, theories and
  - apply procedures involved in critical thinking and creative problem solving, both when asked to do so, and when faced with unanticipated new situations.
- **interpersonal skills and responsibility**, including the ability to:
  - take responsibility for their own learning and continuing personal and professional development,
  - work effectively in groups and exercise leadership when appropriate,
  - act responsibly in personal and professional relationships,
  - act ethically and consistently with high moral standards in personal and public forums.
- **communication, information technology and numerical skills**, including the ability to:
  - communicate effectively in oral and written form,
  - use information and communications technology, and
  - use basic mathematical and statistical techniques.
- **Psychomotor skills** involving manual dexterity that are extremely important in some fields of study. For example, very high levels of psychomotor skills are required for a surgeon, an artist, or a musician.

The *National Qualifications Framework* includes broad general descriptions of the level of mastery expected in each of these domains for each qualifications level.

The standard for learning and teaching requires that students learn the knowledge and skills expected in academic disciplines or required for professional practice in fields for which they are being prepared. To meet this requirement institutions, should consider in their planning the requirements of any relevant professional body or specialist accreditor in the field, as well as any special requirements relating to circumstances in Saudi Arabia.

Judgments about quality should involve comparisons with past performance (to assess improvement) or with other institutions to make judgments about quality and relative levels of performance. The objective of the system in Saudi Arabia is that quality will be at least equivalent to that found in good quality international institutions. This will require international comparisons on at least some important matters. However, points of comparison to establish benchmarks of performance must be appropriate for the institution concerned and its mission and circumstances.

Part 2 of this Handbook includes details of what should be included in a number of planning documents and reports. In attachments to that Handbook, templates have been provided to assist those responsible for the preparation of these documents. These templates are designed to provide descriptions of plans and reports on activities, with summaries of evidence about performance in relation to the standards.

In the vocational and technical training strand of the *National Qualifications Framework*, six domains of learning have been identified. These differ to some extent from the domains in higher education, reflecting the different orientation of programs in that sector including the key requirement to develop a number of specific skills required for employment. As for higher education, achieving the required standards of learning in these domains is extremely important and this will require use of teaching strategies appropriate for the type of learning involved. Considerations for program accreditation will include careful consideration of the teaching strategies used to achieve those outcomes, the ways that learning is assessed, the processes for verifying the quality of learning outcomes and the extent to which employment requirements are met.

The ultimate objective of any program is that what is learned will be used effectively after graduation. This cannot be properly fully determined through student assessments while students are still enrolled. Because of this, the evaluation of programs is expected to include at least some evidence that what is learned is applied appropriately in personal and professional lives after graduation. This will call for evidence based on surveys or other mechanisms to assess whether the required long term learning outcomes have been achieved.

## **2.2 Using Evidence for Evaluations of Quality**

Judgments about quality should be based on evidence rather than relying on reputations or general impressions. Evidence can be anything that informs a decision. In developing a system of quality assurance it is possible to plan in advance for the kind of evidence that will be provided.

While a variety of forms of evidence can be used, it is necessary to decide on at least some specific performance indicators. For example, a form of evidence about the quality of teaching might be the opinions of students. A performance indicator based on student opinions would need to be quantified in some standard form such as the average rating of quality of teaching on a standard scale by students in a class. Other indicators might be the completion and passing rates of students in courses (after independent verification of the standards required), or ratings of the value of a course or program in a survey of graduates.

Performance indicators will also be used by external reviewers in an external review. However, when making judgments about quality other information may come to notice, and this should also be taken into account. Part of the role of an external reviewer is to verify the conclusions made by an institution and this often involves consideration of evidence that goes beyond the performance indicators that have been selected by the institution.

In addition to the indicators that an institution selects for its own evaluations and reports, which should reflect its own mission, priorities and organizational arrangements, the Commission will from time to time identify a limited number of key performance indicators (KPIs) that should be used in all institutions or in particular groups of institutions. Data on those KPIs will be required in the self-study reports considered in external reviews....



### 2.3 Summary of Standards, Forms of Evidence, and Possible Indicators

A summary of the eleven general standards, some comments on kinds of evidence that could be considered and possible performance indicators based on this evidence is provided below. The comments on evidence and indicators presented here are intended to be illustrative. Part of the quality planning for an institution or a program is to identify evidence and indicators that will be used for that institution or program for quality assurance purposes.

It should also be noted that in these examples, the standards for an institution offering face-to-face or on-campus instruction have been used. For an institution offering distance education programs some different forms of evidence and indicators would be required.

#### A. Institutional Context

##### Standard 1: Mission Goals and Objectives

##### Standard 1: Mission Goals and Objectives

Institutional Standard	Program Standard
The institution's mission statement must clearly and appropriately define its principal purposes and priorities, and be influential in guiding planning and action within the institution.	The mission of the program must be consistent with that for the institution and apply that mission to the particular goals and requirements of the program concerned. It must clearly and appropriately define the program's principal purposes and priorities and be influential in guiding planning and action.
Specific requirements for an institution relating to Standard 1 are specified under the headings of:  1.1 Appropriateness of the Mission 1.2 Usefulness of the Mission Statement 1.3 Development and Review of the Mission 1.4 Use Made of the Mission 1.5 Relationship Between Mission, Goals and Objectives	Specific requirements for a particular program relating to Standard 1 are specified under the headings of:  1.1 Appropriateness of the Mission 1.2 Usefulness of the Mission Statement 1.3 Development and Review of the Mission 1.4 Use Made of the Mission 1.5 Relationship Between Mission, Goals and Objectives

#### Evidence and Performance Indicators

Evidence about the quality of the mission could be obtained from examination of the mission statement itself, copies of papers proposing the mission or modifications to it, interviews with staff and students to find out how well it is known and supported, and consideration of other reports, proposals and statements to determine the extent to which the mission is used as a basis for decisions. Indicators that could be used include responses to questions on surveys to determine how well the mission is known and supported, or the proportion of policy decisions that refer to the mission among criteria for decision-making.

##### Standard 2: Governance and Administration

##### Standard 2 Program Administration

Institutional Standard	Program Standard
The governing body must provide effective leadership in the interests of the institution as a whole and its clients, through policy development and processes for accountability. Senior administrators must lead the activities of the institution effectively within a clearly defined governance structure. Their activities must be consistent with high standards of integrity and ethical practice. If there are separate sections for male and female student's resources must be comparable in both sections, there must be effective communication between them, and full	Program administration must reflect an appropriate balance between accountability to senior management and the governing board of the institution, and flexibility to meet the specific requirements of the program concerned. Planning processes must involve stakeholders (e.g. students, professional bodies, industry representatives, teaching staff) in establishing goals and objectives and reviewing and responding to results achieved. If a program is offered in sections for male and female students resources for the program must be comparable in both sections and there must be

involvement in planning and decision making processes. Planning and management must occur within a framework of sound policies and regulations that ensure financial and administrative accountability and provide an appropriate balance between coordinated planning and local initiative.	effective communication between them and equitable involvement in planning processes. The quality of delivery of courses and the program as a whole must be regularly monitored with adjustments made promptly in response to feedback and developments in the external environment affecting the program.
Specific requirements for an institution relating to Standard 2 are specified under the headings of:  2.1 Governing Body 2.2 Leadership 2.3 Planning Processes; 2.4 Relationship Between Sections for Male and Female Students 2.5 Integrity 2.6 Internal Policies and Regulations 2.7 Organizational Climate 2.8 Associated Companies and Controlled Entities.	Specific requirements for a particular program relating to Standard 2 are specified under the headings of:  2.1 Leadership 2.2 Planning Processes 2.3 Relationship Between Sections for Male and Female Students 2.4 Integrity 2.5 Internal Policies and Regulations

#### Evidence and Performance Indicators

Evidence about the quality of governance and administration can be obtained from the terms of reference for the governing body and major committees, samples of documents recommending decisions by these bodies, and evidence of their self-assessment. Evidence about the quality of policy and regulations, risk assessment analyses or oversight of controlled entities can be obtained by examination of relevant documents and discussions with faculty and staff who might be expected to be aware their contents. Organizational climate can be assessed by survey results or discussion with staff and students.

Indicators could be at least partly based on responses to surveys by teaching and other staff and students, graduates, employers, and professional bodies.

#### Standard 3: Management of Quality Assurance and Improvement

#### Standard 3. Management of Program Quality Assurance

Institutional Standard	Program Standard
Quality assurance processes must involve all sections of the institution and be effectively integrated into normal planning and administrative processes. Criteria for assessment of quality must include inputs, processes, and outcomes with a particular focus on outcomes. Processes must be established to ensure that teaching and other staff and students are committed to improvement and regularly evaluate their own performance. Quality must be assessed by reference to evidence and include consideration of data that reports on specific performance indicators and challenging external benchmarks. Specific requirements in the institution's quality assurance system should be periodically reviewed to ensure that unnecessary requirements are not included and that data that is provided is actually used in an effective way.	Teaching and other staff involved in the program must be committed to improving both their own performance and the quality of the program as a whole. Regular evaluations of quality must be undertaken within each course based on valid evidence and appropriate benchmarks, and plans for improvement made and implemented. Quality must be assessed by reference to evidence and include consideration of data that reports on specific performance indicators and challenging external benchmarks. Central importance must be attached to student learning outcomes with each course contributing to the achievement of overall program objectives.
Specific requirements for an institution relating to Standard 3 are specified under the headings of:  3.1 Institutional Commitment to Quality Improvement 3.2 Scope of Quality Assurance Processes	Specific requirements for a particular program relating to Standard 3 are specified under the headings of:  3.1 Commitment to Quality Improvement in the Program

3.3 Administration of Quality Assurance Processes	3.2 Scope of Quality Assurance Processes
3.4 Use of Performance Indicators and Benchmarks	3.3 Administration of Quality Assurance Processes
3.5 Independent Verification of Evaluations	3.4 Use of Performance Indicators and Benchmarks
	3.5 Independent Verification of Evaluations

#### Evidence and Performance Indicators

Evidence about the quality of management of quality assurance processes can be obtained by looking at the outcomes of those processes, which include progressive improvement in learning outcomes and aspects of the planning and administration of the institution.

Evidence about the processes followed can be obtained from surveys or discussions with staff or students. Other evidence can be gained from the quality of reports on performance by units within the institution, including whether they are evidence-based and appropriately benchmarked in relation to external standards. Information about the quality of services provided by a quality center can be obtained from rates of participation in, and reports on the effectiveness of professional development programs aimed at teaching methodology, quality improvement, consistency and appropriateness of quality-related documents, reports throughout the institution, and assessments of the value and effectiveness of quality assurance processes by students, staff, and senior administrators. The regular use of appropriate key performance indicators and benchmarks (including benchmarks relating to other institutions are particularly important.

The key performance indicators identified by the Commission should be used, but additional indicators linked to the particular mission of the institution and the program should also be used when appropriate. When goals and objectives are established for the development and improvement of the program appropriate performance indicators should be identified as part of that planning process

#### B. Quality of Learning and Teaching

##### Standard 4: Learning and Teaching

Institutional Standard	Program Standard
The institution must have an effective system for ensuring that all programs meet high standards of learning and teaching through initial approvals, monitoring of performance, and provision of institution-wide support services. In all programs student learning outcomes must be clearly specified, consistent with the National Qualifications Framework and (for professional programs) requirements for employment or professional practice. Standards of learning must be accessed through appropriate processes and benchmarked against demanding and relevant external reference points. Teaching staff must be appropriately qualified and experienced for their particular teaching responsibilities, use teaching strategies suitable for different kinds of learning outcomes, and participate in activities to improve their teaching effectiveness. Teaching quality and the effectiveness of programs must be evaluated through student assessments and graduate and employer surveys, with feedback used as a basis for plans for improvement. If programs are offered in different sections for male and female students required standards must be the same, equivalent resources must be provided, and evaluations must include data for each section.	Student learning outcomes must be clearly specified, consistent with the National Qualifications Framework and requirements for employment or professional practice. Standards of learning must be accessed through appropriate processes and benchmarked against demanding and relevant external reference points. Teaching staff must be appropriately qualified and experienced for their particular teaching responsibilities, use teaching strategies suitable for different kinds of learning outcomes, and participate in activities to improve their teaching effectiveness. Teaching quality and the effectiveness of programs must be evaluated through student assessments and graduate and employer surveys, with feedback used as a basis for plans for improvement. If the program is offered in different sections for male and female students required standards must be the same, equivalent resources provided, and evaluations must include data for each section.

<p>Specific requirements for an institution relating to Standard 4 are specified under the headings of:</p> <p>4.1 Institutional Oversight of Quality of Learning and Teaching</p> <p>4.2 Student Learning Outcomes</p> <p>4.3 Program Development Processes</p> <p>4.4 Program Evaluation and Review Processes</p> <p>4.5 Student Assessment</p> <p>4.6 Educational Assistance for Students</p> <p>4.7 Quality of Teaching</p> <p>4.8 Support for Improvements in Quality of Teaching</p> <p>4.9 Qualifications and Experience of Teaching Staff</p> <p>4.10 Field Experience Activities</p> <p>4.11 Partnership Arrangements with Other Institutions</p>	<p>Specific requirements for a particular program relating to Standard 4 are specified under the headings of:</p> <p>4.1 Student Learning Outcomes</p> <p>4.2 Program Development Processes</p> <p>4.3 Program Evaluation and Review Processes</p> <p>4.4 Student Assessment</p> <p>4.5 Educational Assistance for Students</p> <p>4.6 Quality of Teaching</p> <p>4.7 Support for Improvements in Quality of Teaching</p> <p>4.8 Qualifications and Experience of Teaching Staff</p> <p>4.9 Field Experience Activities</p> <p>4.10 Partnership Arrangements with Other Institutions</p>
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#### Evidence and Performance Indicators

Evidence about the quality of learning and teaching may be obtained from ratings by students, graduates, and employers of the quality of programs, statistics on course and program completions and employment outcomes, ratios of students to faculty, and statistics on faculty qualifications. Important sources of evidence might include independent expert advice on the appropriateness of teaching strategies and assessments for the different domains of learning in the *National Qualifications Framework*. Evidence should be available about the results of benchmarking standards of learning outcomes in relation to appropriate external reference points. This could be done in several different ways including check marking of samples of students' work and independent assessments of the standards of test questions and students' responses.

The selection of performance indicators for quality of learning and teaching requires the use of data in a form that can be quantified and used in comparisons across the institution, with other institutions, and with past performance.

#### C. Support for Student Learning

##### Standard 5: Student Administration and Support Services

Institutional Standard	Program Standard
<p>Administration of admissions and student record systems must be reliable and responsive, with confidentiality of records maintained in keeping with stated policies. Students' rights and responsibilities must be clearly defined and understood, with transparent and fair procedures available for discipline and appeals. Mechanisms for academic advice, counselling, and support services must be accessible and responsive to student needs. Support services for students must go beyond formal academic requirements and include extracurricular provisions for religious, cultural, sporting, and other activities relevant to the needs of the student body.</p>	<p>Admission processes must be efficient, fair, and responsive to the needs of students entering the program. Clear information about program requirements and criteria for admission and program completion must be readily available for prospective students and when required at later stages during the program. Mechanisms for student appeals and dispute resolution must be clearly described, made known, and fairly administered. Career advice must be provided in relation to occupations related to the fields of study dealt with in the program.</p>
<p>Specific requirements for an institution relating to Standard 5 are specified under the headings of:</p> <p>5.1 Student Admissions</p> <p>5.2 Student Records</p> <p>5.3 Student Management</p> <p>5.4 Planning and Evaluation of Student Services</p> <p>5.5 Medical and Counselling Services</p> <p>5.6 Extra Curricular Activities for Students</p>	<p>Specific requirements for a particular program relating to Standard 5 are specified under the headings of:</p> <p>5.1 Student Admissions</p> <p>5.2 Student Records</p> <p>5.3 Student Management</p> <p>5.4 Student Advising and Counselling Services</p>

#### Evidence and Performance Indicators

Evidence about the quality of student administration and support services can be obtained from surveys of students about the quality and responsiveness of services provided, usage rates for particular services, response times for communicating decisions on admissions, and the frequency and results of discipline procedures. Performance indicators can be based directly on this information, but additional evidence in a review might include such things as visits to facilities and discussions with students and staff.

#### Standard 6: Learning Resources

<b>Institutional Standard</b>	<b>Program Standard</b>
Learning resources including libraries and provisions for access to electronic and other reference material must be planned to meet the particular requirements of the institution's programs and provided at an adequate level. Library and associated IT facilities must be accessible at times to support independent learning, with assistance provided in finding material required. Facilities must be provided for individual and group study in an environment conducive to effective investigations and research. The services must be evaluated and should be improved in response to systematic feedback from teaching staff and students.	Learning resource materials and associated services must be adequate for the requirements of the program and the courses offered within it and accessible when required for students in the program. Information about requirements must be made available by teaching staff in sufficient time for necessary provisions to be made for resources required, and staff and students must be involved in evaluations of what is provided. Specific requirements for reference material and on-line data sources and for computer terminals and assistance in using this equipment will vary according to the nature of the program and the approach to teaching.
Specific requirements for an institution relating to Standard 6 are specified under the headings of: 6.1 Planning and Evaluation 6.2 Organization 6.3 Support for Users 6.4 Resources and Facilities	Specific requirements for a particular program relating to Standard 6 are specified under the headings of: 6.1 Planning and Evaluation 6.2 Organization 6.3 Support for Users 6.4 Resources and Facilities

#### Evidence and Performance Indicators

Evidence about the quality of the provision of learning resources and performance indicators derived from this evidence can be obtained from user satisfaction surveys, success rates for students in accessing course reference material, documents describing processes for identifying and responding to course requirements, and details of times when facilities are available for use by students and faculty. Information should be available about the provision of orientation programs for new students and responsiveness to requests from groups of stakeholders. The institution should be able to provide information about comparisons of the level of provision through books, periodicals, and web-based resources with comparable institutions offering similar programs. An appropriate performance indicator would be whether that level of provision was equalled or exceeded.

#### D. Supporting Infrastructure

##### Standard 7: Facilities and Equipment

<b>Institutional Standard</b>	<b>Program Standard</b>
Facilities must be designed or adapted to meet the particular requirements for teaching and learning in the programs offered by the institution, and offer a safe and healthy environment for high quality education. Use of facilities must be monitored and user surveys used to assist in planning for improvement. Adequate provision must be made for classrooms and laboratories, use of computer technology and research equipment by	Adequate facilities and equipment must be available for the teaching and learning requirements of the program. Use of facilities and equipment should be monitored and regular assessments of adequacy made through consultations with teaching and other staff, and students.

teaching staff and students and appropriate provision made for services such as food services, extracurricular activities, and where relevant, student accommodation.	
Specific requirements for an institution relating to Standard 7 are specified under the headings of: 7.1 Policy and Planning 7.2 Quality and Adequacy of Facilities and Equipment 7.3 Management and Administration of Facilities and Equipment 7.4 Information Technology 7.5 Student Residences	Specific requirements for a particular program relating to Standard 7 are specified under the headings of: 7.1 Policy and Planning 7.2 Quality and Adequacy of Facilities and Equipment 7.3 Management and Administration of Facilities and Equipment 7.4 Information Technology

#### Evidence and Performance Indicators

Evidence about the quality of provision of facilities and equipment can be obtained from planning documents, user satisfaction surveys, reports on responses to those surveys, comparisons of provision with comparable institutions offering similar programs, and direct observations by independent evaluators.

Assessment of the condition of facilities and equipment and maintenance schedules should provide information about the quality and maintenance of facilities and major equipment. Regulations and codes of practice relating to the use of facilities and high value equipment provide evidence of sound management practices and security arrangements. Performance indicators could include such things as ratings on surveys of user satisfaction, statistics on equipment breakdowns, repair and upgrade schedules, and comparisons of provision to comparable institutions.

#### Standard 8: Financial Planning and Management

Institutional Standard	Program Standard
Financial resources must be adequate for the programs and services offered and efficiently managed in keeping with program requirements and institutional priorities. Budgetary processes should allow for long term planning over at least a three year period. Effective systems must be used for budgeting and for financial delegations and accountability providing flexibility for managers at different levels in the institution combined with institutional oversight and effective risk management.	Financial resources must be sufficient for the effective delivery of the program. Program requirements must be made known sufficiently far in advance to be considered in institutional budgeting. Budgetary processes should allow for long term planning over at least a three year period. Sufficient flexibility must be provided for effective management and responses to unexpected events and this flexibility must be combined with appropriate accountability and reporting mechanisms.
Specific requirements for an institution relating to Standard 8 are specified under the headings of: 8.1 Financial Planning 8.2 Financial Management 8.3 Auditing and Risk Management	Specific requirements for a particular program relating to Standard 8 are specified under the headings of: 8.1 Financial Planning and Budgeting 8.2 Financial Management

#### Evidence

Evidence about the quality of financial planning and management can be obtained from budget statements and audit reports together with relevant expenditure ratios; such as, staff and faculty salaries to total costs, and trends in expenditure on items such as student services, learning resources, and equipment. Reports on risk assessment should be available together with strategies for risk minimization. If the institution is involved in commercial activities, the short and long term total financial impact should be identified and evaluated in relation to the institution's mission and priorities. Performance indicators in this area commonly rely, to a considerable extent, on ratios of categories of expenditure in comparison to other institutions.

### Standard 9: Employment Processes

Institutional Standard	Program Standard
Teaching and other staff must have the qualifications and experience for effective exercise of their responsibilities. Professional development strategies must be followed to ensure continuing improvement in the expertise of teaching and other staff. Performance of all teaching and other staff must be periodically evaluated, with outstanding performance recognized and support provided for improvement when required. Effective, fair, and transparent processes must be available for the resolution of conflicts and disputes involving teaching or other staff. (Note: Teaching staff refers to all staff with responsibility for teaching classes including full and part time staff, faculty, lecturers, and teaching assistants)	Teaching staff must have the knowledge and experience needed for their particular teaching or other responsibilities and their qualifications and experience must be verified before appointment. New teaching staff must be thoroughly briefed about the program and their responsibilities before they begin. Performance of all teaching and other staff must be periodically evaluated, with outstanding performance recognized and support provided for professional development and improvement in teaching skills.
Specific requirements for an institution as a whole relating to Standard 9 are specified under the headings of: 9.1 Policy and Administration 9.2 Recruitment 9.3 Personal and Career Development 9.4 Discipline, Complaints and Dispute Resolution	Specific requirements for a particular program relating to Standard 9 are specified under the headings of: 9.1 Recruitment 9.2 Personal and Career Development

#### Evidence and Performance Indicators

Evidence about quality of faculty and staff employment processes can be obtained from documents setting out employment and promotion processes and criteria, descriptions of orientation programs for new faculty and staff, and procedures for performance evaluation and support for improvement. Records of assessments of quality of teaching, and faculty and staff participation in professional development activities relevant to their employment can provide valuable evidence, particularly when they include ratios of participation and assessments of the value of those activities by the participants. Data on faculty turnover in parts of the institution can be used to indicate stability or instability in staffing. Regulations on dispute resolution combined with records of the incidence and outcomes of disputes can provide evidence about the effectiveness of those processes.

Performance indicators almost always include student/faculty ratios and proportions of faculty with levels of qualifications. However, a number of other performance indicators that can also be readily quantified are important such as participation ratios in professional development and scholarly activities. Others include; rates of turnover of faculty and staff, and incidence of disputes might be selected if there are problems in the institution that need to be monitored.

### Standard 10: Research

Institutional Standard	Program Standard
The institution should develop a research strategy consistent with its nature (e.g. as a university with research obligations or as an undergraduate college) and its mission. All staff teaching higher education programs must be involved in sufficient appropriate scholarly activities to ensure they remain up to date with developments in their field, and those developments should be reflected in their teaching. Staff teaching in postgraduate	A research strategy that is consistent with the nature and mission of the institution should be developed. All staff teaching higher education programs must be involved in sufficient appropriate scholarly activities to ensure they remain up to date with developments in their field, and those developments should be reflected in their teaching. Staff teaching in postgraduate programs or supervising higher degree research students must be actively involved in research in their

programs or supervising higher degree research students must be actively involved in research in their field. Adequate facilities and equipment must be available to support the research activities of teaching staff and post-graduate students to meet these requirements. In universities and other institutions with research responsibility, teaching staff must be encouraged to pursue research interests and to publish the results of that research. Their research contributions must be recognized and reflected in evaluation and promotion criteria. The research output of the institution must be monitored and reported, and benchmarked against that of other similar institutions. Clear and equitable policies must be established for ownership and commercialization of intellectual property.	field. Adequate facilities and equipment must be available to support the research activities of teaching staff and post-graduate students to meet these requirements in areas relevant to the program. Staff research contributions must be recognized and reflected in evaluation and promotion criteria.
Specific requirements for an institution as a whole relating to Standard 10 are specified under the headings of: 10.1 Institutional Research Policies 10.2 Teaching Staff and Student Involvement in Research 10.3 Commercialization of Research 10.4 Research Facilities and Equipment.	Specific requirements for a particular program relating to Standard 10 are specified under the headings of: 10.1 Teaching Staff and Student Involvement in Research 10.2 Research Facilities and Equipment

#### Evidence and Performance Indicators

Evidence about the institution's research strategies can be obtained from documents; such as, a research development plan, faculty evaluation and promotion criteria, policies on commercialization of research, ownership of intellectual property, and the extent of cooperation with industry and other institutions. Further evidence can be obtained by consideration of agreements for cooperative research or shared use of major equipment items. Faculty and student surveys can provide evidence about the adequacy of provisions for research facilities and equipment.

Performance indicators for research are commonly based on statistics on the volume of research publications per faculty member, the proportions of research-active faculty, and numbers of research citations, compared to those of other comparable institutions. Although it may be more difficult to quantify, institutions with a commitment to community service or research contributions may wish to include indicators of the extent to which research and scholarly activities are translated into applications within the academic or professional field concerned.

#### Standard 11: Relationships with the Community

Institutional Standard	Program Standard
Contributing to the community must be recognized as an important institutional responsibility. Facilities and services must be made available to assist with community developments. Teaching and other staff must be encouraged to be involved in the community and information about the institution and its activities made known to the community through public media and other appropriate mechanisms. Community perceptions of the institution must be monitored and appropriate strategies adopted to improve understanding and enhance its reputation.	Significant and appropriate contributions should be made to the community in which the institution is established drawing on the knowledge and experience of staff and the needs of the community for that expertise. Community contributions should include both activities initiated and carried out by individuals and more formal programs of assistance arranged by the institution or by program administrators. Activities should be documented and made known in the institution and the community, and staff contributions appropriately recognized within the institution.
Specific requirements for an institution relating to	Specific requirements for a program relating to



Standard 4 are specified under the headings of: 11.1 Institutional Policies on Community Relationships 11.2 Interactions With the Community 11.3 Institutional Reputation	Standard 11 are specified under the headings of: 11.1 Policies on Community Relationships 11.2 Interactions With the Community
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#### Evidence and Performance Indicators

Evidence about quality of community relationships can be obtained from documents describing policies on service to the community, criteria for faculty evaluation that include community contributions, and guidelines and processes for community media releases, and other public comments on behalf of the institution. Reports on community relationships that include such matters as community use of institutional facilities, participation of staff on community committees or development projects, and interactions with schools and other agencies can provide relevant information. Community views about the quality of the institution and its standing as a respected member of the community can be obtained from surveys.

A number of these forms of evidence include ratings that can be used directly as performance indicators. However, in this particular area, the mission of the institution and the community within which it operates are important in deciding what aspects of performance should be closely monitored.

#### 2.4 Requirements for a University

The Ministry of Higher Education has established minimum requirements for a private institution to be designated as a university. These Ministry requirements must be met for such an institution to be considered by the Commission for accreditation.

However, there are additional requirements for the *accreditation* of a university. For example, the Ministry requirements include a minimum of three colleges. For *accreditation* there must be programs in at least three fields of study.

The Commission requirements relate to the breadth of program offerings, the levels of programs offered, the extent of involvement in research, the existence of sustained scholarly activity by teaching staff, and the size of an institution considered necessary to sustain these activities at a viable level.

The requirements stated here are appropriate for a university with a mission that focuses on teaching rather than research and should be considered as a minimum desirable. It is expected that an established university with commitment in its mission to be a research university and to achieve international ranking would have substantially higher levels of research activity and postgraduate research than are stated here and would benchmark its performance in research and postgraduate studies against highly regarded international universities.

#### Minimum specific requirements are:

##### Breadth of Programs

Programs offered in at least three broad fields of learning<sup>1</sup> with a minimum of 5% of the institution's students enrolled in programs in each of the three fields.

<sup>1</sup>For the purposes of this requirement the following are considered broad fields of learning. 1. *Fine and Performing Arts*, 2. *Humanities and Religious Studies*, 3. *Education*, 4. *Social Sciences*, 5. *Business and Management*, 6. *Law*, 7. *Science*, 8. *Computer Science*, 9. *Engineering Manufacturing and Construction*, 10. *Agriculture and Related Studies*, 11. *Health Sciences*, 12. *Personal and Community Services (This classification is subject to periodic review)*

### **Level of Programs Offered**

Undergraduate programs should be provided in at least three fields of study. At postgraduate levels, programs should be offered up to the level of doctorates in at least one of those fields and at least master's degrees in a second. At least 5 % of students must be enrolled in higher degree programs. At least 2.5% should be enrolled in research degrees.

### **Involvement in Research**

At least 2.5% of the annual operating budget of the institution (excluding student stipends) should be spent on research or the support of research. This amount can include special research grants, the institution's share of joint research and development projects, and the provision of support for specialized research equipment for staff and postgraduate student research. However, it does not include funding for the teaching of postgraduate research other programs, or general program administration.

### **Sustained Scholarly Activity**

Teaching faculty at all levels in the institution should be involved in scholarly activities that ensure familiarity with the latest developments in their field and include exposure to those developments in their teaching. Staff who are teaching at postgraduate level are expected to be qualified at the doctoral level and to be active scholars and researchers, as evidenced by recent refereed publications. Where professional programs are offered at postgraduate level, an alternative to doctoral qualifications for an appropriate proportion of teaching faculty may be extensive, successful, and recent experience in the relevant field of study.

### **Size of Institution**

The minimum size normally required for a university actively involved in research and postgraduate study to be economically viable expressed in terms of student enrollments is 2000 full time equivalent students in higher education award programs. This number does not include students enrolled in foundation or preparatory programs, or in other non-award courses. Depending on the level of funding available in a private university, a smaller number could be demonstrated to be sufficient.

### **Evidence and Performance Indicators**

Evidence about the quality of a university can be obtained from a range of sources relating to the special requirements for such an institution. General information should include matters relevant to all higher education institutions; such as, statistical data on enrollments, progression rates, graduation rates, responses to surveys of graduates and employers compared to other institutions. For a university, performance indicators should include information on the extent and impact of scholarship and research through numbers of publications and citations in refereed research journals, rates of publication of postgraduate student research, funds provided for research, and numbers of patents. For an established university, a useful source of evidence would be inclusion and position in international rankings of universities.

## **2.5 Interim Arrangements for Accreditation of Universities**

The Commission recognizes that there are a number of new public and private universities that have been established in Saudi Arabia. Their undergraduate programs may be very good but it may take some time for the requirements for research and postgraduate studies to be met. Accordingly the Commission has indicated that will not deny accreditation to these institutions provided certain initial requirements are met. These initial requirements, which will be in place for the first cycle of accreditation reviews (2010 to 2015), the following minimum requirements, will apply.

### **Planning for the Development of Research and Postgraduate Studies**

The institution must have a strategic plan that meets the minimum requirements described in the previous section and **Standard 10 Research**, within a period of five years.

#### Breadth of Studies

Programs offered at least at the bachelor's degree level in at least three broad fields of study

#### Level of Programs

Approval from the Ministry of Higher Education and introduction of at least one postgraduate program.

#### Involvement in Research

A minimum of 2.5 percent of the annual operating budget spent on support for research. (This amount could be from a combination of internal and external sources) This expenditure could include special research grants, the institution's share of joint research and development projects, and the provision of support for specialized research equipment for staff and postgraduate student research. However, it should not include funding for the teaching of postgraduate research or other programs, or general program administration.

#### Sustained Scholarly Activity

Active encouragement of teaching staff to participate in conferences in their field of study, and arrangements for seminars or workshops on current issues and research in every college or department. Annual publication of listings of all faculty refereed publications during the past year.

#### Indicators

At least 10% of all teaching staff and 75% of staff teaching postgraduate programs are expected to have published articles in refereed journals in their field within the past three years (allowing some consideration for teaching by experienced senior practitioners in the professional field concerned).

Annual collection and analysis of research indicators for each college or department and the total institution including total research expenditure, research grants received, numbers of academic publications in refereed journals each year, proportions of teaching staff with refereed publications in the last three years.

## ATTACHMENT

### Concepts and Terminology for Use in Accreditation and Quality Assurance in Saudi Arabia

To assist in achieving common understanding of important concepts and terms used in the system of accreditation and quality assurance, the NCAAA has determined that for its purposes the terms identified below will have the meanings described. The definitions are shown in italics, followed by explanatory notes.

#### Accountability

*The responsibility of an individual, an institution, or an organization to another authority for his or her, or its activities.*

In postsecondary education an institution is usually "accountable" and must provide reports to a government or government agency that provides it with funds or approves its establishment. Within an institution, faculty and staff are "accountable" to senior management and senior management in turn is responsible to a Board or Council.

In systems of accreditation and quality assurance there is usually a separation of the organizations responsible for institutional accountability and those responsible for independent quality assessment.

#### Accreditation

*Formal certification by a recognized authority that a program or an institution meets required standards.*

To be accredited, institutions or programs must comply with generally accepted standards of good practice. The Commission has defined the standards it will apply in two documents, Standards for Quality Assurance and Accreditation in Higher Education Institutions and Standards for Quality Assurance and Accreditation in Higher Education Programs. Reference is also made to several other documents including the National Qualifications Framework that describes expected general standards of learning outcomes in four domains of learning and a statement showing the application of these standards to distance education programs. These statements are expressed in general terms applicable to all fields of study. It is also necessary for programs to meet requirements for professional practice in many professional fields. Details of these requirements are not yet available from the Commission. Until they are available institutions are expected to give consideration to the requirements of specialized international accreditors in the field of study concerned. Accreditation may be given initially on a provisional basis, and this will normally be done when plans for a new program or institution are considered. After a program has been in operation for sufficient time for the first group of students to complete their program, a review will be conducted, the provisional designation may be removed and the program given full accreditation. Accreditation will normally be valid for a period of five years after which programs will need to be reviewed for reaccreditation on a five yearly basis.

In the quality assurance systems of different countries there are several different forms of accreditation. See descriptions of institutional accreditation, program accreditation, professional accreditation, provisional accreditation, and international accreditation.

#### Assessment

*A process of measuring performance in relation to established standards or criteria.*

Assessment is commonly applied in two different contexts: the assessment of student's performance on tests or examinations or other assigned tasks in order to measure their achievement of intended learning outcomes; and the process of measuring the quality of performance of elements within an educational institution.

In the second of these instances the term is used for assessment of quality of teaching, the effectiveness of a program or a course in achieving its objectives, or the effectiveness of many other elements of an institution's operations. Standards of performance for the purposes of these assessments can be derived from different sources, but from the perspective of the Commission in carrying out its accreditation and approval responsibilities the standards are defined in the documents it has approved for these purposes, particularly the National Qualifications Framework and the Standards for Quality Assurance and Accreditation of Higher Education Institutions.

### **Audit**

*An independent review to verify that reports represent a true and correct record of activity, and that recognized standards have been met.*

The term "audit" is widely used for financial audits conducted by an independent authority to certify the accuracy of financial reports and compliance with accounting standards.

In postsecondary quality systems the term is used for external independent reviews of an institution's quality and the processes of quality assurance it has established. These reviews are principally based on reports of self-studies carried out by an institution, and, like financial audits, verify the conclusions of those self studies. Although standards of good practice are considered in this process, in a quality audit it is customary to give particular attention to the objectives established by an institution and to report on whether the processes used in an institution are effective in achieving those objectives.

### **Benchmarks**

*Points of comparison or levels of performance used for establishing objectives and evaluating performance.*

Benchmarks may be current levels of performance at an institution (for example, the current completion rate for students in business studies), standards established by an external agency, or standards of performance at another institution or group of institutions selected for comparison. (For example, the number of research publications per full time of an academic staff member at the University of xxxxx). An institution may select another institution similar to itself as a benchmark against which it can compare the quality of its work, or particular parts of an institution against which equivalent groups within their own institution can be compared. It is usually considered desirable in making these comparisons to use indicators (such as those noted above) that can be stated in specific terms.

### **Blended Learning**

*A program in which students are taught through a combination of regular on campus instruction and distance education or packaged materials.*

Arrangements can be made for blended modes of instruction in a variety of ways including a regular on campus course in which sections of the course are taught using packaged self contained materials, or a program in which some courses are taught using distance education methodology and some through on campus lectures, tutorials or other face-to-face methodology. In situations where blended approaches are used appropriate forms of student assistance and support must be provided to support students learning in both forms of instruction.

### **Credits**

Points or hours allocated by an institution to specify the work requirements, or the volume or amount of learning expected for a unit, subject or program of study.

It is common practice to assign a number of credits to units or courses within a program and to specify a number of credits for a total program. Credits may be associated with program inputs such as hours of instruction, laboratory work, or expectations for time spent in self-directed study. The term “credit hours” is used in these systems based on formulae that give differing levels of recognition for formal instruction, laboratory or tutorial participation, and practical work. In some other systems the term “credit points” is used for the notional amount of learning achieved by an average learner over a period of time. The number of credits allocated for a particular amount of work or learning varies among countries. For example, some countries use the-American based Carnegie credit hour system which allocates 30 credit hours for the amount of academic work normally expected in a full time academic year of study at undergraduate level. Some other countries use 120 points for an equivalent volume of learning. Common practice in the Kingdom of Saudi Arabia is to use 30 credit hours (or slightly more depending on the number of contact hours and mode of instruction) for the work expected in an academic year.

### **Distance Education**

*A mode of teaching and learning in which students undertake a major proportion of their studies on an individual basis at a location or locations away from the campus of an institution.*

Student learning may be supported by print or electronic materials, and a variety of mechanisms are sometimes used for interaction between students, through the internet, video or radio linkages, or periodic study group activities in appropriate locations. Similarly interaction with faculty may take a variety of forms.

A distance education institution is one that offers all its programs by distance education (whether through print-based materials or through electronic learning or a combination of both) to students who do not attend classes on campus, but instead study in their own locations, often at a time of their own choosing. Where combinations of distance education processes or packaged self-contained materials are used within courses, or for different courses within a program, the terms blended learning or dual mode instruction are frequently used to describe these modes. Dual mode institutions are ones that offer a combination of distance education and campus based programs.

### **Domains of Learning**

*Broad categories of types of learning expected in a program of study.*

Descriptions of the knowledge and skill students are expected to gain in a program are grouped into broad categories called domains. Although the number and titles for these groupings vary, domains commonly include five to seven broad categories that involve different types of learning and strategies for teaching and assessment of learning in those categories. The domains used in the higher education component of the National Qualifications Framework for Saudi Arabia are Knowledge, (the ability to recall and present information), Cognitive Skills (the ability to apply concepts and principles in thinking and problem solving), Interpersonal Skills and Responsibility, (the ability to work effectively in groups, exercise leadership, and take responsibility for their own independent learning, and the ethical and moral development that is associated with these abilities), and Communication, Information Technology and Numerical Skills (including basic mathematical and communication skills and the ability to use communications technology). Psychomotor skills are very important in some fields of study and are considered as an additional domain where relevant to the program concerned.

### **Dual Mode Institution**

*Dual mode institutions are institutions that offer some programs to students through distance education and some through traditional campus based instruction.*

It is increasingly common for institutions to use electronic materials and learning packages as supplements to the methods of instruction in campus based studies and these may take a variety of forms. Where this is done

the approach may have many similarities to distance education methodology. However the terms “dual mode” is normally used for institutions that offer both off campus distance education programs and campus based instruction.

## **Evaluation**

*The process of assessing and assigning value to a facility or activity.*

The term evaluation is sometimes used interchangeably with assessment but it has a slightly different meaning associated with judgments about the quality or value of the matter being considered. The “valuing” component of consideration may be more open-ended and interpretive than an assessment which is normally associated with measurement of performance in relation to fixed and predetermined standards.

## **External Quality Assurance**

*Processes of review and evaluation of institutions and their programs and activities by an independent external agency.*

External quality assurance normally involves periodic, independent peer reviews based on reports of internal self-studies and designed for the dual purposes of assessing quality and validating the conclusions of internal studies.

External quality assessments are usually more selective than internal reviews, and may pay particular attention to student learning outcomes and other matters identified as policy priorities by the institution, or by the government or governing body to which the institution is accountable. External quality assurance may involve consideration of selected key performance indicators to be used in reviews on a national basis.

## **Further Education**

*Education and training provided for members of the community other than through formal award programs.*

Further education programs do not lead to academic awards or technical qualifications such as a degree or diploma. However, a certificate may be given on completion of a further education program. Further education programs may be offered through formal classes or a variety of informal means to provide skills and information of value to members of the community.

## **Goals or Aims**

*General statements of desired developments, which apply a mission to broad areas of activity and provide a guide for establishing objectives and detailed planning.*

Goals or aims fall between mission, which defines a broad overall purpose, and specific objectives established as specific targets for achievement. Goals and aims may be broadly stated to give direction to the development of a program or implementation of planning initiatives and they may relate to any aspect of an institution's activities. Effective use of aims or goals in planning normally requires statements of objectives that describe specific measurable outcomes by a specified time.

## **Higher Education**

*Formal programs of education provided for students at postsecondary level, normally leading to an academic degree or diploma.*

The term higher education is used for postsecondary education programs designed to provide generalized knowledge and skill in a field of study and to develop the ability to apply that learning to professional practice and the advancement of knowledge through research. Although requirements for professional practice and employment are important in development of programs, major consideration is also given to emerging research in their own and related fields of study.

Higher education may be provided through a university or a higher education college. The term University Education simply means higher education provided through a university. It may have a greater emphasis on research than a similar program offered in a college because of the greater expectation for research in universities. However, the nature of education provided in both kinds of institution should be the same.

## **Inputs**

*The resources available to and used by an institution to provide its programs.*

Inputs include financial resources, facilities and equipment, faculty, and students. Indicators of quality of faculty as an input could include the number of faculty and their levels of qualifications and staff/student ratios. Indicators of equipment as an input could include indicators; such, as the ratio of computer terminals to students, or proportions of down-time due to equipment malfunction.

Until recently quality assurance systems have relied heavily on input indicators as measures of quality, using things such as financial resources, qualifications of faculty, extent of library collections and availability of computer equipment. However although these are still important as enabling provisions, emphasis has shifted towards outcome measures relating to the quality of research and student learning outcomes.

## **Institutional Approval**

*The approval of an institution based on recognition that its resources, processes and learning outcomes meet required standards for an institution of its type and the level of its programs.*

Approval of an institution will normally specify the fields of study the institution is able to offer and the levels at which this can be done. The final license issued to permit the institution to operate will specify the levels and range of programs it is permitted to offer. For example, a college may be accredited to offer programs in business studies and engineering up to the level of bachelor, and in applied science up to the level of diploma. A university focusing on those particular fields may be approved to offer programs up to doctoral level in science, engineering, and business and up to master's level in social sciences.

Institutional approval indicates that an institution is considered to have the capacity to offer programs in designated fields of study up to the level specified. The final license will formally specify what is authorized. Each program offered within these limits must be accredited, to ensure that the program meets required standards.

## **Internal Quality Assurance**

*Processes of quality assurance carried out within and by or for a higher education institution.*

Internal quality assurance includes not only the processes of monitoring and review that an institution manages itself, but also its use of external reviewers from other institutions, from industry, the professions, or from other accreditation or quality assurance agencies to review and provide advice on its programs and activities. Internal quality assurance is normally comprehensive, addressing inputs, processes, and outcomes, with all areas of an institution's activities, including faculty, staff, and students in all parts of the institution.



## **International Accreditation**

*Accreditation of an institution or of its programs by an accreditation agency established in another country.*

A number of institutions have arranged for evaluation and accreditation of their colleges or programs by international accrediting agencies as part of their quality assurance arrangements. This has proved valuable in stimulating rigorous internal reviews and enhancing quality, and in establishing their reputation. These activities are not required as part of the accreditation and quality assurance system in Saudi Arabia, but when they are carried out they are considered part of the institution's internal quality assurance and review processes, and the work done and conclusions reached will be considered and taken into account during the reviews conducted by the Commission.

## **Key Performance Indicators (KPIs)**

*Selected performance indicators regarded as particularly important for the purpose of assessing performance.*

An institution may identify a short list of KPIs that it regards as particularly important in assessing performance, and may require evidence on those KPIs from a number of sections of the institution in addition to any others that different groups may choose for their own purposes. Similarly, a national quality agency, such as the Commission, may identify a small list of KPIs reflecting national issues or policy objectives for use by all institutions.

## **Learning Outcomes**

*The learning that results from participation in a course or program.*

The term learning outcomes is commonly used to refer to the learning that results from a course or program undertaken by students. Learning outcomes are the result of the teaching process. Reference is often made to Intended Learning Outcomes to mean the learning objectives a course or program is designed to develop.

The NCAAA has identified broad categories or types of learning outcomes in five groups or domains: knowledge, cognitive skills, interpersonal skills and responsibility, communication, IT and numerical skills, and psychomotor skills. It has described in general terms the level of knowledge and skill expected for different qualifications. There are differences in how these learning outcomes are developed by students and an important aspect of program and course planning is to plan for teaching processes and forms of assessment that will be appropriate for these different types of intended learning outcomes.

## **Level**

*The intellectual standard and complexity of learning expected as students progress through a program of study.*

The degree of difficulty or complexity of learning increases as students advance through a program and these increases are defined by descriptions of the learning outcomes that are expected. Levels may be defined for years of study—first year, second year, third year, and so on, or for academic awards such as a diploma, bachelor's, master's, and doctorate.

## **License**

*Formal approval, normally by a government or a government agency, to operate or carry out certain activities.*

A license may be given to an institution formally authorizing it to commence operation and offer programs in fields and at levels specified in the license. If the license is revoked the institution must cease to operate. A different type of license may also be given to individuals permitting them to engage in certain activities. A license may be granted to individuals who have completed professional programs and who wish to practice in that profession.

Licensing and accreditation are closely linked. The granting of a license for an institution to operate normally follows or is conditional on assessment of its quality through an approval and accreditation process. The granting of a license for a person to practice in a profession normally follows accreditation of the program that such a person has completed.

### **Major Change in a Program**

*A major change in a program is one that affects the basis for its accreditation.*

It is expected that adjustments will be required in programs and courses from time to time in response to changing circumstances and results of course and program evaluations. Such changes are highly desirable to ensure that programs are to be kept up to date. However if there is a major change to an accredited program it could affect the program's accreditation status and any such change should be approved by an institutions senior academic committee and notification to the Commission at least one full semester before it is introduced. The Commission can then assess the impact of the change on accreditation. Examples of major changes would be the addition or deletion of a major track within a program, (e.g. accounting or international finance majors within a commerce or business degree), the addition or deletion of a core course (e.g. mathematics in an engineering degree), a change in title that implied a new or different field of study or qualification in a different profession, re-orientation or development of a program to prepare students for a different occupation or profession, a change in the length of a program, or a new exit point within a longer program (e.g. the granting of a diploma within a bachelors degree program) The Commission should also be notified if a succession of minor programs has a cumulative effect that is equivalent to a major change as described above.

### **Mission**

*A brief general statement setting out the principal policy objectives for development of an institution.*

While stated in general terms a mission statement should be sufficiently precise to serve as a guide to planning and decision making at all levels of the organization, and should be used as a basis for decision making. (e.g., "To develop an international reputation for the quality of applied research and technology transfer, and for the creativity and entrepreneurial skill of graduates.")

### **Mode of Instruction**

*The form of instruction such as lecture, tutorial, laboratory, individual assignment, etc.*

Organization for instruction is normally based on planned modes of instruction with credit hour allocations based on the amount of contact time in each of these modes. Examples are lectures, tutorials, or laboratories. The term should not be confused with teaching strategies which are the techniques used by an instructor operating within one or more of those modes to present information, develop problem solving skills or habits of responsibility. Different strategies can be incorporated into various modes of instruction as part of educational planning to develop desired learning outcomes.

### **Objectives**

*Specific statements that apply the mission and goals to particular areas of activity and indicate intended results.*

Desirably objectives should be stated in specific measurable terms setting out intended levels of performance that are to be achieved within stated time periods. Objectives may relate to intended learning outcomes and may be referred to as learning, course or program objectives. Objectives may also be set for program or institutional developments not necessarily related to learning outcomes. Objectives may be expressed as specific performance levels on indicators. (For example, "That by 2008, 80% of final year undergraduate students will have achieved a score of at least xxxx on xxxx English language test.") Objectives may be criterion referenced (based on defined levels of performance) or norm referenced (based on comparisons of performance with other groups or institutions).

### **Outcomes**

*The results of teaching, learning and research processes of an institution.*

This term is usually used for qualitative descriptions of what is produced by an institution or in a program as a result of its processes. For example, reference to student learning outcomes normally means the quality of their learning and what they are able to do as a result of completing the programs in which they were enrolled. Similarly, research outcomes usually relate to the quality and impact of research rather than simply a count of the numbers of publications or research projects completed.

### **Outputs**

*The products of an institutions activities, normally expressed in quantitative terms.*

Outputs usually refer to quantitative measures of what is produced by an institution, such as the number of graduates or the number of faculty research publications.

### **Partner Institution**

*An institution with which a higher education institution has established a formal, contractual relationship for provision of services.*

The exact nature of partnership arrangements can vary. In some cases a partnership may simply involve provision of a number of support services to a local institution. In others arrangements are made for the academic awards of the partner institution to be granted for studies undertaken in a local institution under supervision. However, regardless of whether the awards are granted by a local institution or by an overseas provider, the requirements for operating an institution or teaching a program in Saudi Arabia must be fully met.

### **Peer Review**

*Evaluation and report on a program, institution or part of an institution by expert evaluators from similar institutions or professions who are specialists in the field concerned or with the organization and management of higher education institutions.*

An important element in this concept is that the evaluators are peers, with experience in similar programs or institutions, who understand the nature, purposes, and challenges faced by an institution. It is important that their understanding is recognized by the institution under review. It is also essential that those involved be completely independent of the institution being reviewed so there is no real or perceived conflict of interest, carefully trained for their task and committed to assisting in improvement. They should be sensitive to the mission and objectives of the institution and programs involved and familiar with international standards for the type of program or institution under review.

## **Performance Indicators**

*Specific (and normally pre-selected) forms of evidence used by an institution or other agency to provide evidence about quality of performance.*

Performance indicators should be specific and directly related to the aims and objectives to which they relate. However, direct measures of some of the most important objectives such as quality of students' learning are sometimes difficult to find. Consequently, indirect evidence such as student evaluations of programs, employment outcomes, and employer surveys must sometimes be used. Since indirect indicators can be subject to other influences, it is usual to use several different but related indicators for important objectives, and to interpret these using some independent system to verify the interpretations. The term triangulation is sometimes used where several indicators are used to provide evidence about an objective from different points of view. For example, evidence about quality of faculty could be obtained from several indicators such as levels of qualifications, research output, and student ratings of teaching effectiveness.

## **Postsecondary Education**

*Education provided at levels and standards beyond completion of secondary school or equivalent.*

The term tertiary education is sometimes used to describe this stage as a third stage in education systems beyond primary (first stage) and secondary (second stage) education. Postsecondary programs fall into two broad categories, higher education and technical or vocational training. Note that vocational training is sometimes offered also at levels equivalent to senior secondary education.

## **Postgraduate Education**

*Education provided at advanced levels of complexity and intellectual demand for students who have completed requirements for a first degree and wish to proceed to more advanced studies.*

Postgraduate studies normally lead to an academic award of postgraduate diploma, master's degree or doctorate. A second bachelor's degree or other award in a related or different field of study is not regarded as postgraduate.

## **Processes**

*The administrative arrangements, policies, and organizational procedures carried out by an institution in planning, reviewing, and delivering its programs.*

Processes are what is done in an institution to use the inputs available to it to produce its outputs and outcomes. The term includes teaching processes, assessment procedures, and processes for managing research and community activities as well as a wide range of other activities that have direct or indirect impact on educational programs.

## **Professional Accreditation**

*The accreditation of a program to prepare students for a profession, certifying that it develops the knowledge and skills needed to practice in the profession concerned at the standard of proficiency required.*

Professional accreditation is designed to ensure that in addition to meeting general academic standards, programs develop the specific knowledge and skills to practice the profession concerned in the community. In most countries this applies in professional fields such as medicine and other health-related fields, engineering, accounting, psychology, law, and many others. In some countries this form of specialized professional

accreditation may be given by professional associations recognized by the government for this purpose, or by government agencies.

This form of accreditation differs from academic accreditation, which certifies that a program meets academic standards and conforms to requirements of a qualifications framework. In practice, both academic and professional accreditation is normally required for professional fields although the two may be combined in a single accreditation process.

## **Program**

***A coherent course of study followed by students in an academic or professional field or leading to a professional qualification, the successful completion of which qualifies them for an academic award.***

A program is regarded as an integrated package of courses and activities leading to a qualification, but the distinction between what is regarded as a single program or a cluster of related programs is difficult to define and may be best explained through examples.

A bachelor's degree program to prepare a student as a civil engineer would be regarded as a different program from one to prepare a mechanical engineer, even though there may be some courses that are common to both. Similarly, if a student had completed the bachelors degree program and wished to take a postgraduate program leading to a master's degree or a doctorate in the same general field that would be regarded as a separate program. The test in these examples relates to there being a qualification that is regarded as being complete in itself, and in the case of a professional program, qualifying the person who has taken the program for professional practice in the field. The distinction does not necessarily relate to organization of an institution or college into departments. In the particular example given it is likely that a civil engineering department would offer both the undergraduate and the postgraduate programs. It would also be possible if an institution wished to organize itself in that way for a single department to offer programs in both civil and mechanical engineering.

The title of an academic award is not necessarily a useful guide to what should be regarded as a program. For example, general titles such as Bachelor of Arts, or Business, or Science, could include many different programs. In an Arts degree there could be programs in history and or social sciences, in psychology, in social work, or many others. A Business degree could include separate programs for accountants, for economists, or for management and administration, and these would be different programs leading to quite different occupational skills.

While the programs that have been used in these examples should be regarded as separate entities, and should be accredited as such, groups of related programs can be considered together in the accreditation process provided it is possible for external review panels to include the necessary expertise.

## **Program Accreditation**

***Accreditation of a program of study certifying that it meets standards required for the delivery of a program in that field at the level concerned.***

Accreditation of a programs involves a judgment that the quality and standards are appropriate for the award to which it leads. The assessment of standards takes into account both the nature of teaching and learning in different fields of study, and the level, complexity, and quantity of learning required for the award. The general standards of learning outcomes for programs that lead to awards such as bachelor's, master's or doctorate are defined in the National Qualifications Framework and must be met in all programs leading to these awards, regardless of the type of institution offering the program. In addition to meeting the requirements of the Framework a program must meet the standards set out in the NCAAA, "Standards for Quality Assurance and Accreditation of Higher Education Programs", and in a professional program, must provide the particular knowledge and skill required for practice in the field concerned.

## **Provisional Accreditation**

*Accreditation granted on a temporary basis for a new institution or program after assessment of plans for development.*

For a new institution or program provisional accreditation may be given on the basis of detailed plans. This allows the institution to start operating, or to teach the program, with reasonable confidence that if the plans are implemented as proposed accreditation is likely to be granted. This process means that students can rely on the quality of the institution and of the provisionally accredited program when it is first introduced. The actions of the institution during this preliminary stage are monitored and reports on progress must be provided. Full accreditation must be applied for when the first group of students have completed their programs. If the plans are not implemented at an acceptable level of quality within the time specified, the provisional accreditation will lapse and the license to operate or offer the program will be revoked.

## **Qualifications Framework**

*A document setting out the nature, amount, and levels or standards of learning required for academic or technical awards.*

Qualifications frameworks specify increasing levels of mastery of knowledge and skills that are required for academic, vocational, or technical awards.

Learning expectations are described in broad areas or domains, such as knowledge and the ability to recall information, cognitive skills such as the mastery of concepts, principles and theories and ability to apply them in problem solving and critical thinking, skills in communication and information technology, capacity for self directed learning, and ability to work effectively and constructively in group situations. Qualifications frameworks may also incorporate student attributes relating to values and cultural awareness that reflect national culture and educational policy.

In many cases, the broadly defined frameworks are associated with more detailed specification of the particular knowledge and skill required for specific professional fields or disciplines of knowledge. These may be used as basic reference points for programs leading to professional accreditation and for the registration or licensing of graduates to practice in professional fields such as medicine, engineering, accounting, law, or education.

## **Quality**

*The value, worth, or standard of an institution or program in relation to generally accepted standards for an institution or program of its type.*

Assessments of quality are generally based on performance in relation to generally accepted standards of good practice, but also “fitness for purpose”, which recognizes that there are differing requirements for different types of institutions or programs, and important differences in mission that are relevant to consideration of an institution’s quality. Consideration is also given to “fitness of purpose” taking into account the appropriateness of the mission of an institution for the environment within which it operates.

The term “quality” is a relative one comparable to “value”, “worth” or “standard” in other contexts. To be of use in planning and evaluation in postsecondary education the term should be related to some defined characteristics, and to some levels or benchmarks of performance.

When used as a general term without specification of any particular characteristics of the system (for example as in “the quality of higher education” or “the quality of an institution”) it will be taken to refer to a range of elements including but not limited to the level of student achievement, the ability and qualifications of faculty, the standard of facilities and equipment, the effectiveness of teaching, planning and administrative processes,

and the relevance of programs. In the system of quality assurance and accreditation in Saudi Arabia, reference in assessing quality should be made to the standards identified by the NCAAA in eleven areas of activity.

In any specific situation some aspects of performance may be of relatively high quality and others of relatively low quality and the balance may depend on the mission and priorities of an institution. Consequently an overall assessment must take into account value judgements about the selection and relative importance of characteristics for consideration, and an understanding of what should be regarded as good practice in relation to each of them.

“Quality” is sometimes defined by quality agencies as meaning the single dimension of “fitness for purpose”, an approach that gives particular prominence to the importance of diversity between institutions in mission and objectives. Under this definition the standard of performance is meant to be subsumed within the concept of fitness for the purposes (or mission and objectives) defined by institutions.

Because of potential confusion arising from differing interpretations and a need for clear guidance for institutions about criteria for evaluations of quality, most quality agencies make specific reference to “general criteria of good practice” in defining criteria for evaluation, and provide guidelines or reference documents that spell out matters for consideration and descriptions of what is regarded as good practice.

### **Quality Assurance**

*Processes of assessment, evaluation, and follow-up relating to quality of performance, which serve two distinct purposes:*

- *To ensure that desired levels of quality are maintained and improved; and*
- *To assure stakeholders that quality is being maintained at levels comparable to good practice in highly regarded institutions elsewhere in the world.*
- *Stakeholders in this context include students, the government, and the wider community, including parents, professional associations, and industry.*

Quality assurance normally involves both internal and external processes. Mechanisms for quality assurance are expected within each institution on a continuing basis as part of normal program provision and usually involve some external input. However, the public credibility of claims of quality requires periodic external validation by an independent authority and the independent external advice is also an important element in strategies for improvement.

### **Quality Improvement**

*Changes in inputs, processes, and outcomes that improve the quality of performance, usually across the whole range of an institution’s activities. The term may be used to describe the strategies used by an institution or other organization to bring about these changes and verify their results.*

While principal responsibility for quality improvement necessarily rests with an institution delivering programs, actions taken by an outside authority through support services, incentives, or regulations may assist in a number of ways, and may also be described as quality improvement strategies. The term “quality enhancement” used in some quality assurance systems is considered to have the same meaning as “quality improvement”.

### **Responsible Ministry**

*The Ministry responsible for the establishment, regulation, or supervision of a higher education institution.*

A number of different Ministries have responsibility for postsecondary institutions in their field of activity, and have established regulations for their activities. They may provide funding support, assist with quality improvement, and normally have systems for accountability including annual reporting arrangements. In its assessments of quality for purposes of accreditation and quality assurance, the Commission considers both the activities of the institutions and the results of their interactions with the responsible Ministry with which they are involved.

### **Substantial Equivalence**

*A judgement that a unit, subject or other component of a program is equal in quality and equivalent in scope to one offered elsewhere.*

This concept is particularly important when consideration is being given to allocation of credit for studies done at another institution, either within the country or elsewhere. The details of what is taught and the approach taken in teaching vary according to the needs and background of different groups of students and the environment in which they live. Adaptations to meet these needs should not become a barrier to recognition for credit provided essential skills and understandings are developed and standards maintained.

### **Student Attributes**

*Special characteristics of students developed as a result of the particular policies and teaching strategies of an institution.*

The development of particular student attributes is often an important part of the mission of an institution. For example an institution may adopt procedures to ensure students are particularly self-reliant, more creative and entrepreneurial, or more effective than would normally be the case in group situations. The term is normally reserved for attitudes, skills, and habits of behaviour or personality characteristics that are exhibited in students' behaviour in outside situations rather than for purely academic learning outcomes which may refer to abilities rather than actual behaviour.

### **Teaching Strategies**

*The strategies used by an instructor to develop student learning.*

Teaching strategies are the specific techniques used to develop student learning in various domains. Strategies may include; for example, question sequences to develop or apply concepts to new situations, value clarification, use of advance organizers to assist with memorization and recall of information, case studies, and group problem solving tasks, simulations, role playing and so on. The term should not be confused with "modes of instruction", a term used to describe the form of organization for teaching or the delivery of training, such as lecture, tutorial, or laboratory.

### **Technical Training**

(See Vocational and Technical Training below)

### **Tertiary Education**

*Education programs offered beyond the level of secondary school.*

Tertiary education is education at the third level that is beyond the first level (primary school), and second level, (secondary school). Tertiary education is offered in two broad categories, higher education which normally leads to academic degrees in a university or higher education college, and technical or vocational education and



training designed to provide the knowledge and skills required for employment in specified trades and industries.

### **Value-Added**

*The process of adding value (normally applied to the value of students knowledge and skill) as a result of the teaching and learning activities of an institution or program.*

The general level of knowledge and skills of students entering programs can vary widely between institutions. Consequently the concept of “value-adding” is important in considering the contribution an institution makes to students learning. While an important concept in considering the quality of an institution’s activities, it is difficult to apply objectively since documenting the extent of “value-added” depends on accurate measures of incoming knowledge and skills and valid attribution of causes of growth.

### **Vocational and Technical Training**

*Training programs designed in cooperation with industry to provide the knowledge and skills needed for employment.*

The terms vocational training and technical training are used for training or educational programs designed to provide the specific knowledge and skills for employment in specified trades and occupations. Programs are usually competency-based with competencies defined in consultation with employers.

In many systems the terms vocational and technical training are interchangeable. However practice in the Kingdom of Saudi Arabia has been to use the term “vocational” for the type of program offered at levels equivalent to senior secondary school, and to use the term “technical training” for programs at postsecondary levels.



## **Annexe 3**

# **NCAAA - Handbook for Quality Assurance and Accreditation in Saudi Arabia - Part 2 (Extraits)**



**National Commission for Academic Accreditation  
&  
Assessment**

**Handbook for Quality Assurance  
and  
Accreditation in Saudi Arabia**

**PART 2**

**Internal Quality Assurance Arrangements**

Version 2.0  
July 2011

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## INTRODUCTION

The National Commission for Academic Accreditation & Assessment has been established in the Kingdom of Saudi Arabia with responsibility for determining standards and criteria for academic accreditation and assessment and for accrediting postsecondary institutions and the programs they offer. The Commission is committed to a strategy of encouraging, supporting, and evaluating the quality assurance processes of postsecondary institutions to ensure that quality of learning and management of institutions are equivalent to the highest international standards. These high standards and levels of achievement must be widely recognized both within the Kingdom and elsewhere in the world.

This Handbook has been prepared to assist institutions in introducing and developing internal quality assurance processes and in preparing for the external peer reviews that the Commission will conduct to verify the achievement of high standards of performance.

Part 1 of the Handbook is intended to give a general overview of the system for quality assurance and accreditation. It describes the principles that underlie the approach taken by the Commission, summarizes standards that will be applied in quality assurance and accreditation judgments, and briefly outlines the stages involved in the approval of institutions and accreditation of programs. This part of the Handbook also includes an explanation of a number of terms used for the quality assurance and accreditation system in Saudi Arabia.

Part 2 of the Handbook focuses on internal quality assurance processes. It provides advice on establishing an institution's quality center, processes of planning, evaluation and internal reporting on educational programs, and self study and improvement of institutional activities. Templates for use in preparing reports are included in appendices.

Part 3 of the Handbook provides details of what is required in preparation for and the conduct of external reviews. These processes relate to applications for approval and accreditation of a new institution, the accreditation and re-accreditation of programs, and institutions on a five year cycle.

Parts 1, 2 and 3 of the Handbook should be read in conjunction with two other key documents, a *National Qualifications Framework* setting out the learning expectations and credit requirements for levels of academic awards and two documents setting out standards for accreditation. The standards deal with eleven areas of activity in higher education institutions. The primary standards documents are *Standards for Quality Assurance and Accreditation of Higher Education Institutions* and *Standards for Quality Assurance and Accreditation of Higher Education Programs*. Both of these are accompanied by companion documents providing self-evaluation scales for assessment of performance in relation to the standards. Statements of standards for special situations are being progressively developed. These include programs offered by distance education, and standards for technical training for use with technical training programs in community colleges established by universities. Supplementary documents dealing with other special issues relevant to distance education and to programs in different special fields are in preparation. Separate statements of standards for technical training will also be provided. These documents explain the standards expected by the Commission and are intended to serve as important guides for continuing improvements in quality.



## CHAPTER 1

### Administration of Quality Assurance Processes

The organizational arrangements procedures outlined in this chapter have been found to be effective in higher education institutions in many parts of the world. They should be implemented in flexible ways that take account of the differing size and complexity of institutions and the nature of programs offered. New and different strategies are encouraged, and the quality system itself should be reviewed and improved as part of an institution's quality assurance process. Innovative ideas consistent with what is generally considered good practice and planned with the goal of improving quality in all aspects of an institution's activities are encouraged.

Committed support and encouragement from the most senior levels of an institution are essential pre-requisites for an effective quality assurance system. This should include a commitment of support from the senior policy making body (a Council, board of trustees, or a board of governors or equivalent body), leadership from the head of the institution (the Rector or Dean), and adequate support for the costs and services required for an effective quality assurance system. However, high quality cannot be achieved by the actions of leaders alone. A commitment to quality must be shared throughout the institution, with individual members of teaching and other staff, and organizational units throughout the institution, evaluating their own performance, doing their best to improve, and contributing cooperatively with others to institutional improvement as valued members of the institutional team.

#### 1.1 Quality Assurance, Provisional and Full Accreditation

Quality assurance is primarily an internal responsibility and depends very heavily on the commitment and support of all of those involved in administration, management, and teaching in an institution. The procedures and standards outlined by the National Commission for Academic Accreditation and Assessment are based on an expectation that institutions will accept that responsibility and take appropriate action to ensure high quality is achieved. The information provided in this Handbook is intended to guide and support those processes.

However the importance of the higher education system for students, their families, and the wider community is such that quality cannot simply be assumed. It must be verified by independent processes that can give confidence to everyone concerned that high levels of quality are being achieved. The accreditation processes for higher education institutions and the programs they offer provide this verification.

Accreditation can be granted at two stages.

First when an institution or a new program is planned provisional accreditation can be granted. Provisional accreditation is based on the plans for the institution or for the delivery of the program concerned. It is only provisional because the quality of what is done will depend on the implementation of those plans. However if an institution or a program has been provisionally accredited those responsible for providing resources, the

students who enroll and their families, and employers who may have to rely on the skills of the graduates they employ can proceed with confidence.

For an institution to be provisionally accredited the plans for its establishment must be presented in sufficient detail for the NCAAA to have confidence that all the requirements for quality assurance that are described in the following sections will be met, and that sufficient resources, including staffing, facilities and equipment will be available as the institution progresses through its early stages of development. The implementation of the quality assurance processes and the provision of these resources will be monitored and plans must be implemented if the provisional accreditation is to be retained.

For a program to be provisionally accredited the details of the program must be provided. These plans must provide much more than a simple description of the program course structure and content. The plans must include how the courses will be taught and students' learning evaluated. They must include the learning resources to be provided including library and IT provisions, staffing, facilities and equipment and other requirements and a schedule of when these resources will be available for staff and students. The plans must include the introduction of the processes that will be expected when the program will be considered for full accreditation as described later in this Handbook.

Second, when the first group of students has completed the program and the plans have been fully implemented the institution and its programs can be granted full accreditation. This is official certification by the NCAAA that its standards have been achieved. After that there is a further independent evaluation by the NCAAA once every five years to certify that the institution and its programs are keeping up to date with developments and quality is being maintained. The processes followed by the institution itself and the review procedures for accreditation are described in detail below and in Part 3 of this Handbook.

The processes described in this Handbook for a five yearly periodic self study apply to both periodic evaluations by the institution or a program for its own improvement and as preparations for an external review for full accreditation or re-accreditation.

## **1.2 Criteria for Quality Evaluations**

Evaluations of quality involve judgments about two main elements, the extent to which goals and objectives are achieved, and consistency with generally accepted standards of performance in higher education.

The goals and objectives should be based on a clearly defined mission that is appropriate for an institution of its kind and circumstances. The mission, and the goals and objectives derived from it are for an institution to determine. However some criteria for an evaluation of the mission are included in the standards specified by the Commission.

The generally accepted standards defined by the Commission in eleven broad areas of activity relate to inputs (the level and quality of resources available) processes followed, and outcomes or results achieved. In each case the judgments about quality are not just about whether a resource is available, a process followed or an outcome achieved, but

also about how good these are compared with standards of performance at other good quality institutions of similar kind. Consequently it is necessary to identify institutions with which comparisons on important matters can be made and make arrangements for collecting (or sharing) information so this can be done. The levels of performance identified in this way are benchmarks to be used in setting performance objectives.

The Commission has identified a number of important items as Key Performance Indicators and will be collecting information from institutions relating to these indicators. See ATTACHMENT 2 to this Handbook. When this is done the Commission intends to aggregate the data so that national figures on these items are available and can serve as benchmarks. Other benchmarks should also be established by institutions, dealing with matters that are important to them in their own quality improvement strategies. These benchmarks can be based on institutions within Saudi Arabia or in other countries. However because an important objective for Saudi Arabia is to demonstrate standards equal to good international standards, at least some of the important benchmarks should be based on performance at good international institutions.

### 1.3 Quality Planning and Review Cycle

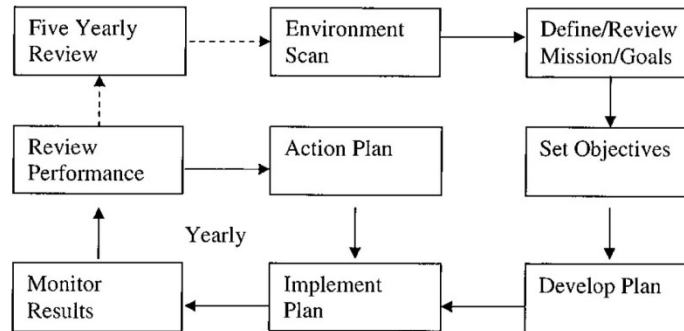
The process of improving quality involves assessing current levels of performance and the environment in which the institution is operating, identifying strategic priorities for improvement and setting objectives, developing plans, implementing those plans, monitoring what happens and making adjustments if necessary, and finally assessing the results achieved. These steps involve a repeating cycle of planning and review. Major plans may involve a sequence of activities over a number of years, with a number of steps to be taken and results of each step assessed at stages within that longer term plan.

While the monitoring should be continuing, there are normally two time periods when more formal assessments take place, one annual as performance is monitored and adjustments made as required, and one on a longer term cycle in which major reviews are undertaken on a periodic basis. For issues relating to quality assurance and accreditation periodic assessments should be planned to coincide with the five-yearly external reviews for accreditation and re-accreditation conducted by the Commission.

Although this planning and review cycle is presented as a set of steps in a linear sequence with set timelines, in practice steps may be repeated or changed in a flexible way in response to feedback and changing circumstances. For example, a review of performance may lead to a conclusion that objectives need to be redefined and a new plan for development prepared.

In considering these phases it should be recognized that they relate to a number of different levels of activity within an institution—to the institution as a whole, to academic and administrative units within it, and to individual programs or groups of programs managed by a department or college.

### Planning and Review Cycle



When applied to planning for quality improvement some of the steps in this planning cycle have special meaning. For example, the scan of the internal and external environment at the initial stage should include a thorough assessment of current quality of performance and an analysis of constraints and opportunities for development. A SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) can be a useful planning tool at this stage.

A major development strategy will normally be phased in over a period of years with implementation, monitoring and adjustments through action plans on an annual basis.

It is important to periodically step back and carry out a thorough review of the relevance and effectiveness of an institution's and to periodically review the appropriateness and effectiveness of a program.

A periodic self study of an institution should be comprehensive, and include a re-examination of the environment in which the institution is operating and any implications of changes or expected developments for the institution's activities. A periodic self study of a program should consider all aspects of the program delivery and supporting infrastructure, and the quality of learning by students. In any periodic self study a report should be prepared that includes an analysis of variations in original plans that may have occurred over the period, evaluations of the degree of success in achieving objectives, assessments of strengths and weaknesses that need to be addressed in future planning, and plans for responses to those assessments.

The primary purpose of a periodic self study is to support the institution's own efforts at improvement, but reports developed are also used as a basis for the external reviews by the Commission for re-accreditation. For this purpose there are some specific requirements and these are set out in Part 3 of this Handbook which deals with the external review processes.

## **1.4 Organizational Arrangements**

### **1.4.1 Appointment of a Quality Director**

A senior person responsible to the Rector or Dean or a senior Vice Rector should be appointed to lead the institution's quality assurance arrangements. The level of the appointment and the title used for the position will depend on the size and complexity of the institution but the person appointed should have sufficient seniority to provide effective leadership within the total institution and ensure compliance with institutional quality assurance arrangements.

### **1.4.2 Establishment of a Quality Center**

An organizational unit, commonly called a quality center, should be established within the institution's central administration. The unit or center should be directly responsible to the quality director referred to above and assist in coordinating institution-wide quality assurance activities.

### **1.4.3 Responsibilities of a Quality Center**

Particular tasks should include matters such as:

- advising on institution-wide priorities and strategies for quality improvement;
- assisting internal academic and administrative units in the development of quality improvement strategies within their own areas;
- establishing and monitoring self-assessment processes and reporting requirements;
- providing training for faculty and staff in the institution together with advice and support as required;
- developing a procedures manual describing the institution's structure and processes for quality assurance; specifying criteria for selection and formats for indicators, benchmarks, and objectives; preparing standard forms for matters such as student and graduate surveys; and advising on operational procedures for the planning and implementation of quality processes;
- maintaining systematic collections of reports on performance including data on indicators and benchmarks that will be required for analysis and reporting on trends in performance and changes in the environment within which the institution is operating;
- coordinating and leading the preparation of periodic self studies for consideration within the institution and for use in external reviews.

A separate document suggesting the roles and responsibilities of a center of this kind has been prepared by the Commission.

### **1.4.4 Formation of a Quality Committee**

A quality committee should be established with membership from all major academic and administrative units including both colleges and other functional areas, to work with the

quality center in planning and carrying out responsibilities for quality assurance. A senior administrator such as an academic Vice Rector would normally chair the committee and work closely with the director of the quality center in leading and supporting the institutions quality assurance activities. The members of the committee should be informed about and committed to quality assurance and have capacity to provide leadership within their own areas of activity in the implementation of quality assurance processes.

#### **1.4.5 Cross-Institutional Involvement in Quality Assurance**

All organizational and administrative units should be involved in quality assurance, with performance monitored and plans for improvement made and implemented. Summary reports need to be prepared regularly so the institution's senior management and governing body are aware of what is occurring. These regular reports do not need to be large or complicated, but should include key performance indicators relating to the most important objectives, and an indication of whether the short term results on operational plans conform to what is required if the longer term strategic plans and objectives are to be achieved.

In many cases it has proved valuable to appoint quality assurance officers, establish a small quality unit and form sub-committees within colleges or large departments, or other organizational units (e.g. libraries, and major administrative departments) to consider the programs and services they offer and provide assistance with quality improvement. It is extremely important that any units or committees of this kind cooperate closely with an institutional quality center and support any institution-wide quality improvement initiatives. The existence of units of this sort within colleges and other organizational units can give credibility to quality initiatives for faculty and staff who identify closely with their special academic field or area of activity and help to provide specialized assistance and resources or arrange training programs that deal with particular issues found in that area.

#### **1.4.6 Monitoring Performance**

There should be an assessment of performance by academic and administrative units at least once per year. This need not be a major task, for example it could be simply a brief analysis of performance in relation to selected items from the self evaluation scales, a check on progress made in implementation of plans for development, and consideration of data on certain selected performance indicators. The choice of indicators will depend on the area of activity and the nature of the plan, but they should be things that allow progress to be monitored annually even though a plan may take several years to complete the analysis should include details of any adjustments that should be made in planning or corrective action required.

Templates have been developed by the Commission for this annual reporting on courses and programs. However this has not been done for other administrative and organizational units because what is needed in this analysis will vary widely for different functions. Whatever format is used for this analysis and reporting there should be some formality in requirements for analysis and reports to prevent the assessment being overlooked. The reports should be prepared by those responsible for particular functions. If administration of a function is distributed to different parts of an institution, selected

items of information should be provided from each distributed section so the overall quality of performance for that function can be monitored.

The Rector or Dean, and other senior administrators should be aware of the goals and objectives of organizational units, the outcomes of their self evaluations and of the priorities for improvement on the part of those delivering services. Consequently brief reports should be prepared for them and for any institutional committees with responsibility for overseeing the function concerned.

Comprehensive self-studies followed by external reviews by the Commission will occur every five years. This time period is too long to go without some general review of performance. Consequently there should be an internal review comparable to the preliminary self-evaluation during this period. A two or three year period would be the norm, but the time could be longer or shorter depending on the circumstances of the institution, and it may vary for different activities within the institution. Like the initial step, the rating scales from the Self Evaluation Scales for Higher Education Institutions should be used, together with relevant surveys and other sources of information. Indicators should be selected, results reported on, and plans for improvement reconsidered as for the initial self-assessment.

## **1.5 Initial Quality Planning and Evaluation**

### **1.5.1 Initial Quality Planning for a New Institution**

(A new institution built on the foundation of an existing institution or formed by the merger of two or more existing institutions should follow the steps outlined below for existing institutions)

In a totally new institution the plans for a quality assurance system should be prepared as an integral part of the general planning for the institution. These plans should be included with documentation submitted to the Commission for provisional accreditation at the time the planners of the institution submit their plans to establish the institution to the Ministry of Higher Education for its approval

Details of requirements for provisional accreditation and documents that must be provided to the Commission for this purpose are included in Chapter 1 and ATTACHMENTS 2, 3, and 4 of Part 3 of this Handbook.

### **1.5.2 Initial Quality Planning for an Existing Institution**

As noted above, these processes should be followed for any existing campus or campuses as part of initial quality planning for a new institution that includes them.

There are two major tasks involved in initial quality planning for an existing institution. One of these is to establish a quality center and introduce systems to meet the quality assurance and accreditation requirements of the Commission. The second is to conduct an initial self evaluation, identify strengths and weaknesses in quality provision, and develop strategies for improvement.

The recommended first step is to establish a quality center and a quality committee as described above, and to use that center and committee in arranging the self evaluation and developing a strategy for progressively implementing quality assurance requirements.

For an existing campus or campuses that are being incorporated into a new institution a committee should be established and staff appointed to lead a self evaluation of activities at the existing campus. Any improvements required should be incorporated into the planning arrangements for the new institution.

As noted above the Commission has developed a set of Key Performance Indicators for use in evaluating quality (see ATTACHMENT 2) and data on these KPIs should be consistently obtained and used as evidence for quality assurance. However each institution should add additional KPIs that are appropriate for its own mission and objectives, specify clearly the data requirements for them, and include these in its own evaluations as well.

### **1.5.3 Carrying Out an Initial Self Evaluation**

The first stage in the process for each unit should be a frank assessment of existing performance.

The scope of the initial evaluation should be comprehensive. It should deal with programs in all areas, and with facilities, equipment, services and administrative processes.

The rating scales in the *Self Evaluation Scales for Higher Education Institutions* should be used. These scales are likely to indicate that some are done very well, some things are not done, and some are done poorly. The information about current levels of performance will provide a benchmark against which future improvements can be assessed.

#### **Preparations**

All members of faculty and other staff should be informed about the initial self-evaluation and their cooperation sought for the processes to be followed.

The announcement should explain the main reasons why the evaluation is taking place as a basis for developing plans for quality improvement and accreditation and why that is important. Reasons would normally include benefits for students and faculty and other staff at the institution, for the wider community, and for national development. Information should be given about the processes to be used and opportunities for individuals to have input. This communication should emphasize that the objective is not to find fault or to criticize, but rather to provide a realistic basis for plans for improvement.

A senior member of staff of the institution should be appointed to lead the process working with the assistance of a quality center. A planning or steering committee should be established chaired by the person appointed to lead the process. This steering



committee could be an existing quality committee, or a special committee could be appointed for this particular task.

The committee should prepare a strategy for carrying out the evaluation. This will normally involve appointment of sub-committees to carry out particular tasks related to the 11 standards identified by the Commission. Different procedures may be appropriate for different functions or organizational units within the institution.

#### **1.5.4 Managing the Self Evaluation**

Sub-committees should investigate and provide information and reports on one or more standards using the *Self Evaluation Scales for Higher Education Institutions*. The sub-committees should include representation from units responsible for functions considered users of the service provided, and wherever possible someone independent of that function to ensure some independence and objectivity in the judgments made. Students should be included in sub-committees where appropriate.

The sub-committees should consult with those responsible for the function they are considering and with users of those services, and consider any evidence of quality that is available including documents, surveys, and statistical data such as information from the student record system. They should complete the self evaluation scales using the starring system described, and indicate priorities for improvement where relevant.

Although some of the groupings of statements of good practice may coincide with the administrative responsibility of academic or organizational units, others will not, and this will vary for different institutions. This means that in completing scales from the Self Evaluation Scales for Higher Education Institutions for these functions it may be necessary to gather information from both the central units and other parts of the institution providing similar services.

This requirement to obtain information from different parts of an institution has particular relevance to programs, which are offered by colleges and departments throughout the institution. The quality of programs is a major issue in any educational institution. However there may be many programs and this could be a very large task. It is recommended that evaluations be done within each department with results consolidated at the level of colleges before being brought together for a summary evaluation in the total institution report. The summary evaluation should not be an "average" response for all programs, but one that identifies both common elements and significant variations. This approach should also be used in considering possible differences between sections for male and female students.

The self evaluation scales are intended to draw attention to processes and evaluative data that are needed, and to help identify priorities for improvement. It is not expected at this initial stage that an institution would satisfy all of these standards or follow all the processes that are included in the self evaluation scales. It is also likely that for a number of items valid evidence will not be available and benchmarks will not have been established. Because of this reliance will have to be placed on opinions and limited data. If relevant evidence is not available, that in itself is a quality matter that should be stated

clearly in reports prepared. Providing for the gathering of such evidence should be considered in suggesting priorities for improvement.

Opportunities should be provided for stakeholders or members of the university community, including users of various services, who are not directly involved in the process to provide comments and advice. Submissions or presentations of this sort should be acknowledged, and should be considered carefully by those preparing reports.

#### **Report on an Initial Self Evaluation**

A report should be prepared on the outcomes of the evaluation, indicating the processes followed in conducting the evaluation, the conclusions reached, identifying areas of particular strength or requiring attention, and summarizing the evidence on which those conclusions were based. Reports by sub committees or working parties should be attached and summaries of their procedures and conclusions incorporated into a single document.

The report should include recommendations about matters that are considered of highest priority in a plan for quality improvement.

#### **Suggested Structure for an Initial Self-Study Report**

Executive summary of the self-study processes used and the major conclusions reached.

Process followed in conducting the self evaluation including the plan for conducting the self study, membership and major responsibilities of committee and any sub-committees, processes for consultation, and major sources of evidence of quality used.

Report on each of the eleven standards indicating for each standard the process followed by the sub-committee, sources of evidence and major conclusions including priorities for improvement.

Concluding statement summarize major conclusions and priorities for action that may be required for improving quality. This should take account of both the reports on quality in relation to each of the standards and the mission and strategic goals for development of the institution.

#### **1.6 Developing a Strategic Plan for Quality Improvement**

As noted above a plan for quality improvement should include two major elements, planning to progressively implement arrangements to meet accreditation requirements for quality assurance if these are not already in place, and planning to deal with any problems identified in an initial self evaluation.

In an institution implementing quality assurance processes for the first time involvement in quality assurance processes by different organizational and administrative units may need to be phased in as experience is gained and faculty and staff become more confident about the processes involved. (See suggestions in ATTACHMENT 1)

### **1.6.1 Quality Assurance Requirements for Accreditation**

The timing for introduction of these requirements will vary in response to the experience and circumstances of different institutions and the extent to which these arrangements are already in place. Subject to these variations, the following requirements should be met.

- Establishment of a quality center, appointment of a director for the center and appointment of a quality committee chaired by a senior member of the institution's administration. (This has already been done in most institutions)
- Establishment of arrangements for quality assurance in each major organizational unit within the institution (for example, colleges or departments, deanship of research, organizations responsible for financial affairs, facilities and equipment etc). What is needed will vary according to the size and functions of organizational units. However the arrangements will usually involve appointing an individual as a quality officer and establishing a committee to provide coordination, leadership and advice on what should be done within the unit.
- Preparation of program specifications and course specifications for each program. In most cases this is likely to be a staged process with action taken initially in selected departments and progressively extended to others.

The development of these program specifications will need to include checking for consistency with the *National Qualifications Framework* developed by the Commission, and for meeting accreditation standards in professional fields. (As an interim arrangement, consideration should be given to standards defined by international specialist accreditors pending development of standards for professional fields in Saudi Arabia).

#### **Introduction of student evaluations of courses and programs**

Introduction of course and program reports using the templates developed by the Commission. As for the program and course specifications, this will usually be done progressively for different departments.

#### **Specification of performance indicators to provide evidence of quality in various areas of activity**

Appropriate indicators should be specified for each major organizational unit, and selected key performance indicators specified for functions (such as educational programs) that are carried out in different parts of the institution. (See note below on Key Performance Indicators identified by the Commission).

#### **Identification of performance benchmarks for assessment of quality relating to the main quality indicators specified**

Benchmarks could involve either past performance or comparisons with other institutions, but should include at least some appropriate external comparisons.

**Identification of relevant statistical information to provide evidence of quality of performance and establishment of arrangements for that information to be routinely provided to those who need it for their evaluation and planning activities**

**Provision of training programs for faculty and staff in matters relevant to the improvement of quality**

#### **1.6.2 Other Priorities for Improvement following an Initial self evaluation.**

It is likely that a number of issues identified in an initial self-evaluation will be addressed through the introduction of the quality processes described above. Others will require special attention through appropriate strategies for improvement.

In some cases, action will be needed on “the institution as a whole” basis to deal with any general problems or concerns affecting the institution as a whole. In other cases action may be needed within individual organizational units or sections of the institution to deal with issues and concerns that have been identified there. The institutional strategic plan for quality improvement will give attention to issues affecting all or most parts of the institution but should also provide support for local internal initiatives where required. Internal organizational units would be expected to develop plans that complement the institutional plan and also deal with specific issues relating to their particular area of activity.

#### **1.6.3 Dealing with Uncertainties About Future Funding**

Plans for improvement, whether supported from existing resources or extra funding, should have specific objectives, with timelines set and indicators of progress towards those objectives decided upon. These would normally be developed at two levels, strategic plans for development over a medium time period such as five years, and annual operational plans with specific objectives that contribute to the staged development of the strategic goals and objectives over time.

The longer term plans may need to involve assumptions about the resources that will be available since funding will normally be allocated to institutions over shorter periods. Plans should include risk assessments dealing with this funding issue as well as other possible concerns applicable to different development strategies, and adjustments may need to be made in the light of later developments. Uncertainty about future funding is common to educational institutions and cannot be allowed to prevent effective long term planning.

#### **1.6.4 Relationship of a Strategic Plan for Quality Improvement to General Strategic Planning**

At the initial stage of preparing for the introduction of a quality assurance system, assessing current levels of quality and planning for quality improvement, a strategic plan for quality improvement might be prepared as a separate activity. However, it really represents one important element in a broader strategic plan for the institution that might include such things as financial matters, development of facilities, introduction of new

fields of study and so on, each of which would be represented in broad goals for development and with objectives and appropriate strategies for achievement. Consequently the plan for quality improvement should be seen as one important component of a broader strategic plan, with goals defined and objectives established, and strategies for implementation described in a way that is comparable to other strategic planning priorities.

### **1.7 Other Issues**

Additional comments are made on some issues that have been raised by institutions or that have been identified as matters of concern in institutional and program reviews.

#### **1.7.1 Relationships Between Sections for Male and Female Students**

Organizational difficulties can arise because of difficulties in communication between sections for male and female students. Arrangements must conform to cultural norms in the Kingdom. However these do not prevent full participation on committees and sub committees by female members of faculty and staff using appropriate means of communication.

Variations in quality can occur for a number of understandable reasons including difficulties in recruiting appropriately qualified staff, recent development of a section of a campus, or extension of a program with resources still to be fully provided. Variations such as these must be expected and will cause no difficulty in a review for accreditation provided they are recognized and acknowledged and appropriate strategies are in place to overcome the problems. The objective must be to provide services and resources of equal quality, and to achieve equal standards of learning outcomes of for all students and, if this is not the case for particular reasons on a short term basis, action must have been initiated to overcome the problems as quickly as possible.

#### **With respect to standards required for accreditation:**

An institution with sections for male and female students is one institution and the standards apply to the institution as a whole.

A program offered in different sections for male and female students is one program and the standards apply to the program as a whole.

This does not mean that any assessment for either the institution or a program is “averaged” across the two sections. Information about quality must be collected in common form for each section in any quality report (annual report or periodic self study), then combined into a single report that identifies any common strengths or weaknesses and any significant variations. If there are any significant variations in quality between the sections the report should acknowledge this and include plans for responding constructively to the problems found.

The requirement to combine information from different sections means that information must be collected in similar form using comparable standards of judgment. To help ensure that this can occur, both sections should participate on steering committees and

subcommittees, and be involved in planning surveys and data collection including the selection of quantifiable performance indicators.

### **1.7.2 Reporting on Programs in an Institutional Evaluation.**

Institutional evaluations and reports must include educational programs. They are the core function of the institution. However, the way this is done is a little different from other functions because there are other thorough processes for the evaluation of each program and each of the courses included in them.

What is needed in relation to programs in an institutional evaluation and report is an overview of all of the programs, something that is not provided for in the individual program reviews. The process is essentially one of combining certain selected information about all the programs and reporting on the overall result and significant variations from it. In situations where a number of programs are managed by departments or colleges this should be a two-stage process with combinations at college level initially, and then further consolidation for the institution as a whole.

At the initial stage as described above for institutional self assessments, the rating scales for Learning and Teaching should be completed for all programs (though how and when this is done must be carefully considered as part of an implementation strategy). These scales might be supplemented by other information available for all programs such as program completion rates, or by student ratings of the quality of their programs. The scales can then be aggregated, (for a college, or for the institution depending on the size of the institution) and significant variations in the ratings noted. Some suggestions for combining ratings in this way are included in the section on combining assessments below.

The planning process should allow for an appropriate balance of local flexibility and overall coordination. The requirements for effective learning and the environment affecting programs, varies for different fields of study. It is entirely appropriate for colleges (and programs) to have different priorities and there should be scope in planning for these priorities to be addressed.

However, because of the importance of learning and teaching as the central task of an educational institution, it is likely that one of the major goals and strategic plans for the institution will focus on the development and improvement of programs across the institution. Annual operational plans would also normally be prepared for the institution's programs generally.

This means that, as well as providing for developments that departments and colleges require for their particular sphere of activity, there must also be scope for total institutional priorities and for policies established for programs throughout the institution. This should be done if general institutional policies are established for programs, or if any general weaknesses are found in all or most programs.

It is generally regarded as good practice for an institution to decide on certain characteristics (or attributes) of graduates that it wants to develop, and for action to be taken in all programs to develop those characteristics. For example, an institution may

decide as an overall institutional policy that its graduates should be particularly skilled in information and communications technology or that they should be particularly good at applying their learning in creative problem solving. If this is done, attention should be given to these outcomes in all programs in addition to the outcomes sought in particular courses of study. Indicators of achievement relating to these special institutional student attributes should be developed and used throughout the institution.

While a lot of detail is needed for the annual reporting and planning within individual programs, this is not needed at the institutional level and would be unmanageable for an institution as a whole. Consequently a small number of key performance indicators should be selected for reporting within the institutional monitoring process. The indicators may vary according to institutional mission and priorities, but should always include progress towards total institutional policy initiatives for programs and some general measures of quality of outcomes and processes that are directly related to them.

Some possible examples are:

- Current statistics and trends in student progression and completion rates;
- Current statistics and trends in student assessments of teaching or quality of programs;
- Data on graduate employment outcomes;
- Extent of staff involvement in professional development activities relating to teaching quality;
- Number and proportion of program reports that comply with requirements that are completed by a specified date.

The indicators selected should include the Key Performance Indicators required by the NCAAA, and also others needed for the institution's own policy objectives and quality improvement strategies.

### **1.7.3 Developing an Institutional Overview for Functions that are Decentralized**

Quality assurance processes should be followed within all academic and administrative units in an institution. Where a unit provides services for the total institution, as is often the case for central administrative functions, the evaluation and reporting of unit and institutional performance are relatively straight forward, though it is important to include the perspectives of the recipients of the services as well as those of the providers.

When functions are decentralized and managed by different academic and administrative units, the evaluation and reporting processes should be followed in each unit and also consolidated to provide an overall picture of the quality of that function for the institution as a whole. For example, if some library facilities are managed within colleges it would be appropriate to consider the effectiveness of the library function within each college as part of the college's quality evaluation, and also to develop an overview of the quality of library provision for the institution as a whole, including both the central library and

provisions within the colleges. The rating scales in the *Self Evaluation Scales for Higher Education Institutions* are intended to help with this process.

The planning and delivery of educational programs is an obvious example of the same relationship. Quality assurance processes must of course be carried out at the level of courses and programs, and considered at the level of the academic departments or colleges within which they are managed. Provision at the level of programs will be the primary focus for program accreditation judgments. However, there also needs to be overall institutional consideration of the quality of its programs as a whole, and capacity to identify areas within the institution where improvements may be required.

In some cases educational support functions will be carried out within departments or colleges, and reports should be provided to those departments of colleges in the first instance. In other cases functions may be managed centrally for the total institution and the reports on those activities would be provided to the institution's central administration. There are also other functions where there is a combination of central administration and decentralization, with services provided locally within colleges or departments as well as centrally. Library services are sometimes managed in this way with a central library and branch libraries in at least some colleges. However these functions are organized, it should be possible for the overall quality of the function within the institution to be monitored by those with ultimate responsibility—the institution's senior management and governing board.

If a particular function is managed centrally as a service to the total institution evaluations need only be done once. However it is essential that the evaluations provide for input from the full range of stakeholders across the institution. (The management of buildings and grounds might be an example of such an activity)

If a particular function is fully or partly decentralized and managed by a number of different sections within the institution, the quality of provision of that function should be evaluated by those involved within each of those sections, but it must be also be possible for information to be consolidated to provide an overall picture for that function for the whole institution, in a way that identifies areas within the institution where there are particular strengths, or weaknesses that may require special attention.

The *Self Evaluation Scales for Higher Education Institutions* describes standards and rating scales in eleven areas of activity. The use of these scales should make it possible to aggregate assessments for the institution as a whole, and at the same time to identify organizational units within the institution where there are significant variations from the overall level of performance. For example:

**(a)** Where a function is managed once for the institution as a whole (possible example: Governance);

It should be possible to use the rating scales for this function once in a single assessment for the total institution.

**(b)** Where a function is decentralized and managed in different organizational units throughout the institution (possible example: Learning and Teaching);



Ratings on Learning and Teaching Scales	College or Program 1	College or Program 2	College or Program 3	Etc.	Total Institution
4.1 Student Learning Outcomes	xxx	xxxx	xx		xxx
4.2 Educational Assistance for Students	xxxx	xxxx	xxx		xxxx
4.3 Quality of Teaching	xxx	xxxx	xx		xxx
4.4 Support for Improvements in Teaching	xx	xxx	xx		xx
4.5 Etc.					
Overall Assessment	xxx	xxxx	xx		xxx

In this example there is considerable variation between the evaluations for different parts of the institution. The overall assessment is much less important than the variations and it is those that should receive most attention. College or Program 2 seems to be functioning fairly well, though there is room for improvement. However College or Program 3 appears to be having difficulties. The ratings for Student Learning Outcomes, Quality of Teaching and Support for Improvements in Quality of Teaching are all low and the information suggests that some action is needed in this College or Program to improve this set of related items. There may also be a case for developing a general institution wide strategy to improve what is done to support improvements in teaching which seems to be a general weakness for the institution as a whole.

C. Where a function is partly managed centrally and partly decentralized to different organizational units (possible example: Learning Resources).

Ratings on Learning Resources	Central Library	College or Program 1	College or Program 2	Etc.	Total Institution
6.1 Planning and Evaluation	xxx	xxx	xx		xxx
6.2 Organization	xxxx	xxxx	xxxx		xxxx
6.3 Support for Users	xxxx	xxx	xx		xxx
6.4 Resources	xxxx	xxx	xx		xxx
Overall Assessment	xxxx	xxx	xx		xxx

In this example also the details seem more significant for planning for quality improvement than the overall result. The overall assessments and the total institutional ratings seem satisfactory, but there are problems in College or Program 2 that seem to require action.

#### 1.7.4 Relationships with Community Colleges

A number of universities have established community colleges that offer programs of one or two year's duration leading to the award of a diploma or associate degree. These awards can be accepted as legitimate qualifications for employment in various areas of

activity, or in many cases, can be recognized for credit towards a bachelor's degree program at the parent institution.

The accreditation and quality assurance arrangements for these colleges must be considered from several different perspectives.

**The perspective of the university which must accept ultimate responsibility for all of its activities**

It must have appropriate oversight of the College's activities while allowing the degree of independence and flexibility necessary for its effective operations.

**The perspective of the college itself which must meet appropriate quality standards in its administrative and service provision**

**The perspective of the programs offered by the college which must meet relevant quality standards for the type and level of program concerned**

The accreditation requirements for a university require that it establishes arrangements to ensure the activities of its community colleges are of high quality. This means that appropriate quality assurance arrangements must be in place, and the effectiveness of these arrangements will be evaluated in the university's external review for accreditation. The relationship is roughly comparable to that with particular programs in the institution. While an individual program may be considered for accreditation, accreditation of the institution will consider adequacy of the institution's oversight of its programs and their overall quality.

Programs offered by a community college may be technical training programs designed to provide the specific skills required for employment in particular industries, or may be higher education in nature designed to provide more general preparation for employment or further study in a higher education environment. The standards expected for these types of programs are significantly different and the distinctions are extremely important. A community college could offer both types of program, but each program must be clearly identified as falling into one category or the other. Standards for both types of programs are available from the NCAAA and the appropriate group of standards must be used in the community college's quality assurance system.

#### **1.7.5 Preparatory or Foundation Year Programs**

A number of higher education institutions have introduced preparatory or foundation programs to ensure that students are adequately prepared for higher education studies.

In some cases courses that had previously been offered as part of a degree programs have been relocated to the foundation or preparatory year, making it possible to replace them with more advanced studies to keep up to date with new developments in their field. In other cases the higher education degree program has been reduced in length as a result of the relocation of the general introductory courses to the foundation or preparatory year.

In addition to these program changes some institutions have arranged for the delivery of the preparatory or foundation studies to be outsourced to another provider with particular expertise in the studies provided.

If these arrangements are properly managed they offer the possibility of significantly improving the efficiency and effectiveness of higher education programs. However, there are also dangers that have to be considered and some conditions that need to be satisfied.

Foundation or preparatory studies precede and are not part of a higher education program. They provide the knowledge and skills expected of students before they begin their higher education program. Examples include—general studies to overcome deficiencies in a secondary education program, English language studies in preparation for courses that will be taught in English, completion of studies in subjects specified as prerequisites for certain fields of study such as mathematics, training in independent study skills or use of IT for students before they begin university studies that require those skills.

A consequence of this is that a bachelor degree program must still meet MHE requirements for a minimum number of credit hours and number of semesters in higher education studies for the kind of program concerned after completion of a foundation or preparatory program. A program must also meet NCAAA accreditation requirements - a bachelor degree program must include at least 120 credit hours with not more than 18 credit hours recognized in any one semester.

If an institution out-sources provision of a foundation or preparatory program to another provider, the institution must provide effective oversight and quality assurance of what is done. The institution will be held accountable for all aspects of the program, including safety and security for students and the quality of education provided. Failure to maintain the quality of an outsourced program will affect the accreditation of the institution.

#### **1.7.6 External or Remote Campuses**

A number of universities have established campuses in other locations or in some cases have acquired such campuses as a result of restructuring by the Ministry of Higher Education.

The quality of these campuses and the programs they offer are the responsibility of the university to which they belong and their quality and the university's systems for ensuring it is maintained will be considered in that university's assessment for accreditation.

Self evaluation processes including the completion of self evaluation scales should be carried out for all campuses with information retained for each campus as well as combined in a general institutional report that identifies any significant differences between campuses. Quality improvement plans should include action to deal with any problems found.

Programs offered on external, or remote campuses are assumed to be the same programs as those carrying the same title offered elsewhere in the institution. This means that the standards of student achievement must be comparable and there must be some appropriate mechanisms for ensuring that this is the case. While some specific course requirements may differ with elective courses or tracks appropriate for the students enrolled in different locations, these should be treated as equivalent to the alternatives normally available within a normal on-campus program. It is expected that there may be some variations in facilities, equipment and staffing provisions in the different locations; however, the quality standards specified by the NCAAA must be met in every location.

There are some special considerations that should be kept in mind.

During a period of restructuring in the higher education system some time must be allowed for administrative and quality assurance arrangements to be put in place. If a campus has been acquired by a university through a merger within the previous two years the university will not be held to account for the quality assurance arrangements in that campus in a review for accreditation. However, it will be expected to have reviewed the quality of all elements of the quality of that campus including programs offered there as part of its self evaluation and to have developed strategies for dealing with any weaknesses or problems that were identified.

If a campus is established in another country, it will be required to comply with any regulations established in the country where it is located. This may lead to some variations in specific processes followed. However, the standards specified by the NCAAA must still be met at that campus except where specifically in conflict with local regulations. Where such conflicts exist alternative mechanisms must be in place to ensure equivalent standards are maintained.

In all cases the academic awards carry the title of the university and their quality directly affects the university's reputation. Consequently the standard of learning outcomes for students must be equivalent to the standards of learning expected for similar programs at the parent university and there must be appropriate mechanisms in place to ensure that this is the case.

#### **1.7.7 Distance Education Programs**

Distance education programs offer an alternative mode of flexible delivery that makes them accessible to students who might not otherwise be able to undertake programs. In addition, many institutions offer students the opportunity to take part of a program in this mode in combination with conventional face-to-face delivery while attending an institution's major campus.

However, while these arrangements provide valuable flexibility for students and an important service to the community, there are dangers if effective quality assurance processes are not in place.

A program offered under the same title through distance education processes and through face-to-face delivery is assumed to be the same program and program accreditation processes will require that the learning outcomes and standards of student achievement

are the same. Programs offered through distance education must be approved by the senior academic committees within the institution in the same way as those offered face-to-face, and the approval and subsequent monitoring and quality assurance processes must ensure that this is the case.

Of course there are very important differences in the way programs are delivered, in facilities provided, and in arrangements for student advice and support. The particular requirements for distance education are set out in a modified set of program standards prepared by the NCAAA. These standards must be met for a program delivered by distance education, and in a program delivered by a combination of face-to-face and distance education modes. They must be met for the components of the program delivered through distance education.

An institution seeking accreditation must have in place quality assurance processes that ensure that if distance education programs are offered they meet the standards required for distance education programs with learning outcomes equivalent to what are developed in comparable on campus programs. In the conduct of a self study the distance education arrangements must be evaluated against the appropriate standards with comparable data provided for both modes of instruction in the same way as is done for programs offered in different sections (male and female, or on different campuses)

The Ministry of Higher Education has published regulations for the conduct of distance education programs. Institutions that have offered distance education programs in the past were required to comply with these regulations for any new students admitted after the Fall Semester 2010, and to ensure that the new requirements are fully met in all distance education programs within five years. (i.e. by Fall Semester 2015) This allows time for adjustments to be made in arrangements for existing students who had been admitted prior to the new regulations coming into effect.

For the accreditation of an institution by the NCAAA, a comparable phasing in period has been allowed.

In addition to meeting the Ministry of Higher Education regulations for current student admissions and full implementation of its regulations by Fall 2015, the institution must have completed the self evaluation scales for distance education programs and have a strategic plan for meeting the NCAAA standards for those programs by Fall 2015. If these conditions are met, the distance education activities will be excluded from consideration in the accreditation judgments. If accreditation is granted, it will be for the institution excluding its distance education activities.

**During this transition period:**

A program offered entirely by distance education will not be considered for accreditation unless all the Ministry and NCAAA requirements are met.

If a program is offered through face-to-face delivery and also separately through distance education, the on campus component of the program may be considered for accreditation, but if accreditation is granted it will apply to the on campus component only.

If a program is offered in a way that allows some courses or other portions of the program to be taken by distance education, the NCAAA may agree to consider it for

accreditation provided its distance education standards are fully met for the elements of the program that can be taken by distance education.

### **1.8 Periodic Institutional Self Study**

An institutional self-study is a comprehensive review of the quality of all aspects of an institution's activities. It is a central component of the internal quality assurance system, but also serves as the primary focus of external reviews by the Commission.

For a new institution, a periodic self-study should be carried out immediately after the graduation of the first group of students, and prior to the Commission's external review for full accreditation.

For an existing institution, a self-study should be carried out as soon as possible after its quality assurance system has been put in place and the Commission's external review for full accreditation will be conducted after that.

After these initial institutional external reviews have been carried out by the Commission, further external reviews will be conducted every five years and an institutional self-study should be undertaken in preparation for each of those reviews.

While an institutional self-study should be comprehensive and should consider the eleven specified standards as criteria for evaluation, it should have a focus relating to the institution's mission and priorities. Particular attention should be given to what had been identified as priorities for planning and development at the beginning of the review period and progress made in dealing with those priorities, and to any current priorities and activities that the governing body or the senior administration believes should be given special attention.

#### **1.8.1 Managing the Institutional Self-Study Process**

The following organizational arrangements are suggested. They assume the existence of an institutional quality unit or center with responsibility for leading, assisting, and coordinating quality assurance processes; a central quality committee chaired by a senior member of the central administration and including senior and experienced staff from major administrative units and service functions; and the identification of individuals within the major colleges or departments to assist with quality assurance processes.

A plan for an institutional self-study should be prepared by the quality center, discussed and approved by the quality committee, and adopted by the appropriate decision making mechanism within the institution. This plan should include a description in broad terms of how the self-study should be carried out, staff requirements and proposed committees and working parties, and a budget covering any additional costs. This plan should be prepared well before the proposed timing of external reviews by the Commission. The Commission will allow a minimum of 9 months for an institution to prepare for a review, but an institution may wish to initiate the process earlier than this and preparation time of at least 12 months is recommended.

Arrangements should be made with the Commission for the external institutional review. (Note that the Commission's capacity to respond to requests for particular dates will depend on the volume of activity at the time. Since the external reviews should be undertaken as soon as possible after completion of self studies, there will need to be some flexibility in the timing of the whole process.)

An announcement should be made within the institution, normally by the Rector or Dean, informing faculty and other stakeholders about the self-study and anticipated external review, and including information about opportunities to provide input. A number of sub-committees or working parties should be established to carry out the detailed analysis and planning required. Each should be chaired by a senior person knowledgeable about the area for consideration and about quality assurance processes. This could be the person responsible for the function that is being evaluated. However to provide some independence in evaluations it is generally considered preferable that for a major periodic self-study the chair of the subcommittee not be the person with administrative responsibility for the function concerned. The number and range of responsibilities of the subcommittees and working parties may vary according to requirements and priorities of the institution, but they would normally include a small steering committee drawn from among the members of the quality committee, and working parties to consider one or more of the sections in the *Standards for Quality Assurance and Accreditation of Higher Education Institutions* and the *Self Evaluation Scales for Higher Education Institutions*. The steering committee, with the assistance of the quality center, should prepare specifications or terms of reference for the work to be done by the sub-committees and working parties, including timelines, formats and templates for the provision of information and reports, guidance on procedures to be followed, and timelines for completion of major tasks.

A full briefing should be provided for the people involved on the various committees and working parties and a series of meetings scheduled for the chairs of the committees and working parties to review progress and discuss and resolve issues that may arise.

The process of review should include consideration of performance in relation to major policy objectives and completion of the rating scales in the *Self Evaluation Scales for Higher Education Institutions*. Information from surveys, focus group consultations, and examination of indicators and benchmarks should be considered. For a major self-study it is particularly important to use independent advice on aspects of the matters considered, to draw comparisons with other comparable institutions and to verify conclusions about this evidence through independent opinions. The processes of doing this should be documented.

As the committees and working parties undertake their tasks, assistance should be provided as required by the quality center. The center may help in finding appropriate persons external to the institution to provide independent comment on interpretations of evidence and conclusions drawn from it.

The reports from the various working parties and subcommittees should be brought together and reviewed by the coordinating committee with the assistance of the quality center. The information provided should be incorporated into an overall report that includes a description of the processes followed, a summary of independent external

advice received and the institutions response to that advice, and recommendations for change and improvement. The quality committee should review the draft report for consistency and appropriateness in responding to information obtained and provide comments on priorities for improvement from a strategic institution-wide perspective. Its conclusions should be incorporated into the report.

### **1.8.2 Matters for Inclusion in an Institutional Self-Study Report**

(See template for institutional Self-Study Report in ATTACHMENT 2 (o))

Please note that it is extremely important to provide statistical data and hard evidence to support conclusions wherever possible. Opinion statements and judgments about quality based on the starring system in the self evaluation scales are useful of course, but of relatively little value in an accreditation assessment unless backed up by solid evidence wherever possible.

#### **Institutional Profile**

- A brief summary of the institution's history, scale and range of activities
- A brief description of the community (ies) where the institution is located with comments on implications for the development and programs of the institution
- Description and charts showing the management and administrative structure of the institution
- Campus locations (with maps) showing major buildings and facilities
- Faculty, staff and student numbers by department and college
- Information about previous or planned accreditations
- Summary of quality assurance arrangements
- Summary of strategic plan

#### **Context**

- Institutional Context--Brief summary description of the history and development of the institution.
- Environmental Context—Main features of the environment in which the institution is operating noting any significant changes that have occurred during the last planning period or that are expected to occur in the next.

#### **Mission, Goals and Objectives**

The mission goals and strategic quality improvement objectives established by the institution and performance on indicators and benchmarks selected to evaluate performance.

#### **Special Focus in the Review**

A statement of any particular aspects of the institution's operations to which the institution wishes to give particular attention during the self-study. These may reflect changes in the institutional or environmental context, development priorities at the



institution, responses to internal quality assessments, government policies, or other matters.

### **Self-Study Process**

Summary description (using charts and diagrams as appropriate) of the structure and organization of the self-study process

### **Institutional Performance Evaluation**

Discussion of performance in relation to the institutions major strategic quality objectives, considering results as shown by indicators and benchmarks, and implications of those results for future planning.

Reports should be prepared on performance in relation to each of the eleven specified standards, i.e.

1. Mission and Objectives.
2. Governance and Administration
3. Management of Quality Assurance and Improvement
4. Learning and Teaching
5. Student Administration and Support Services
6. Learning Resources
7. Facilities and Equipment
8. Financial Planning and Management
9. Employment Processes
10. Research
11. Institutional Relationships with the Community

Information on institutional performance and performance in relation to the standards should be supported by specific information including KPIs wherever possible.

For a number of the standards the administrative arrangements and processes for the activity concerned will be described in other documents and need not be repeated. However the introductory section of the report on each standard should include any background information the steering committee believes should be drawn to the attention of an external review team. This should include a brief description of processes followed in relation to that standard and how the quality of performance was assessed, including evidence considered. It might also include recent changes in arrangements or new strategies being introduced.

The reports on the standards should be considered as research reports on the quality of the institution and presented in a way that is comparable to other research reports. For each standard there should be a brief statement on the processes followed for investigation and preparation of the report.

The completed rating scales from the *Self Evaluation Scales for Higher Education Institutions* will be made available to the external review team and that level of detail need not be repeated in this descriptive report though ratings on particular items may be

shown. However, particular strengths and weaknesses should be noted with evidence cited in tables or other appropriate forms of presentation. As noted above, key performance indicators and benchmarks should be referred to wherever appropriate and reference should be made to other documents where more detailed information could be obtained.

For functions that are fully or partly decentralized and administered by units in different parts of the institution consideration should be given to the overall level of performance, and also to variations in quality of performance in different parts of the institution. Very high levels of performance (verified by evidence) should be acknowledged, and problem areas identified. Where weaknesses are found these should be considered as opportunities for improvement and the reports should indicate what is planned to deal with them. Trends in quality of performance should be noted and improvements in response to remedial action acknowledged.

### **Independent Evaluation**

Summary of views of independent external evaluator(s)

This might be an overview of the views presented by evaluators to the sections of the evaluation above, a comment by an external evaluator on the report as a whole, or a combination of these approaches.

### **Conclusion and Action Plan**

- An overall summary of the results of the self-study noting areas of high achievement and areas of concern that require attention
- A list and brief description of actions that are recommended at the level of the institution as a whole, in parts of the institution where weaknesses have been identified, or where strategic priorities have been established for improvements. Matters that are regarded as the highest strategic priorities should be identified.

## CHAPTER 2

### Program Planning and Reporting

The recommendations made in this chapter are for use by institutions in their own internal quality assurance processes for educational programs. However they also support the preparation for external reviews for the purposes of program accreditation and re-accreditation. Processes for quality assurance for administrative units and for whole of institutional evaluations are described in Chapter 3.

#### Criteria for Evaluation of Programs

The most important criterion for program evaluation is the learning achieved by students and evaluations focus particularly on the quality and appropriateness of that learning, processes to verify standards of achievement, and the infrastructure and services provided to support and improve its quality. The most direct measure of students learning is the tests and assignments that they undertake. However, results on these have little meaning unless there are processes to verify:

- that the intended learning outcomes include what is necessary for a program in that field of study,
- that standards achieved are appropriate for the level of qualification to be granted, and
- that standards for assessments by instructors are consistently and rigorously applied and comparable to those at other good quality institutions.

There are several sources of guidance on what should be included in programs in various fields of study. These include a *National Qualifications Framework* that identifies broad domains of learning that should be developed in all programs, the requirements for program accreditation by specialist accrediting organizations in most professional fields, consideration of what is included in similar programs elsewhere, and an analysis of any particular requirements for professional practice in the environment for which students are being prepared. In addition, recent research and developments in the field concerned should be monitored on a continuing basis, and appropriate modifications made in programs to reflect these developments.

To assist institutions in specifying learning outcomes for programs, the NCAAA has, with the assistance of leading international experts and substantial consultation within KSA, prepared illustrative learning outcomes for undergraduate programs in seven fields—Business Studies, Engineering, Teacher Education, Dentistry, Medicine, Pharmacy, and Nursing.

There are also a number of sources of guidance (and evidence) about the standards that are expected of students and it is very important that these be used. The *National Qualifications Framework* gives descriptions of standards expected for different levels of qualifications. These are necessarily expressed in general terms and other mechanisms are needed in applying those general descriptions and checking standards in relation to appropriate external benchmarks. Mechanisms to verify standards can include standard tests in some areas of learning, but for many learning outcomes informed judgments must

be made and it is necessary to take action to ensure those judgments are appropriate and consistent. Commonly used practices include clear specification of criteria for assessment, workshop activities for teaching staff in which examples of students work are evaluated and judgments compared and standardized, blind second marking of at least a sample of student tests and assignments, and most importantly, comparisons of samples of student work and assessments given for similar tasks by students at other comparable institutions.

It is sometimes suggested that as an aspect of academic freedom individual instructors should have the flexibility to vary the detailed content of courses and make their own judgments about standards for assessment. This is not correct. While some flexibility is desirable to meet varying needs of different groups of students, to consider and learn from external events that occur while a course is in progress, and to benefit from the special professional or research expertise of different instructors the course belongs to the institution, not the individual instructor, and the institution (through department or college administration) must have effective mechanisms for ensuring that course expectations are met and that standards of student achievement are consistent and appropriate. Common signs of difficulty are significantly varying pass rates or grade distributions in different courses within a program. These should be investigated.

The standard for learning and teaching specified by the Commission includes several sub standards and a number of specific practices relating to student learning outcomes, program planning and review, and student assessments. Satisfaction of these requirements is necessary for program accreditation. There are also a number of other expectations relating to processes for improving the quality of learning and teaching, supporting services and facilities, and administrative and planning arrangements that are set out in the *Standards for Quality Assurance and Accreditation of Higher Education Programs*, and the *Self Evaluation Scales for Higher Education Programs*. Judgments for accreditation will pay particular attention to the appropriateness and standards of students learning outcomes, but all of the specified standards must be met

### **Integrated Planning for Educational Programs**

An educational program should be considered as a coordinated package of learning experiences within which all the components contribute to the learning expected of students. It is not simply a collection of separate courses taught in relative isolation from each other. Each course should complement and reinforce what is taught in others, and this applies not only to the substantive content of the courses, but also to development and refinement of communication skills, interpersonal skills, capacity for leadership and so on. This means that each course must be planned as part of the total program package and delivered as proposed.

Of course the planning must also provide for flexibility to take advantage of special skills of particular instructors, the experience and needs of different students and to respond to changing circumstances. Consequently there must be mechanisms to monitor what happens when courses are taught, and if necessary, to make adjustments to ensure that the overall objectives of the program as a whole are met. The documents described in this chapter are designed to support these comprehensive planning arrangements, to note what happened when plans were implemented, and to assist in planning response that may be

needed. The periodic self studies are designed as a more comprehensive re-examination of the approach taken in the light of quality evaluations and changing circumstances.

## **2.1 Program Planning and Review Cycle**

Details of what should be included in various specifications and reports are set out in Section 2.2 below. They are based on the following arrangements for quality planning and review applied to educational programs:

For each program a specification is prepared setting out the plans for development of the program—its mission and objectives, the courses that will be included, the main learning objectives in the form of intended learning outcomes, what teaching strategies should be used to develop that learning, how learning will be assessed and how the quality of the course should be evaluated. This specification, once prepared, is followed on a continuing basis, though it may be adjusted from time to time as a result of experience or changing circumstances.

Similar plans are developed for each course, so those who are to teach the course are clear about what is to be learned, what its contributions are to the overall program, and how its effectiveness should be assessed. The course specification also applies on a continuing basis subject to changes required as a result of experience. In programs with field experience components (such as an internship or cooperative program), a field experience specification is prepared setting out intended learning outcomes, planning and organizational arrangements and processes for evaluation.

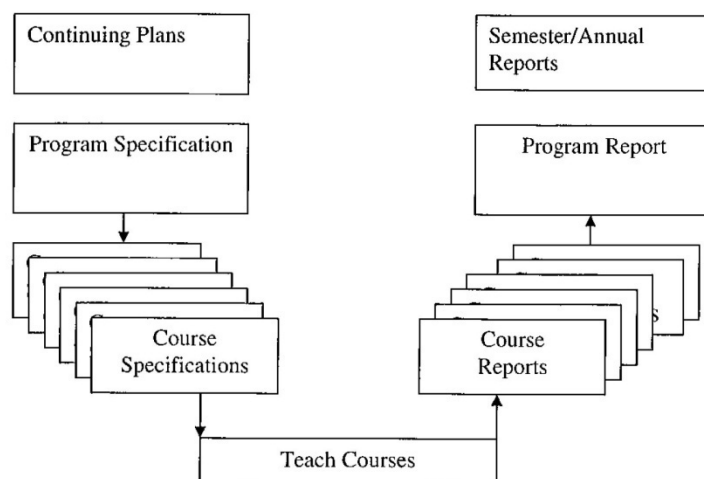
At the end of each year (or each time the course is taught) brief reports are prepared by the instructor for each course indicating what happened as it was taught and providing a summary of students' results. These reports should be given to the program coordinator.

When the course reports are received the program coordinator prepares a program report recording key information about the delivery of the program in the year concerned and noting any adjustments in the specifications that are needed.

If for any reason important components of the course could not be completed or there were any other unanticipated developments, details should be made known to the program coordinator so any necessary adjustments can be made in later courses to compensate. It is also possible that modifications may need to be made in the course for other reasons, and the program coordinator should be in a position to consider any suggestions of this sort taking account of their impact on the overall program.

Any modifications in the program or the courses taught within it should be noted in the program and course specifications, with the reasons for the changes recorded.

The following diagram illustrates this planning and review sequence



These documents, together with any other relevant material such as course or program evaluations, or information about other matters affecting the program should be retained in course portfolios and a program portfolio, so reference can be made to them as required at a later time.

In addition to this annual cycle periodic self studies of a program should be undertaken on a five yearly cycle to coincide with requirements for re-accreditation by the Commission. These periodic self studies involve stepping back from ongoing operations and reviewing all aspects of the program in the light of developments over a period of time and possible changes in the environment for which students are being prepared. Details of requirements for these periodic self- studies are included in Section 2.12 below.

## 2.2 Program and Course Specifications and Reports

### 2.2.1 Program Specifications

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 should include sufficient information to demonstrate that the program will meet the requirements of the *Standards for Quality Assurance and Accreditation of Higher Education Programs*, the *National Qualifications Framework*, and any specific requirements relating to professional accreditation in the field of study concerned. In addition to guiding those teaching in the program, the program specification is a key reference for processes of accreditation by the Commission.

Matters to be included in a program specification are set out in detail in a template for program specifications in ATTACHMENT 3 (a) together with brief guidelines for

completing the template. The specification should include general descriptive information about the program, the external environment affecting it, the learning outcomes expected of students and the approach to teaching and student assessment strategies to develop those learning outcomes in different domains of learning. The emphasis in the approach taken is on the program being an integrated package of learning experiences provided through the courses taught. The program specification must include plans for ongoing evaluation of its effectiveness and planning processes for improvement.

### **2.2.2 Course Specifications**

Individual course specifications should be prepared for each course in a program, and kept on file with the program specification. 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 should include the knowledge and skills to be developed in keeping with the *National Qualifications Framework* and the overall learning outcomes of the program, the strategies for teaching and assessment in sufficient detail to guide individual instructors, as well as the learning resources, facilities requirements and any other special needs. Course specifications should be prepared for both core and elective courses.

As for the program specifications a template for course specifications is included in ATTACHMENT 2 (e) together with guidelines for completing the template.

The structure of a course specification is similar to that for a program as a whole. It includes the intended learning outcomes and the strategies for developing those learning outcomes for the different types of learning described in the *National Qualifications Framework*, processes for course evaluation based on evidence with verification of interpretations of that evidence, and planning for improvement.

### **2.2.3 Field Experience Specifications**

In many professional programs a field experience activity (which may be called a practicum, a cooperative program, an internship or another title) is one of the most valuable components of a program. Although normally offered off campus in an industry or professional setting and supervised at least in part by persons outside the institution, it should be considered as the equivalent of a course and planned and evaluated with considerable care.

A separate 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 should involve 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 what has been learned and generalize that to other situations they are likely to face in the future.

The arrangements for these preparatory and follow up activities, and the processes that will take place during the field experience should be included in a field experience specification. A template for the specifications and guidelines for completing it are

included in ATTACHMENT 2 (i). Like the other templates there are a number of items that are applicable to most field experience activities. However additional matters can be added if needed to meet any particular requirements for a program or institution.

#### **2.2.4 Course Reports**

At the conclusion of each semester or year in which a course is taught the instructor should prepare a summary report for the program coordinator. This should be attached to a copy of the course specification, included in a subject file or portfolio, and used for consideration in the review of the program.

As for the other specifications and reports, a template for course reports and guidelines for completing the reports are included in ATTACHMENT 2 (g).

#### **2.2.5 Field Experience Reports**

Field experience reports should be prepared each year to document what happened, how effective the program has been, and to review the results and make plans for any future adjustments to improve it. The main elements of the report are similar to those for regular courses though necessarily different in some respects because of the nature of the activity. A template for a field experience activity is included in ATTACHMENT 2 (k) with a further set of guidelines for completing it.

#### **2.2.6 Annual Program Reports**

A program report should be prepared at the end of each year after consideration of course reports and other information about the delivery of the program. The report should be based on the program specification and describe how what happened in the program compared with what was intended to happen, report on its quality, and indicate any changes that should be made for future delivery as a result of experience in the year concerned. The program report would normally be prepared by a program coordinator/director, reviewed by a program committee, and kept on file with the program specification as an ongoing record of the development of the program over time.

A template for annual program reports is presented in ATTACHMENT 2 (c) together with guidelines for completing it. The matters identified for inclusion in a program report focus on specific matters likely to be significant in most programs. However additional matters may be included if considered relevant to a particular program.

The action plan developed following the initial ratings on relevant sections of the *Self Evaluation Scales for Higher Education Programs* should identify particular priorities for development, and matters of concern that should be closely monitored on a continuing basis. Ratings on the matters selected for continuing monitoring should be included with the annual report.

The report on quality in the program should be based on evidence provided from a range of sources, including students and others, and interpretations of that evidence should be verified by someone who is not directly involved in it. An important element in this process must be an appropriate mechanism for checking standards of student



achievement against standards in similar programs elsewhere. The reports should include a relatively small number of key performance indicators that can be used for within-institution comparisons as well as monitoring aspects of the quality of the program over time.

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 as well as any new information emerging at that later time.

Procedures should be in place to ensure that course and program reports are completed as soon as possible so that any necessary responses can be implemented without undue delay.

Copies of the program report should be provided to the head of the college or department responsible for the program and to the institution's central quality center.

To enable senior administrators responsible for academic affairs in the institution, the senior curriculum committee, and the quality committee to monitor quality of programs in the institution on a continuing basis, information should be provided each year on key performance indicators applicable to all programs. These KPIs should include those required by the Commission, together with any others identified by the institution to monitor performance or the progress on any new policy initiatives.

### **22.7 Initial Development of Program and Course Specifications**

The logical sequence in developing a program and course specification and a set of courses and field experience activities is to begin with a program mission and broad objectives, consider examples of programs and courses offered elsewhere and any special requirements and priorities for this particular program, and start with a program specification. The program specification should include the knowledge and skills to be developed, the strategies to be used in developing those abilities for the program as a whole. A second task is to distribute responsibility for parts of that overall task to individual courses. This second task involves specifying the knowledge and skills to be included in different courses and also assigning responsibility for developing the more generic abilities such as communication skills and use of IT, independent study skills, and capacity to work effectively in groups and exercise leadership and so on. Certain courses may be given the responsibility for initial development of these abilities, but they must be reinforced and progressively strengthened in other courses throughout a program.

While it is logical to start planning by developing a program specification in this way and then proceed to the development of individual courses to implement that program plan, in practice most programs will already be in existence. Members of faculty may be committed to "their course", one they have been teaching for many years, and the planning process must be one of modifying an existing program structure rather than developing a completely new one.

In a situation of this sort the logical sequence described above may be modified provided certain precautions are taken. The alternative approach involves preparing initial drafts of the program and course specifications concurrently, then bringing them together with

appropriate modifications in courses to ensure coherence for the total package. This provides for wider participation, but carries a danger that the result will simply perpetuate the current set of courses without reviewing them thoroughly in the light of what the total program requires.

If this second approach is used the following steps are recommended:

Specify very carefully the mission and learning outcomes of the program and the range of problem solving abilities and generic skills that should be developed in the program as a whole. In doing this consideration should be given to the learning outcomes specified in the *National Qualifications Framework* for the qualification level concerned, to the knowledge and skill required for any profession for which students are to be prepared, to what is included in similar programs at other good quality institutions, and to any special requirements for graduates in that field in Saudi Arabia. This should be done in sufficient detail and with any necessary explanations to provide a basis for decisions about what should be included or excluded in the program. Wherever possible express the learning outcomes in terms of what students can do (or will habitually do) rather than giving a list of content. A very clear statement is essential. The intended learning outcomes can be specified in a more formal summary statement at a later stage for inclusion in the program specification.

This work should be done by a small program planning committee, and then discussed and (hopefully) agreed in a broader meeting with staff teaching in the program.

The program planning committee prepares a draft program specification using the template provided by the Commission. Information in the sections of the template should be sufficiently detailed to communicate clearly to all members of teaching staff involved with the program.

Individuals or small sub-committees of teaching staff familiar with existing courses prepare draft specifications for their courses. They should be asked to indicate clearly any prerequisite learning that is necessary before students start the course, to indicate how material taught could be utilized or further developed in later courses, and to make tough decisions about any content that could be omitted or new information or skills that should be included, taking into account the mission and learning outcomes specified in (i) above.

The program planning committee then reviews the suggested course specifications, making adjustments where necessary, and assigning major responsibility for the development of generic skills (e.g. utilizing web based reference material, group processes, use of IT for analysis and reporting, etc) to individual courses as appropriate. A course planning matrix summarizing these allocations should be attached to the program specification. Teaching staff who have been responsible for courses should be consulted about these amended course plans and assignments of responsibility, the final drafts discussed in a broader meeting of teaching staff, and the program and course specifications formally approved by the relevant decision making body.

One of the problems faced by program planners is that the amount of relevant knowledge in almost any field of study is continually increasing. Faculty members with expert

## ATTACHMENT 2

### Key Performance Indicators

Standard/Broad Area	Key Performance Indicator	Level at Which Data is Required
Management of Quality Assurance and Improvement	1. Students overall evaluation on the quality of their learning experiences at the institution. (Average rating of the overall quality of their program on a five point scale in an annual survey of final year students.)	Program Institution Data separately for male and female sections and combined for all.
	2. Proportion of courses in which student evaluations were conducted during the year.	Department Institution Data separately for male and female sections and combined for all.
	3. Proportion of departments in which there was independent verification of standards of student achievement through internal processes during the past year.	College Institution
	4. Proportion of departments verifying achievement standards through external processes during the past year.	College Institution
Learning and Teaching	5. Ratio of students to teaching staff. (Based on full time equivalents)	Department or College (see note) Institution Data separately for male and female sections and combined for all.
	6. Students overall rating of the quality of their courses. (Average rating by students on a five point scale on overall evaluation of courses.)	Department or College (see note) College Institution Data separately for male and female sections and combined for all.
	7. Proportion of teaching staff with verified doctoral qualifications.	Department or College (see note) Institution Data separately for male and female sections and combined for all.
	8. Proportion of students entering preparatory program who successfully complete that program within the specified time.	Sections within prep year program if separate sections provided. Institution Data separately for male and

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		female sections and combined for all.
	9. Percentage of full time undergraduate students who are eligible to proceed to second year after their first academic year.	Program/ College (See note) Institution Data separately for male and female sections and combined for all.
	10. Course completion rates for a. Full time students b. Part time students and c. Distance education students.	Program/Department/College (see note) Institution Data separately for male and female sections and combined for all.
	11. Proportion of full time students commencing undergraduate programs who complete those programs in minimum time specified for the program.	Program/Department/College (see note) Institution Data separately for male and female sections and combined for all.
	12. Apparent completion rate for undergraduate programs. a. Full time students b. Part time students and c. Distance education students. (Actual completion rate can be used if data is available)	Program/Department/College (see note) Institution Data separately for male and female sections and combined for all.
	13. Proportion of students entering post graduate programs who complete those programs in minimum time specified for the program.	Program/College (see note) Institution Data separately for male and female sections and combined for all.
	14. Proportion of graduates from undergraduate programs who within six months of graduation are: employed enrolled in further study not seeking employment or further study	Program College Institution Data separately for male and female sections and combined for all.
Student Administration and Support Services	15. Ratio of administrative and support staff to students.	College Institution Data separately for male and female sections and combined for all.
	16. Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services.	Institution Data separately for male and female sections and combined for all.
	17. Student evaluation of academic and career counselling. (Average rating on the	Program College

	adequacy of academic and career counselling on a five point scale in an annual survey of final year students.	Institution Data separately for male and female sections and combined for all.
Learning Resources	18. Ratio of book titles held in the library to the number of students.	Institution Data separately for male and female sections and combined for all.
	19. Number of data base subscriptions as a proportion of the number of programs offered.	Institution
	20 Number of periodical subscriptions as a proportion of the number of programs offered.	Institution
	21. Student evaluation of library and learning resource services. (Average rating on adequacy of library and or learning resource services on a five point scale in an annual survey of final year students.) (See explanatory notes)	Institution Data separately for male and female sections and combined for all.
Facilities and Equipment	22. Annual expenditure on IT as a proportion of total operating funds.	Institution
	23. Number of accessible computer terminals per student.	Institution Data separately for male and female sections and combined for all.
	24. Average overall rating of adequacy of facilities and equipment in a survey of teaching staff.	Department College Institution Data separately for male and female sections and combined for all.
Financial Planning and Management	25. Total operating expenditure (other than accommodation and student allowances) per student.	Institution
Faculty and Staff Employment Processes	26. Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.	Department College Institution Data separately for male and female sections and combined for all.
	27 Proportion of teaching staff participating in at least one full day or equivalent of professional development activities arranged by the department, college or institution during the past year.	Department College Institution Data separately for male and female sections and combined for all.

Research	28 Number of refereed publications in the previous three years per full time members of teaching staff. (Publications based on the formula in the Higher Council Bylaw excluding conference presentations)	Department College Institution Data separately for male and female sections and combined for all.
	29. Number of citations in refereed journals to publications by full time teaching staff as a proportion of full time teaching staff.	Department College Institution Data separately for male and female sections and combined for all.
	30. Proportion of full time members of teaching staff with at least one refereed publication during the previous year.	Department College Institution Data separately for male and female sections and combined for all.
	31 Number of research articles published by graduate students or recent graduates based on their thesis research as a percentage of the number of postgraduate students.	Department College Institution Data separately for male and female sections and combined for all.
	32. Number of papers or reports presented at academic conferences during the past year per full time member of teaching staff.	Department College Institution Data separately for male and female sections and combined for all.
	33 Research income from external sources in the past year as a proportion of the number of full time teaching staff members.	Institution
	34. Proportion of total operating funds spent on research in the last financial year.	Institution
Community Service	35. Number of community education programs provided.	Department College Institution Data separately for male and female sections and combined for all.
	36. Number of hours of voluntary professional work spent in the community as a percentage of full time teaching staff.	Department College Institution Data separately for male and female sections and combined for all.

Note: In indicators 5 to 14 where the level at which data is required shows department/college, program/college, or program/department/college the larger administrative unit should be used where a substantial number of common courses are taken within the larger unit.

**ATTACHMENT 2 (a)**

**Program Specification**

**Kingdom of Saudi Arabia**

**National Commission for Academic Accreditation &  
Assessment**

**Program Specification**

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**Program Specification**

For guidance on the completion of this template, please refer to Chapter 2, of Part 2 of this Handbook and to the Guidelines on Using the Template for a Program Specification in ATTACHMENT 3 (b).

Institution
College/Department
<b>A. Program Identification and General Information</b>
1 Program title and code
2. Total credit hours needed for completion of the program
3. Award granted on completion of the program
4. Major tracks/pathways or specializations within the program (e.g. transportation or structural engineering within a civil engineering program or counseling or school psychology within a psychology program)
5. Intermediate Exit Points and Awards (if any) (e.g. associate degree within a bachelor degree program)
6. Professions or occupations for which students are prepared. (If there is an early exit point from the program (e.g. diploma or associate degree) include professions or occupations at each exit point)
7. (a) New Program <input type="checkbox"/> Planned starting date <input type="text"/>
(b) Continuing Program <input type="checkbox"/>
Year of most recent major program review <input type="text"/>
Organization involved in recent major review (e.g. internal within the institution, Accreditation review by _____? Other _____?
8 Name and position (e.g. department chair person) of faculty member managing or coordinating the program.
9. Location if not on main campus or locations if program is offered in more than one location.

**B Program Context**

1 Explain why the program is needed. a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.	
b. Explain the relevance of the program to the mission of the institution.	
2. Relationship (if any) to other programs offered by the institution/college/department.	
a. Does this program offer courses that students in other programs are required to take?	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
If yes, what should be done to make sure those courses meet the needs of students in the other programs?	
b. Does the program require students to take courses taught by other departments?	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
If yes, what should be done to make sure those courses in other departments meet the needs of students in this program?	
3. Do the students who are likely to be enrolled in the program have any special needs or characteristics that should be considered in planning the program? (e.g. Part time evening students, limited IT or language skills)	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
If yes, what are they?	
4. What should be done in the program to respond to these special characteristics?	

**C. Mission and Goals of the Program**

Program Mission Statement
---------------------------

2. List goals of the program for a specified period of time (e.g. 5 to 10 years)

3. List specific objectives for development of the program. (Objectives should be expressed in specific measurable terms with a date for achievement –normally up to 3 to 5 years)

4. List Key Performance Indicators to be used in monitoring the effectiveness and quality of the program. For each KPI indicate the source of the data to be provided and the person responsible for obtaining it. The list should include KPIs identified by the NCAAA that are relevant to individual programs and any additional KPIS specified by the institution or the college or department.

Key Performance Indicators	Source of Data/ Person Responsible

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4. List any major changes or strategic new developments planned for the program within the next three to five years to help achieve its mission. For each change or development describe the major strategies to be followed and list the indicators that will be used to measure achievement.

Major Changes or Developments	Strategies	Indicators

**D. Program Structure and Organization**  
**Program Description**

A program or department manual should be available for students or other stakeholders and a copy of the information relating to this program should be attached to the program specification.  
 This information should include required and elective courses, credit hour requirements and department/college and institution requirements, and details of courses to be taken in each year or semester.

**2. Development of Special Student Characteristics or Attributes**

List any special student characteristics or attributes beyond normal expectations that the institution, college or department is trying to develop in all of its students. (Normally one or two, up to a maximum of four that directly reflect the program mission and distinguish this program from others in the same field and make it exceptional. For example, graduates particularly good at creative problem solving, leadership capacity, commitment to public service, high level of skills in IT). For each special attribute indicate the teaching strategies and student activities to be used to develop it and the evidence to be used to assess whether it has been developed in all students.

Special Attributes	Strategies or Student Activities to be Used throughout the Program to Develop These Special Attributes
	Strategy
	Evidence
	Strategy

	Evidence
	Strategy
	Evidence
	Strategy
	Evidence

3. Required Field Experience Component (if any) (e.g. internship, cooperative program, work experience)

Summary of practical, clinical or internship component required in the program. Note that a more detailed Field Experience Specification comparable to a course specification should also be prepared in a separate document for any field experience required as part of the program.
a. Brief description of field experience activity
b. List the major intended learning outcomes for the program to be developed through the field experience
c. At what stage or stages in the program does the field experience occur? (e.g. year, semester)
d. Time allocation and scheduling arrangement. (E.g. 3 days per week for 4 weeks, full time for one semester)
e. Number of credit hours

4. Project or Research Requirements (if any)

Summary of any project or thesis requirement in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.)
--

a. Brief description
b. List the major intended learning outcomes of the project or research task.
c. At what stage or stages in the program is the project or research undertaken? (e.g. year, semester)
d. Number of credit hours
e. Summary description of provisions for student academic advising and support.
f. Description of assessment procedures (including mechanism for verification of standards)

#### 5. Development of Learning Outcomes in Domains of Learning

<p>For each of the domains of learning shown below indicate:  The knowledge or skill the program is intended to develop and the level of that knowledge and skill. (as a guide see general descriptions of knowledge and skills in the National Qualifications Framework for the qualification level of this program;  The teaching strategies to be used in courses in the program to develop that knowledge and those skills. (This should be a general description of the approaches taken throughout the program but if particular responsibility is to be assigned to certain courses this should be indicated.);  The methods of student assessment to be used in courses in the program to evaluate learning outcomes in the domain concerned.</p>
a. Knowledge
(i) Summary description of the knowledge to be acquired

Teaching strategies to be used to develop that knowledge
Methods of assessment of knowledge acquired
b. Cognitive Skills
(i) Cognitive skills to be developed and level of performance expected
(ii) Teaching strategies to be used to develop these cognitive skills

Methods of assessment of students cognitive skills
c. Interpersonal Skills and Responsibility
Description of the level of interpersonal skills and capacity to carry responsibility to be developed
(ii) Teaching strategies to be used to develop these skills and abilities
Methods of assessment of students interpersonal skills and capacity to carry responsibility



d. Communication, Information Technology and Numerical Skills
(i) Description of the communication, IT and numerical skills to be developed
(ii) Teaching strategies to be used to develop these skills
(iii) Methods of assessment of students numerical and communication skills

e. Psychomotor Skills (if applicable)
Description of the psychomotor skills to be developed and the level of performance required
(ii) Teaching strategies to be used to develop these skills
Methods of assessment of students psychomotor skills

6. Admission Requirements for the program

Attach handbook or bulletin description of admission requirements including any course or experience prerequisites.

7. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

- a. Attendance.
- b. Progression from year to year.
- c. Program completion

E. Regulations for Student Assessment and Verification of Standards

1. Regulations or policies for allocation and distribution of grades

If the institution, college, department or program has policies or regulations dealing with the allocation or distribution of student's grades, state the policy or regulation, or attach a copy.

2. What processes will be used for verifying standards of achievement (e.g. check marking of sample of tests or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)

F Student Administration and Support  
Student Academic Counseling

Describe arrangements to be made for academic counseling and advice for students, including both scheduling of faculty office hours and advice on program planning, subject selection and career planning (which might be available at college level)

2. Student Appeals

Attach regulations for student appeals on academic matters, including processes for consideration of those appeals.

G. Text and Reference Material

1. What process is to be followed by faculty in the program for planning and acquisition of text, reference and other resource material including electronic and web based resources?

2. What processes are to be followed by faculty in the program for evaluating the adequacy of book, reference and other resource provision?

## H. Faculty and other Teaching Staff

### 1. Appointments

Summarize the process of employment of new teaching staff to ensure that they are appropriately qualified and experienced for their teaching responsibilities.

### 2. Participation in Program Planning, Monitoring and Review

Explain the process for consultation with and involvement of teaching staff in monitoring program quality, annual review and planning for improvement.

### 3. Professional; Development

What arrangements are made for professional development of teaching staff for:

(a) Improvement of skills in teaching?

(b) Other professional development including knowledge of research and developments in their field of teaching?

### 4. Preparation of New Teaching Staff

Describe the process used for orientation and/or induction of new, visiting or part time teaching staff to ensure full understanding of the program and the role of the course(s) they teach as components within it.

#### 5. Part Time and Visiting Teaching Staff

Provide a summary of Program/Department/ College/institution policy on appointment of part time and visiting teaching staff. (i.e., Approvals required, selection process, proportion of total teaching staff etc.)

#### I. Program Evaluation and Improvement Processes

##### 1. Effectiveness of Teaching

a. What processes will be used to evaluate and improve the strategies planned for developing learning in the different domains of learning? (e.g. assessment of learning achieved, advice on consistency with learning theory for different types of learning, assessment of understanding and skill of teaching staff in using different strategies)

b. What processes will be used for evaluating the skills of teaching staff in using the planned strategies?

## 2. Overall Program Evaluation

a. What strategies will be used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:
(i) From current students and graduates of the program?
(ii) From independent advisors and/or evaluator(s)?.
(iii) From employers and/or other stakeholders.
b. What processes will be used to gather and record data on key performance indicators for the quality and effectiveness of the program?
c. What processes will be followed for reviewing these assessments and planning action to improve the program?



#### Attachments

1. Copies of regulations and other documents referred to in template preceded by a table of contents.
2. Course specifications for all courses including field experience specification if applicable.
3. Learning outcomes for the program if more extended listing is needed. (See item 5 and reference to that item in Guidelines on Using the Template for a Program Specification.
4. Course Planning Matrix

Allocation of Responsibilities for Learning Outcomes to Courses

Learning Outcomes	Courses											
Course Code and Number												
Knowledge Facts Concepts, theories Procedures												
Cognitive Skills Apply skills when asked Creative thinking and problem solving												
Interpersonal Skills and Responsibility												
Responsibility for own Learning												
Group participation and leadership												
Act responsibly-personal and professional situations												
Ethical standards of behavior												
Communication IT and Numerical Skills												
Oral and written communication												
Use of IT												
Basic math and statistics												



Psychomotor Skills																				
--------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

√ Major Responsibility    x Minor Responsibility

(Note: Add additional sheets if necessary to provide for all required courses in the program including any courses offered by other departments)

**ATTACHMENT 2 (c)**

**Annual Program Report**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation &  
Assessment**

**ANNUAL PROGRAM REPORT**

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Annual program reports should be prepared by the program coordinator in consultation with faculty teaching in the program or a program committee. The reports are provided to the head of department or college, and used as the basis for any modifications or changes that are required in the program. They should be retained on file to provide a record of developments in the program for use in periodic program self-studies and external reviews for accreditation.

Where reference is made to advice or comment from an independent evaluator, advice should be obtained from a person familiar with the program who is not directly involved in its delivery.

#### Annual Program Report

Institution
College/ Department

#### A. General Information

Program title and code
Name of program coordinator
Date of report
Academic year to which this report applies.
Location if not on main campus or locations if program is offered in more than one location.

B Statistical Information

1. Number of students who started the first year of the program in the year c <input style="width: 40px;" type="text"/> d:			
2. Number of students completing the program in the year concerned:			
Completing the final year of the program: <input style="width: 40px;" type="text"/>			
Completing major tracks within the program (if applicable) <input style="width: 40px;" type="text"/>			
Title.....	No	<input style="width: 40px;" type="text"/>	
Title.....	No	<input style="width: 40px;" type="text"/>	
Title.....	No	<input style="width: 40px;" type="text"/>	
Title.....	No	<input style="width: 40px;" type="text"/>	
Completing an intermediate award specified as an early exit point (if any)			
3. Apparent completion rate.			
Percentage of students completing the full program <input style="width: 40px;" type="text"/>			
(Number shown in 2 (a) as a percentage of the number that started the full program in that student intake.)			
(b) Percentage of students completing an intermediate award (if any) <input style="width: 40px;" type="text"/>			
(e.g. Associate degree within a bachelor degree program)			
(Number shown in 2 (b) as a percentage of the number that started the program leading to that award in that student intake.)			
Comment on any special or unusual factors that might have affected the apparent completion rates. (e.g. Transfers between intermediate and full program, transfers to or from other programs)			
4. Number and percentage of students passing each year of the program.			
	Number Starting	Number Completing and Passing	Percent Completing and Passing
Year 1			

Year 2			
Year 3			
Year 4			

.Year to year progression rates .<sup>o</sup>

Proportion of students who started each year level in the previous year who passed and continued to a higher year level the current year.

Started in Year 1 and continued to start in Year 2  %

Started in Year 2 and continued to start in Year 3  %

Started in Year 3 and continued to start in Year 4  %

6. Special factors outside the control of the program (if any) affecting the numbers completing the year and continuing in the following year.

7. Destination of graduates as shown in survey of graduating students (Include this information in years in which a survey of employment outcomes for graduating students is conducted)

Date of Survey

Number Surveyed  Number Responding  Response Rate  %

Destination	Not available for Employment		Available for Employment		
	Further Study	Other Reasons	Employed in Subject Field	Other Employment	Unemployed
Number					
Percent of Respondents					

Comment on significance of percentages. (e.g. Comparison with past results, results at other institutions, nature of job market, implications for program planning)

**C. Program Context**

Significant changes within the institution affecting the program (if any) during the past

two years.
Implications for the program
2. Significant changes external to the institution affecting the program (if any) during the past two years.
Implications for the program

D. Course Information Summary

<p><b>Course Results</b>          Attach a list of all courses taught during the semester/year showing for each course the number commencing, the number completing, and the distribution of grades (A, B, C, etc.)</p>
---

<p>2. Analysis of Unusual Results.          List any courses where the proportion completing or passing the course, or the distribution of grades, was unusually high or low, or departed from policies on grades or assessments. For each such course indicate what was done to investigate, the reason for the difference, and what action has been taken as a result. (Include or attach additional summaries if necessary)</p>	
a. Course	Variation
Investigation Undertaken	
Reason for Difference	
Action Taken (if Required)	
b. Course	Variation
Investigation Undertaken	

Reason for Difference	
Action Taken (if Required)	
c. Course	Variation
Investigation Undertaken	
Reason for Difference	
Action Taken (if Required)	

(Attach additional summaries if necessary)

4. Delivery of Planned Courses

(a) List any courses that were planned but not taught and indicate the reason and what will need to be done if any compensating action is required.		
Course title and code	Explanation	Compensating action if required

(b) Compensating Action Required for Units of Work Not Taught in Courses that were Offered. (Complete only where units not taught were of sufficient importance to require some compensating action)
--

Course	Unit of work	Reason
Compensating action if required		
Course	Unit of work	Reason
Compensating action if required		
Course	Unit of work	Reason
Compensating action if required		
Course	Unit of work	Reason
Compensating action if required		

F Program Management and Administration

List difficulties (if any) encountered in management of the program	Impact of difficulties on the achievement of the program objectives	Proposed action to avoid future difficulties in Response



E. Summary Program Evaluation

<p>1. Graduating Students Evaluation (To be reported on in years when surveys are undertaken)</p> <p>Date of Survey <input type="text"/></p> <p>Attach survey results</p>	
<p>a. List most important criticisms, strengths and suggestions</p>	<p>Comment (e.g. Valid comment, action already taken, other considerations, etc.)</p>
<p>b. Changes proposed in program (if any) in response to this feedback.</p>	

<p>2. Other Evaluation (e.g. Evaluations by employers or other stakeholders, external review))</p> <p>Describe evaluation process</p>	
<p>a. List most important criticisms, strengths and suggestions</p>	<p>Comment (e.g. Comment is valid and action will be taken, action already taken, other considerations, etc.)</p>

b. Changes proposed in program (if any) in response to this feedback.		
2. Ratings on Quality Standards (Refer to Quality Standards for Higher Education Programs.)		
(a) Attach rating scales for Learning and Teaching, and other scales used for program evaluation. (To be reported on in years when rating scales are first completed and in later years when a comprehensive evaluation is undertaken)		
(b). List sub-scales selected for annual monitoring. (normally those where the practice is not followed but is considered a priority for development, or which were assessed as in need of improvement (rating of less than three stars) Indicate action proposed to improve performance (if any).		
Sub-Scale	Practice Followed	Star Rating
		In first year in which scales are completed indicate action proposed  In later years, comment on performance in the year of the report.



(Add items or attach list if necessary)					

<p>2. Effectiveness of teaching strategies. Comment on the effectiveness of teaching strategies planned for use in courses for the type of learning involved in each of the domains of learning. (See description of domains in National Qualifications Framework and the proposed strategies in item D 2. in the Program Specification.) (Note this question is not an assessment of the skills of instructors, but an evaluation of the planned strategies based on instructors course reports.)</p>	
<p>Summary of comments by instructors or other feedback on the effectiveness of teaching strategies for domains of learning outcomes indicating any difficulties encountered, and suggestions for improvement.</p>	<p>Planned response to comments (e.g.. training and assistance provided, modification in planned strategies) (When appropriate refer to particular courses where changes are to be made)</p>
a. Knowledge	
b. Cognitive skills	
c. Interpersonal skills and responsibility	

d. Communication, IT and numerical skills	
e. Psychomotor skills (if applicable)	

3. Orientation programs for new teaching staff

Orientation programs provided Yes  No  If offered, how many participated?

a. Brief Description

b. Summary of evaluations by staff who participated in the orientation program.

If orientation programs were not provided, give reasons.

4. Professional Development Activities for Teaching and Other Staff a. Activities Provided	How many Participated	
	Teaching Staff	Other Staff
b. Summary comments on usefulness of activities based on participants evaluations		

H. Independent Opinion on Quality of the Program after Considering Draft Report (e.g. head of another department offering comment on evidence received and conclusions reached) (Attach notes)

1. Matters Raised by Person Giving Opinion	Comment by Program coordinator on Matters Raised

2. Implications for Planning for the Program
--

I. Action Plan

Progress on Implementation of Previous Year's Action Plans			
Actions Planned	Completion Date	Person Responsible	Completed or not completed
a.			
Reason if not completed as planned.			
<hr/>			
b.			
Reason if not completed as planned			
<hr/>			
c.			
Reason if not completed as planned			
<hr/>			
d.			

Reason if not completed as planned
_____
_____

2. Proposals for Program Development
a. Proposals for Changes to Program Structure (units/credit-hours, compulsory or optional courses, other)
b. Proposals for Changes to Courses, (deletions and additions of units or topics, changes in teaching or assessment procedures etc.)
c. Development Activities for Teaching and Other Staff

3. New Action Plan for Academic Year _____		
Actions Required	Completion Date	Person Responsible



--	--	--

Program Coordinator: \_\_\_\_\_ -

Signature: \_\_\_\_\_ Date Report Completed: \_\_\_\_\_

Received by \_\_\_\_\_ (Dean/Department Head)

Date \_\_\_\_\_

#### Attachments

Summary of Data on Program Key Performance Indicators

Copy of all course reports

Rating scales applicable to the program from the Self Evaluation Scales for Higher Education Programs that were completed this year (See Item E 2)

Summary of any evaluations by graduates or other stakeholders in this year (See item E 1)

Independent evaluators report

### Key Performance Indicators

List KPIs stated in the Program Specification (See item C3 of Program Specification) show result for the year concerned. (Note that some of this data will also be required for response to specific questions later in this report)

Key Performance Indicators	Result Obtained

## **Annexe 4**

# **NCAAA - Handbook for Quality Assurance and Accreditation in Saudi Arabia - Part 3 (Extraits)**



**National Commission for Academic Accreditation  
&  
Assessment**

**Handbook for Quality Assurance  
and  
Accreditation in Saudi Arabia**

**PART 3**

**EXTERNAL REVIEWS FOR ACCREDITATION  
AND  
QUALITY ASSURANCE**

Ver. 2.0  
July 2011

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## CHAPTER 2

### PLANNING AND CONDUCT OF EXTERNAL REVIEWS

#### 2.1 Eligibility for Accreditation Review

Accreditation reviews may occur at several stages for both institutional and program assessments.

- Before, or shortly after an institution begins to operate or a program is introduced. These reviews lead to provisional accreditation.
- As soon as the first group of students has graduated (from the institution or from the program from which students have graduated). These reviews lead to full accreditation.
- After the institution or program has been accredited, further reviews for accreditation will occur on a five year cycle.

The main purposes of the accreditation processes are to promote quality improvement and to provide assurance to the institution and the students and wider community that good standards are being achieved. The objective is to recognize good quality, not to “fail” institutions or programs that may be having difficulties. Consequently before an accreditation review process begins there is a preliminary check to make sure that necessary processes and other requirements are in place. The review after that will make a judgment about the quality of what is done.

The preliminary check will determine eligibility for a review to take place. For a new or recently established institution the eligibility check will be largely based on plans for development, combined with some information about initial activities. The eligibility checks for a program will similarly be largely based on plans, and if the program has already been introduced on preliminary evaluative data that is available.

For institutions or programs that are fully established, that is those from which initial students have already graduated, more complete information must be available about the existence and effectiveness of a substantial number of processes and outcomes.

Details of these eligibility requirements are included in Attachment 5.

#### 2.2 Activities Prior to a Review for Provisional Accreditation

The process for provisional accreditation of an institution involves an analysis of the institution’s plans for development and of the programs it plans to offer during its first few years. This can be done in advance before the first students are admitted which gives those responsible for establishing the institution and its first student’s greater confidence that it will meet requirements for accreditation. However it can also be done at a slightly later stage when it has started its teaching programs. In the latter case, the assessment will involve a combination of what has already been done, and what is proposed.

In either case continuation of provisional accreditation and eventual full accreditation will require monitoring of implementation as time goes on to ensure that the plans are being implemented as planned.

After provisional accreditation has been granted, the institution submits brief annual reports indicating action taken to continue implementation of its plans, the institution is visited by the NCAAA again in its third year after which (if implementation is proceeding satisfactorily) the provisional accreditation is confirmed. The institution begins preparations for a full accreditation evaluation during its fourth year, and its assessment for full accreditation occurs in the year following the graduation of its first group of students (normally in its fifth year).

Before this process begins the NCAAA must be satisfied that certain requirements for provisional accreditation are met. These requirements relate to core elements in the NCAAA’s standards for quality assurance and accreditation, and (for a private institution) to compliance with the terms and conditions of its final license.

The details of requirements are shown in Attachments 1, 2 and 3 of this Handbook. An application for consideration for provisional accreditation of an institution should be made at least two semesters in advance of the planned time for a review and in the case of a new institution this application should be accompanied by applications for provisional accreditation of programs to be offered by the institution during its first three years.

## **2.3 Activities Prior to a Review for Full Accreditation**

### **Eighteen Months Prior to a Proposed Review**

The institution may initiate a request for a review at a time to suit its planning arrangements.

### **Nine Months Prior to a Review**

The Commission finalizes a schedule of reviews and notifies institutions of planned dates.

The Commission nominates a member of staff as a liaison officer to facilitate conduct of the review and the liaison officer meets with the institution to discuss arrangements and timelines. This representative of the Commission will be available during the period of preparation to provide advice and assistance.

The institution completes a self-study and prepares other required documentation.

The institution nominates a senior contact person to liaise with the Commission about arrangements for the review.

The Commission commences planning for the appointment of a chair and members of the review panel.

The Commission estimates costs for the visit and notifies the institution of the fee for the review and the estimated costs. Payment should be made within one month of this notification.

### **Four Months Prior to a Review**

The Commission finalizes appointment of the chair and members of the review panel.

The Institution provides copies of the self-study report, the institution or program profile and other required documentation in electronic and hard copy form to the Commission.

The chair of the review panel may visit the Commission and the institution for consultations about the review process.

### **Three Months Prior to a Review**

The Commission arranges travel to Saudi Arabia for review panel members from outside the country and makes accommodation arrangements.

The staff member of the Commission facilitating the review sends to the members of the panel:

- Copies of the institutional or program self-study report, completed self evaluation scales and a list of other documents received from the institution;
- Summary information about postsecondary education in Saudi Arabia, the approach taken to accreditation and quality assurance, and a draft program for the visit to the institution. Reference is given to documents included on the Commission's web site.
- The chair of the review panel consults with panel members about the review process and their particular roles within it, about issues arising from their initial review of the material, and may contact the Commission to obtain additional information or material if required.



### **One Month Prior to the Review**

The chair of the review panel informs the Commission of any variations the panel would like in the draft visit program (see draft for different types of review below) and any additional material from the institution it would like to have available prior to the review.

The member of staff of the Commission who is facilitating the review consults with the institution to finalize the visit program including the schedule for the visit to the institution, meeting and interview rooms and arrangements for nominating participants in interview sessions. Arrangements are also made for provision of any additional information sought by the review panel.

Arrangements for accommodation, local transport and other matters as required for members of the review panel are finalized by the staff member of the Commission and the person appointed by the institution to manage internal arrangements for the review. These arrangements include provision of interpreting and translating services during the review if required. Arrangements are made at the institution for meeting room(s), work areas, equipment and other requirements.

The staff member of the Commission sends to the members of the panel an itinerary for the visit including final details of travel arrangements, accommodation, and a finalized visit program; and a template for the panel to use in preparing its draft report on the visit.

### **Immediately Before the Review**

The institution is responsible for ensuring that the panel members arriving by air are met at the airport and escorted to their hotel.

## **2.4 Activities During a Review**

An external review may take three to five days depending on the size and complexity of the institution, whether programs and the institutional review are conducted concurrently, and the number of programs considered.

The person appointed by the institution to manage institutional arrangements should be available on a full time basis during the review, with other technical and support people being available as required. If program reviews are being conducted concurrently with an institutional review, an additional person should be appointed for each program. If the reviews are being conducted in separate male and female sections, these staff should be available in each section.

The person appointed as an institutional liaison during the review has very important responsibilities. That person should meet with the liaison officer of the Commission prior to the review to ensure full understanding of what is needed. He or she should meet the panel when it arrives and ensure that necessary arrangements are made and followed. In an institution that operates with separate campuses or sections for male and female students, institutional liaisons should be nominated who can assist with arrangements on each campus.

During the visit the person nominated as a liaison should escort the panel to meetings and introduce members as appropriate. In public meetings the liaison should remain, but in meetings with staff or students should leave after the introductions and return when the meeting concludes. In meetings to review material and documents the person appointed to assist should leave to permit the panel to review materials and discuss matters in confidence. However, the panel chair may request the person to remain and assist.

If the panel requires additional material, or wishes to meet with others for discussion, the person acting as liaison should make the necessary arrangements.

During the review the panel undertakes a series of visits and meetings in the institution to review activities. The panel may break into sub groups from time to time to see different things, and will meet together periodically to review progress and compare notes.

At the end of the visit the panel will spend approximately one day preparing a draft report which is given to the Commission Liaison Officer. The panel then meets with the Rector or Dean and other senior faculty for an exit meeting in which the general conclusions of the review are explained. Sample schedules are provided in Chapter 3 of Part 3 of this handbook for an institutional review, a program review, and a review in which programs and an institution are considered concurrently. These are for illustrative purposes only. A detailed schedule will be developed for each review taking account of the particular circumstances at the institution concerned.

## **2.5 Activities After a Review**

### **One Month After the Review**

The draft review report given to the Commission Liaison Officer is edited for consistency and to eliminate inadvertent errors, and put into a form suitable for release. The revised draft is sent to the chair of the panel for a final check, and then sent to the institution with an invitation to identify any factual errors that might have occurred.

Evaluation questionnaires are sent by the Commission to the panel members and to the institution inviting comments on the value and effectiveness of the review process.

### **Two Months After the Review**

Within two weeks of receiving the draft report the institution has the opportunity to respond to the Commission indicating any factual errors it believes may have been made. The staff member of the Commission consults with the chair of the panel about the response and any possible adjustments that may be needed in the report. The chair may consult with members of the panel about implications of the changes.

### **Three Months After a Review**

The final report is sent to the institution which is asked for its response to recommendations for action that were included in the report. These responses should be made in brief summary form. The institution is not required to accept every recommendation but is expected to take them all seriously and if not accepted or an issue that has been identified is responded to in a different way reasons, should be given. The institution's response to the recommendations will be considered when decisions are made on whether the institution or program should be accredited.

The report is considered by the Commission's Accreditation Review Committee which may provide comment and advice on the report for consideration by the Commission in making its decision on accreditation. This Committee does not make separate judgments on whether an institution or program should be accredited, but is asked to provide advice on the equivalence of standards applied by different review panels to try to ensure that some external review panels are not tougher or easier than others.

### **Four Months (approximate date) After a Review**

The report and its recommendations are considered by the Commission, together with the response of the institution to the recommendations and any comments or advice from the Accreditation Review Committee. The Commission decides on accreditation after considering the report and this advice.

The final report is sent to the institution together with details of the decision on accreditation.

Two weeks after the report and the decision are sent to the institution, the report is included on the Commission's web-site.

If the report has identified processes or activities in the institution that it believes are commendable and that should be made known to other institutions through the Commission's good practice web-site, they may include on its website a description of those practices in appropriate form.

The institution is asked for its response to recommendations for action that were included in the report. This response is expected within three months of the request being made, but the time line for action will depend on the matters raised and the institution's plans for response.

### Later Action

The timeline for later action will depend on action required and time scale for response.

At a time specified by the Commission, the institution provides a report on action taken in relation to recommendations made by the panel and its plans for response. The Commission may review action taken and will include an addendum to the report on the website indicating what has been done in response to the review recommendations.

## 2.6 Preparations by an Institution for an Institutional Review

External reviews of institutions will consider the performance of the institution in achieving its mission driven aims and objectives, and the extent to which it is meeting the standards described in the *Standards for Quality Assurance and Accreditation in Higher Education Institutions*:

- A. Mission and objectives
- B. Governance and Administration
- C. Management of Quality Assurance and Improvement
- D. Learning and Teaching
- E. Student Administration and Support Services
- F. Learning Resources
- G. Facilities and Equipment
- H. Financial Planning and Management
- I. Employment Processes
- J. Research
- K. Institutional Relationships With the Community

In considering these matters the reviewers will pay particular attention to the institution's self-study report and an important outcome of the review will be to verify the conclusions of that self-study, although the review panel will also make its own independent assessment of the standards achieved.

The review may also deal with matters identified as priorities by the Commission or the relevant Ministry as important general policy initiatives, and to any areas of weakness or difficulty identified in previous internal or external reports at the institution.

Processes and requirements for completion of an institutional self-study are included in Part 2 of this Handbook and a template for presentation of a self-study report is included in Attachment 2 to that document,

As soon as possible after dates have been set for external reviews to be undertaken the institution should plan for completion of the self-study and prepare for other documents and activities that will be required.

The self study should be completed in time for the report to be sent to the Commission **four months** before the external review is to take place.

The self-study report should include a detailed institutional profile, descriptions of processes followed in conducting the self-study and an analysis of the institutions performance in relation to the eleven standards identified by the Commission.

An institutional profile section of the report should include the following material:

- a) A brief summary of the institution's history, scale and range of activities;
- b) A description of the management and organizational structure using an organizational chart, a list of colleges and departments, and the names and contact details of key individuals;
- c) A list of campus locations indicating programs offered and student numbers;
- d) Faculty, staff and student numbers in total and by college, department, and program;

- e) Summary information about the institution's accreditation status including the outcomes of any previous institutional reviews, and any conditions that were established;
- f) A description of the institution's quality assurance arrangements, priorities for development, and any special issues affecting its operations; and
- g) A list of matters that are of particular interest to the institution and on which the institution is seeking comment and advice in the review.

The body of the report should include descriptions and evidence of performance relating to each of the Commission's standards. This evidence should include specific data about quality of performance based on clearly defined performance indicators and other information as appropriate, together with comparative information for other relevant institutions selected by the institution for performance benchmarking. The report should include hard data and quantitative information wherever possible.

The report should draw on information provided in the Commission's self-evaluation scales and a copy of the completed scales should be provided in a separate document. However the self-evaluation scales do not constitute the self-study and should be made available for reference in a single separate document.

Six copies of the institutions self-study report should be provided to the Commission four months prior to the date of the review. These should be on A4 paper, unbound, printed on one side, page numbered, and with a table of contents for easy reference. A list of acronyms used in the report should be included as an attachment.

In addition six copies of the report should be provided in electronic form on CDs.

Because of the extensive involvement of international reviewers the self-study report should be provided in English unless otherwise agreed in advance by the Commission. Other documents could be available in English or Arabic.

In addition to the self-study report the following documents should be provided:

**(a) To be sent in advance to external reviewers.**

- (i) Self-evaluation Scales for Higher Education Institutions. The completed scales should include star ratings, independent comments and indications of priorities for improvement as requested in the document, and should be accompanied by a description of the processes used in investigating and making evaluations.
- (ii) A copy of the institution's strategic plan.
- (iii) A copy of the institutions strategic plan for quality improvement (which may be included within the broader institutional strategic plan)
- (iv) A current student catalogue, prospectus, bulletin or handbook that includes descriptions of the curriculum, admissions requirements, degree completion requirements, and related information.

**(b) To be available for review panels during the site visit. Reviewers may request that some of this material be sent in advance, and may ask for additional material during the visit.**

- (v) Faculty handbook or similar document with information about staffing policies, professional development policies and procedures and related information
- (vi) Administrative and financial policies manual or similar document including the institution's bylaws and regulations, roles and responsibilities of administrative and academic officers and major committees, and an explanation of the institutions governance and administrative structure.

- (vii) Quality assurance manual or description of procedures including information about the institutions system of assessing programs and services, the role of the institution's quality center and systems for gathering and analyzing data on quality of performance and planning for improvement.
- (viii) Current data on faculty and other teaching staff including tables with numbers by academic rank, by highest qualification, teaching staff/student ratios for each department and college, and for the institution as a whole. For a university (optional for a college) information should be provided on research output for each department, college and for the institution as a whole. CVs of current teaching staff should be on file and available for the review panel if required.

Preliminary discussions should be held with the Commission Liaison Officer nominated to facilitate the review to confirm dates, arrange for provision of documents, plan organizational arrangements, and other matters described in preparations for a review.

## 2.7 Preparations by an Institution for an External Program Review

Program reviews will consider the quality of a program in relation its achievement of its aims and objectives and its performance in relation to the eleven standards described in *Standards for Quality Assurance and Accreditation of Higher Education Programs*. Particular attention will be given to the standard for Learning and Teaching including evidence about achievement of intended learning outcomes and consistency with the requirements of the *National Qualifications Framework*. In a professional program attention will be given to the requirements for employment in the field concerned and the processes used to assess the extent to which those requirements have been met.

The document that will be the main focus of attention will be the program self study report which should be a complete separate document based on the template for a periodic program self study provided in the attachment to Part 2 of this handbook. An important outcome of the review will be to verify the conclusions of that self-study. However the review panel will also make its own independent assessment of the standards achieved.

The review may also deal with matters identified as priorities by the Commission or the relevant Ministry as important general policy initiatives, and to any areas of weakness or difficulty identified in previous internal or external reports at the institution.

As soon as possible after dates have been set for external review, plans should be made for completion of the program self study and preparation of other documents required.

1. The program self-study should be completed in time for the report to be sent to the Commission **four months** before the external review is to take place.

The report should include descriptions and evidence of performance relating to each of the Commission's standards. This evidence should include specific data about quality of performance based on clearly defined performance indicators and other information as appropriate, together with comparative information for other programs within the institution and in other institutions for benchmarking. The report should include quantitative data as much as possible.

The report should draw on information provided in the Commission's self-evaluation scales and a copy of completed scales should be provided in a separate document. However, the self-evaluation scales do not constitute the self-study report which should be provided as a single separate document.

Five copies of the program self-study report should be provided to the Commission **four months** prior to the date of the review. These should be on A4 paper, unbound, printed on one side, page numbered, and with a table of contents for easy reference. A list of acronyms used in the report should be included as an attachment. Five copies of the report should be provided in electronic form on CDs.

Because of the extensive involvement of international reviewers, the self-study report should be provided in English unless otherwise agreed in advance by the Commission. Other documents could be available in English or Arabic.

2. In addition to the self-study report, the following documents should be provided in hard copy and desirably in electronic format as well.

(a) **To be sent in advance to external reviewers.**

(i) Completed scales from the *Self-Evaluation Scales for Higher Education Programs*. The completed scales should include star ratings, independent comments, and indications of priorities for improvement as requested in the document and should be accompanied by a description of the processes used in investigating and making evaluations.

(ii) The program specification including the matters described in Chapter 2 of Part 2 of this handbook.

(iii) An annual program report for the most recent year

(iv) A brief summary of the outcomes of previous accreditation processes (if any) including program accreditations and any special issues or recommendations emerging from them.

(v) A copy of the program description from the bulletin or handbook including descriptions of courses, program requirements and regulations

(b) **To be available for the review panel during the site visit: (Members of the panel may ask for some items to be sent to them in advance, and ask for additional material)**

(vi) Course specifications for courses in the program and annual course and program reports.

(vii) Faculty handbook or similar document with information about faculty and staffing policies, professional development policies and procedures and related information.

(viii) CVs for faculty and staff teaching in the program and a listing of courses for which they are responsible. This information should include the highest qualification (and if appropriate other qualifications and experience relevant to their teaching responsibilities)

(ix) Copies of survey responses from students and other sources of information about quality such as employers, other faculty, etc.

(x) Statistical data summarizing responses to these surveys for several years to indicate trends in evaluations.

(xi) Statistical data on employment of graduates from the program.

(xii) Representative samples of student work and assessments of that work.

Preliminary discussions should be held with the Commission Liaison Officer nominated to facilitate the review to confirm dates, arrange for provision of documents, plan organizational arrangements, and other matters described in preparations for a review.

A person at the institution will need to be nominated as liaison to coordinate preparations and assist the panel during the review. That person should meet with the nominated Commission Liaison Officer prior to the review to ensure full understanding of what is needed. He or she should meet the panel when it arrives at the institution and ensure that necessary arrangements are made and followed. If a program is offered on separate campuses for male and female students institutional guides should be nominated who can assist with arrangements on each campus.

During the visit the person nominated as a liaison should escort the panel to meetings and introduce members as appropriate. In public meetings the liaison should remain, but in meetings with staff or students should normally leave after the introductions and return when the meeting concludes. In meetings to review material and documents the liaison would normally leave to permit the panel to review materials and discuss matters in confidence. However the panel may request the person to remain and assist.

If the panel requires additional material, or wishes to meet with others for discussion, the person acting as guide should make the necessary arrangements.

#### **Documentation Required if Institutional and Program Reviews are conducted Concurrently**

If the two types of review are conducted concurrently the self-studies and related material for both are required.

### **Requirements for Assistance, Facilities, and Equipment For an External Review**

#### **1. Staff Assistance**

- One person should be available on a full time basis to manage arrangements and coordinate activities during the review.
- If program reviews are being conducted concurrently with an institutional review, the person managing institutional arrangements should provide overall coordination and additional persons should be available for each program review. (If program reviews are in closely related areas within a college or department one person may be able to provide support for several of these reviews. However if programs are in different fields a person is required for each.)
- If there are separate sections of an institution for male and female students or if a program being reviewed is offered in male and female sections, a person is required (for the institutional review and for each program) to assist in each section.
- Technical assistance should be provided for computing and other equipment.
- Transport should be provided from and to the airport, and between the reviewers' hotel and the institution.

#### **2. Facilities**

- A meeting room accessible to male and female staff for use by the review
- A work room for the review panel to examine reference material provided by the institution and prepare and discuss draft reports.
- Meeting and interview rooms accommodating up to 10 people for meetings with members of faculty, staff and students.
- For an institutional review these facilities should be centrally located. For program reviews it is desirable that facilities be in or close to the department offering the program. For concurrent reviews of an institution and one or more programs work spaces should be available both centrally and within the department(s) concerned.
- If programs are offered on sections for male and female students, meeting and interview facilities should be available in both sections.

#### **3. Equipment**

- Computers with printing and internet facilities for each member of the review panel (s).
- Photocopier and associated stationary supplies.

#### **4. Reference Material**

- Paper copies of all documents provided for the review.

- Any other relevant reference material including such things as handbooks, policy documents, reports, samples of students work and assessment tasks, faculty research reports, etc,
- Tea and coffee provisions in each location.

## 2.8 Preparations by the Commission for an External Review

The main processes are the same for institutional and program reviews although the composition of the review panels and the schedule of activities during the review itself will differ.

1. As soon as it has determined its schedule of external reviews the Commission will notify institutions of the dates. This will be done at least nine months in advance of the reviews. The Commission will notify the institution of its expected costs of the review. Payment will be required within one month of this notification.

2. The Commission will nominate a liaison officer to be the main contact for matters involved in the organization and conduct of each review. This person will have responsibility for consultations with the institution and facilitating the review. The initial task will be to hold a meeting with representatives of the institution to review procedures and requirements, and establish a time line submission of documents and conduct of the review.

The liaison will maintain contact with the institution and provide or arrange for advice and assistance as required.

3. A review panel will be selected by the Commission drawing on a register of trained and experienced reviewers from within Saudi Arabia and outside, ensuring appropriate expertise within the group and avoiding any real or apparent conflict of interest. (See note on conflict of interest below) A person experienced in quality reviews and with experience relevant to the review to be undertaken will be appointed by the Commission to serve as the chairperson of the review team. The selection of a panel and a panel chair will be at the discretion of the Commission, but the Commission will take into account any matters raised by the institution about the composition of the panel.

Review panels will normally consist of three to five people depending on the size and complexity of the review.

The process of selection of review panel members will commence nine months prior to the review and be completed four months prior to the review.

4. Four months prior to the review the Commission:

- Finalizes the appointment of the chair and members of the review panel;
- Checks the documentation provided by the institution;

5. Three months prior to the review the Commission:

- Arranges for travel and accommodation for the review panel as required;
- Sends to the chair and members of the review panel the self study report, institutional or program profile and a list of other material provided by the institution, and for members from outside the country, documents describing the process of accreditation and quality assurance in Saudi Arabia.

6. One month prior to the review the staff member of the Commission:

- Finalizes travel and accommodation arrangements for the review panel;
- Finalizes the visit program to the institution in consultation with the chair of the review panel and the representative of the institution;
- Sends to the review panel and the institution a final itinerary;



- Sends to the members of the review panel a template for use in preparing the report on the review.
- Arranges for interpreting and translating services if required during the review.

7. Immediately prior to the review the staff member of the Commission:

- Meets the chair and members of the review panel at their hotel to provide a final briefing and discuss details of the review;
- Accompanies the panel to the institution and participates in the initial social function and first meeting with the Rector or Dean.

The Commission Liaison Officer will normally remain with the panel and provide assistance during the review. At the end of the review that staff member will meet with the panel for its final meeting at the hotel, receive a copy of the draft report and accompany the panel in its exit meetings at the institution.

## CHAPTER 3

### CONDUCT OF AN EXTERNAL REVIEW

An indicative outline of activities that might be undertaken in a review visit is provided below. This may be varied to suit particular requirements, and the provision of papers and supplementary information enables the panel to indicate any variations in the visit program they believe are needed. The panel chair should notify the nominated officer at the Commission of any variations requested at least three weeks prior to the visit, so the institution can be informed and any necessary changes in the program made by the institution.

An institutional review would normally take between three and five days depending on the size and complexity of the institution or the program concerned. A program review may take less time unless a number of programs are to be considered concurrently.

This sequence of activities is for illustrative purposes only. Details will be varied to meet differing circumstances.

#### 3.1 Summary of Activities

The review process assumes that panel members have read and understood the documents describing the particular emphases and processes involved in the system of quality assurance and accreditation in Saudi Arabia. They will have studied the documents provided by the institution taking the emphases and processes of the Saudi Arabian system into account and will have formed preliminary views that will be reviewed through discussions and observations during the visit.

##### 3.1.1 Preliminary Meeting(s)

At the beginning of the review, the chair and the Commission staff person assigned to the review will hold a half-day orientation and planning meeting with the panel members. This meeting will review arrangements for the visit and ensure understanding of cultural issues relevant to Saudi Arabian institutions and with which international visitors may be unfamiliar.

##### 3.1.2 Informal Social Function

Whenever possible a social function should be held just prior to or at the beginning of the review at which members of the review team can meet informally with members of the quality committee and senior faculty. This is intended to assist in establishing a collegial and supportive relationship rather than an inspectorial one. The function should be informal, with brief introductory comments by the Rector or Dean or another senior member of faculty, and the chair of the review panel, to help establish a constructive and supportive tone for the review.

##### 3.1.3 First Working Session

The first working session should begin with a meeting with the Rector or Dean, or in the case of a program review, an appropriate senior academic administrator who could be the Rector or Dean for an institutional review, or an Academic Vice Rector or Dean of the College and Head of Department for a program review. At this meeting the panel would be welcomed and an opportunity provided to discuss and clarify any issues relating to the review.

##### 3.1.4 Review Activities

The panel will go together or may divide into sub-groups for visits and discussions with academic and administrative units within the institution. The selection and order of visits will vary according to the focus and priorities of the review, but should always include meetings with faculty and students, and a tour of facilities relevant to the review such as the library /resource center, a sample of computing and laboratory facilities, and for an institutional review, facilities for student recreation and cultural activities, and classrooms.

When considering particular functions or facilities attention should be given to the relevant sections of the *Standards for Quality Assurance and Accreditation of Higher Education Institutions* and *Standards for Quality Assurance and Accreditation of Higher Education Programs*. Judgments of adequacy should take into account the scale and stage of development of the institution, and its priorities for development as reflected in its mission statement, its self-study report and other relevant documents.

Opportunities should be taken for both planned interviews and informal conversations with faculty and students during the visits, and at least one meeting should be held with a representative group of students.

At an early stage during the review members of the review panel should meet with representatives of the quality committee to discuss its work and the priorities and strategies of the institution for quality improvement.

Provision should be made for the panel to meet periodically during the visit to review progress and identify any further matters requiring attention.

### 3.1.5 Concluding Activities in the Review

The review panel should meet to agree on its views and recommendations and prepare a draft report. Summary notes on particular matters should be prepared by members of the panel assigned to investigate those issues, and discussed and agreed by the panel. During this discussion every effort should be made to reach consensus. However if there are strongly held differing views, these should be accurately reflected in the written comments and the report. The statements and conclusions should clearly specify the evidence on which the comments are based.

A final meeting should be held with the Rector or Dean (for an institutional review) or academic vice rector and college dean (for a program review) at which the chair of the review panel outlines the major conclusions of the review. At the discretion of the Rector or Dean other senior faculty and academic administrators might be included in this meeting. An additional brief meeting might be held at which other senior faculty and academic administrators can be briefed on the outcomes of the review.

## 3.2 Sample Review Programs

Individual review schedules will differ depending on the number of panel members, the size of the institution, the number of programs, the location of the institution, and the arrival times of the panel members. The following sample schedules will serve as guides to an institutional review, a program review, and a combined review. Position titles used in these samples are for illustrative purposes. It is expected that institutions will use a variety of titles and have differing administrative arrangements for many of the functions concerned.

### 3.2.1 Illustrative Schedule for an Institutional Review (5 Days)

<b>Arrival</b>	<b>Panel members arrive late afternoon or evening and check into their hotel.</b>
<b>Day 1</b>	
8:30 am	Panel meets for an orientation and planning session to discuss the review and the assignment of roles and responsibilities to members. Meeting is led by chair of the panel and the Commission staff person. A brief tour of the campus may be arranged.
11:30 am	In institutions or programs offered in different sections for male and female students, senior staff provide a briefing on arrangements for coordination and interactions between these sections.
12:30	Informal lunch at the institution hosted by the Rector or Dean, and including senior faculty and members of the quality committee. Welcome given by the Rector or Dean and response from chair of the panel.
2:00 pm	Orientation session at the institution with the Rector or Dean—for an introduction to the institution, its mission and goals and objectives, and an overview of its strategic plans.

- 2:45 pm Panel meets with the Academic Vice Rector, a representative group of deans and heads of departments, and the head of the quality center. Overview of program development and evaluation processes and general information on academic performance of the institution. Discussion of section of self study report dealing with Standard 4, Learning and Teaching.
- 4:15 pm Brief tour of campus.
- 5:00 pm Panel departs for the hotel.
- 7:00 pm Panel meets at the hotel to debrief and have dinner.
- Day 2**
- 8:30 am Panel arrives at the institution and meets briefly.
- 9:00 am Meeting with Rector, Vice Rectors, Head of women's section. Overview of administrative arrangements, Discussion of Standard 2 report.
- 10:00 am Meetings with heads of departments and equivalent for male and female sections. (Selected sample of departments across institution. –if program reviews are being conducted simultaneously with the institutional review, these should be from different departments)
- 11:15 am Meetings with two representative groups of 8 to 10 undergraduate students at different levels drawn from departments across the institution.
- 12:30 pm Working Lunch
- 1:30 pm Panel tours the library/information resource center and meets with the head librarian. Discussion of library systems and support services and report on Standard 6.
- 2:30 pm Panel sub-divides:  
 Group A meets with director of admissions and reviews admissions standards and processes and with the registrar and reviews student record keeping functions and sample student transcripts and files.  
 Group B meets with the director of student services and reviews student activities, advising, counseling, and other student support services and extracurricular activities.
- 4:00 pm Panel reconvenes in the meeting room.
- 5:00 pm Panel departs for the hotel.
- 7:00 pm Panel meets to debrief and have dinner.
- Day 3**
- 8:30 am Panel arrives at the institution and meets briefly.
- 9:00 am Panel meets with dean or vice rector responsible for research development and representative group of deans and heads of departments. Discussion of research performance and research development strategies, and self study report on Standard 10
- 10:15 am Panel sub divides. Group A tours IT support services and computer labs and meets with the head of information technology.  
 Group B meets with the director and with representative faculty teaching in the English language and foundation programs.

11:30 am	Meetings with representative groups of 5 to 8 faculty and teaching staff drawn from across the institution. (If there are concurrent program reviews these would be drawn from other departments)
12:30pm	Working Lunch
1:30 pm	Panel Sub-divides. Group A meets with senior financial managers for briefing on financial management and budgeting. Group B meets with senior managers responsible for facilities and equipment for briefing on capital planning, maintenance, equipment policies etc.
2:30 pm	Panel meets with senior managers responsible for employment and staffing policies for briefing on faculty employment and professional development policies. Panel reviews a representative selection of faculty qualifications and contracts in faculty personnel files.
3:30 pm	Visits to selected facilities as requested by the Panel.
5:00 pm	Return to hotel
7:00 pm	Panel meets to debrief on day's activities and have dinner.
<b>Day 4</b>	
8:30 am	Panel arrives at the institution and meets briefly.
9:00 am	Meeting with members of the institutions council for discussion of functions and activities of the Council.
10:00 am	Panel meets with representative groups of 8 to 10 recent graduates from different programs in the institution.
11:15 am	Panel meets with group of employers of graduates from the institution.
12:30 pm	Working Lunch. Informal discussion with Academic Vice Rector and Director of Quality Center for follow up on questions raised during the visit.
1:30 pm	Panel meeting
2.:15 pm	Members of panel may visit particular facilities or academic or administrative units to follow up on issues or questions raised or commence drafting sections of report.
5:00 pm	Panel departs for the hotel.
7:00 pm	Panel meets to debrief on the day's activities. The chair clarifies assignments and responsibilities in drafting the report. The panel has dinner at the hotel.
<b>Day 5</b>	
8:30 am	Panel meets to discuss possible conclusions and recommendations and to draft designated sections of the report.
9:30 am	Panel members draft sections of report.
11:00 am	Target time for completion of draft of sections of report. Panel meets to review draft recommendations and suggestions.
12:30	Panel breaks for lunch at the hotel.

- 2:00 pm Exit meeting of Chair of the Panel with Rector/Dean.
- 3:30 pm (Optional Meeting) Panel Chair presents main conclusions to meeting of senior faculty, staff and students.

### 3.2.2 Illustrative Schedule for a Program Review (4 Days)

**Arrival** Panel members arrive in the late afternoon or evening and check into the hotel.

#### Day 1

- 8:30 am Panel meets for orientation and planning session to discuss the review and the assignment of roles and responsibilities to members. Meeting is led by the chair of the panel and the Commission staff person.
- 11:00 am Initial meeting with the Academic Vice Rector or Dean and Head of Department—for an introduction to the institution, and the program and its goals, objectives and recent developments.
- 11:45 am For programs offered in different sections for male and female students, senior staff provide a briefing on arrangements for coordination and interactions between these sections.
- 12:30 pm Informal lunch at the institution hosted by the Academic Vice Rector or Dean, and including senior faculty associated with the program and members of the program self study committee. Welcome given by the Vice Rector or Dean and response from chair of the panel.
- 2:00 pm In the case of a review of one program, the panel meets with the appropriate dean, department head, and/or program coordinator for an overview of the program. If multiple programs are being reviewed, the panel may sub-divide for these meetings. Discussions include description by program coordinator of strategies used to coordinate planning and delivery to achieve the range of learning outcomes in courses offered, successes and difficulties encountered, and program evaluation and improvement strategies. Program coordinator describes main elements of program and course specifications and makes specifications and reports available for review. Panel members pursue questions arising from these descriptions and from their analysis of the self study report.
- 3:45 pm Tour of facilities for the program (e.g. classrooms, laboratories, computing facilities etc.)
- 5:00 pm Panel departs for the hotel.
- 7:00 pm Panel meets at the hotel to debrief and have dinner.

#### Day 2

- 8:30 am Panel meets with head of department for briefing on research and professional development activities, community service activities. Panel may review faculty resumes and research reports.
- 10:00 am Panel meets with faculty members who teach in the program(s) and with the coordinator of any internships or post-graduate studies that may be associated with the program. In the case of multiple programs or a larger number of faculty members, the panel may subdivide.
- 11:30 pm Panel meets with a representative group of 8-12 current students from different levels within the program.
- 12:30 pm Panel has lunch with a small group of faculty and administrators of the program(s).
- 1:30 pm Panel meeting.

2:00 pm	Visit to library/learning resource center used for the program to review resources available and receive briefing on systems for program and student support.
3:30 pm	Panel meets with the program coordinator to review examples of students work on tests or assignments and discuss strategies for verifying standards of student achievement.
5:00 pm	Panel leaves the institution for the hotel.
7:00 pm	Panel meets to discuss possible suggestions and recommendations and plan for preparation of report. Dinner at the hotel.
<b>Day 3</b>	
8:30 am	Panel meets with a representative group of graduates of the program(s).
10:00 am	Panel meets with a representative group of employers of graduates.
11:30 am	Planning meeting. Initial consideration of conclusions and recommendations, and identification of any matters requiring further investigation
12:30 pm	Working Lunch.
2:00 pm	Follow up visits and consultations as required. Initial preparation of sections of draft report.
5:00 pm	Return to hotel.
7:30 pm	Panel breaks for dinner at the hotel.
<b>Day 4</b>	
8:30 am	Panel meets to review draft suggestions and recommendations.
9:30 am	Panel members continue with drafting of report. Additional consultations or visits to facilities or review materials arranged if required.
11:30 am	Target time for completion of sections of draft report. Report consolidated and reviewed by panel chair.
12:30 pm	Lunch.
1:30 pm	Exit meeting with Dean/Head of Department/ Academic Vice Rector.
2:30 pm	(Optional Meeting) Panel Chair presents main conclusions to meeting of senior faculty, staff and students.

### 3.2.3 Combined Institutional and Program Review

For smaller institutions or institutions that have one or two programs areas, such as business and IT for example, it will be possible to review both the institution and its programs at the same time. The panel will include experts in institutional and academic administration as well as experts in the individual discipline areas under review. It will also be possible in some larger institutions to conduct institutional reviews and some program reviews simultaneously. Arrangements will differ in different circumstances and details will be worked out on a case-by-case basis. In general however the two types of review will be separate rather than combined exercises, though provision will be made for consultation and exchanges Of information between the review teams at stages during the program.





## **Annexe 5**

### **Statuts de la NCAAA**

لائحة  
الهيئة الوطنية  
للتقويم والاعتماد الأكاديمي

### المادة الأولى : اسم الهيئة ومقرها :

تنشأ في المملكة العربية السعودية هيئة أكاديمية تسمى " الهيئة الوطنية للتقويم والاعتماد الأكاديمي " وتتمتع بالشخصية المعنوية والاستقلال الإداري والمالي ، وتكون تحت إشراف مجلس التعليم العالي ، ويكون لها مجلس إدارة يرأسه وزير التعليم العالي نائب رئيس مجلس التعليم العالي ، ويكون مقرها مدينة الرياض ويجوز أن تُنشئ الهيئة فروعاً لها داخل المملكة إذا اقتضت الضرورة ذلك بقرار من مجلس إدارة الهيئة .

### المادة الثانية : ارتباط الهيئة بمجلس التعليم العالي :

يختص مجلس التعليم العالي بما يلي :

- ١- الموافقة على تعديل وتطوير الهيكل الإداري والمالي والاستشاري للهيئة .
- ٢- الموافقة على تعديل لائحة الهيئة .
- ٣- تحديد مكافآت أعضاء مجلس إدارة الهيئة .
- ٤- الموافقة على التقرير السنوي للهيئة .

### المادة الثالثة : أهداف الهيئة :

الهيئة هي السلطة المسؤولة عن شؤون الاعتماد الأكاديمي في مؤسسات التعليم فوق الثانوي عدا التعليم العسكري ، وتهدف الهيئة إلى :

- ١- وضع قواعد ومعايير وشروط التقويم والاعتماد الأكاديمي ، وصياغة الضوابط التي تكفل تطبيقها في المؤسسات الأكاديمية المختلفة بعد الثانوية العامة .
- ٢- وضع القواعد والمعايير الإطارية المتعلقة بمزاولة العمل الأكاديمي ، مثل التدريس والتدريب ، وصياغة الضوابط التي تكفل تطبيقها في المؤسسات الأكاديمية المختلفة ، وإعداد اللوائح التي تنظم الإشراف على هذه المهن في تلك المؤسسات .
- ٣- الاعتماد العام للمؤسسات الجامعية الجديدة أو ما يعادلها مثل الكليات والمعاهد ، واعتماد أقسامها وتخصصاتها وخططها الأكاديمية .

( ١ )

لائحة الهيئة الوطنية للتقويم والاعتماد الأكاديمي

- ٤- المراجعة والتقويم الدوري للأداء الأكاديمي للمؤسسات الجامعية القائمة أو ما يعادلها ، واعتماد أقسامها وخططها الدراسية أكاديميا مثل الكليات والمعاهد وتقويمها بشكل دوري .
- ٥- التنسيق حيال اعتماد برامج وأقسام مؤسسات التعليم العالي في المملكة أكاديميا من جهات الاعتماد العالمية .
- ٦- تقويم واعتماد برامج البكالوريوس ، والدبلوم العالي بعد البكالوريوس ، والماجستير ، والدكتوراه أو ما يعادلها ، والمراجعة الدورية لمتطلباتها .
- ٧- تقويم واعتماد البرامج التخصصية الأكاديمية ، بعد الثانوية العامة ، مثل برامج الكليات المتوسطة والدبلومات العلمية سواء الحكومية والأهلية .
- ٨- تقويم واعتماد البرامج ذات الصبغة التدريسية والتعليمية في المؤسسات التعليمية الحكومية والأهلية .
- ٩- المشاركة في اقتراح الخطط العامة لإعداد وتطوير الأداء الأكاديمي في المجالات المختلفة ، وللهيئة تشكيل لجان أكاديمية دائمة ولجان أخرى مساندة دائمة أو مؤقتة ويكون أعضاء هذه اللجان من بين أعضائها أو من غيرهم .
- ١٠- نشر المعلومات والبيانات الخاصة بالاعتماد لأغراض التوعية والإعلام والبحث العلمي وإتاحتها للجهات والأفراد الراغبين للاطلاع عليها .

#### المادة الرابعة : النشاطات الإضافية للهيئة :

تقوم الهيئة بالإضافة إلى أهدافها الرئيسية بعدة نشاطات ، منها ما يلي :

- ١- دعم إجراء البحوث والدراسات العلمية في مجالات اختصاصات الهيئة .
- ٢- إصدار المجلات والدوريات العلمية والنشرات في مجال اهتمامها .
- ٣- القيام بالدراسات وتقديم الاستشارات للمؤسسات الجامعية والمهنية المختلفة بما يكفل رفع مستوى الأداء الأكاديمي والمهني في هذه المؤسسات .

- ٤- تبادل الإنتاج العلمي بين الهيئة والمؤسسات أو الهيئات الاعتمادية داخل المملكة وخارجها .
- ٥- الاستفادة من خبرات هيئات ومؤسسات التقييم والاعتماد الماثلة في الخارج .
- ٦- إجراء الدراسات وعمل الإحصاءات المتعلقة بجودة مخرجات التعليم العالي ونشرها .
- ٧- عقد الندوات والمؤتمرات والمعارض الأكاديمية والمهنية المحلية والعالمية والاشتراك فيها ، ومناقشة المشكلات ذات العلاقة، واقتراح الحلول ومتابعة تنفيذ التوصيات والقرارات الصادرة بشأنها .

#### المادة الخامسة: هيكل الهيئة ووظائفها :

أولاً: مجلس إدارة الهيئة : يكون للهيئة مجلس إدارة يتولى الإشراف عليها ويتكون من :

- ١- وزير التعليم العالي . رئيساً
- ٢- وكيل وزارة التعليم العالي للشؤون التعليمية . نائباً للرئيس
- ٣- ستة من أعضاء هيئة التدريس في تخصصات مختلفة من الجامعات ومؤسسات التعليم العالي الأخرى الحكومية . أعضاء
- ٤- عضو واحد من مؤسسات التعليم العالي الأهلي . عضواً
- ٥- ثلاثة أعضاء من القطاع الأهلي ترشحهم الغرف التجارية الصناعية في كل من الرياض وجده والدمام . أعضاء
- ٦- عضوين من الجهات الحكومية التي تقدم برامج للتعليم العالي . أعضاء
- ٧- ممثل للهيئة السعودية للتخصصات الصحية . عضواً
- ٨- ممثل للهيئة السعودية للمهندسين . عضواً
- ٩- ممثل للهيئة السعودية للمحاسبين القانونيين . عضواً

وتكون عضوية مجلس الهيئة للأعضاء ثلاث سنوات قابلة للتجديد ، ويكون تعيين الأعضاء المذكورين في البنود ( ٧ ، ٨ ، ٩ ) بقرار من رئيس مجلس الهيئة . ويعقد مجلس الهيئة اجتماعاً عادياً مرة كل تسعين يوماً ، ويجوز أن يعقد المجلس اجتماعاً غير عادي بناءً على طلب رئيس المجلس أو نصف أعضائه ، ويكون الاجتماع غير العادي لبحث مسألة أو مسائل محددة في طلب عقده ، وتسري في شأن الاجتماع غير العادي أحكام الاجتماعات العادية للمجلس . ولا تكون اجتماعات المجلس صحيحة إلا بحضور ثلثي أعضائه على أن يكون من بينهم الرئيس أو نائبه ، وتصدر قرارات المجلس بأغلبية أصوات الحاضرين وعند التساوي في الأصوات يكون صوت رئيس المجلس مرجحاً .

#### ثانياً : مسؤوليات مجلس الهيئة :

- يختص مجلس الهيئة باتخاذ القرارات والإجراءات التي تكفل حسن أداء الهيئة لوظائفها وتحقيقها لأهدافها ، حسب ما يلي :
- ١- اتخاذ القرارات اللازمة لتحقيق أهداف الهيئة المنصوص عليها في المادة الثالثة من هذه اللائحة ومتابعة تنفيذها .
  - ٢- إقرار القواعد التنفيذية لهذه اللائحة .
  - ٣- اقتراح تعديل وتطوير الهيكل الإداري والمالي والاستشاري للهيئة .
  - ٤- اقتراح تعديل هذه اللائحة .
  - ٥- الموافقة على النماذج المعيارية ( نماذج معيارية للتقويم والاعتماد الأكاديمي ومتابعة تنفيذها في المؤسسات ذات العلاقة ) .
  - ٦- مراجعة الأنظمة والتعليمات التي تحكم التقويم والاعتماد الأكاديمي بما في ذلك الواجبات التعليمية والتدريبية والمؤسسات الأكاديمية والقائمين عليها وتحديد مسؤولياتهم ، وتقديم ما تراه من توصيات لتطوير تلك الأنظمة والتعليمات .

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لائحة الهيئة الوطنية للتقويم والاعتماد الأكاديمي

- ٧- تعيين الأمناء المساعدين ، إن وجدوا ، وتشكيل اللجان الدائمة للهيئة .
- ٨- الموافقة على ميزانية الهيئة وعلى حساباتها الختامية السنوية .
- ٩- إقرار سياسة الاستثمار المالي لمخزنها .
- ١٠- قبول الهبات والتبرعات .
- ١١- تحديد رسوم عضوية المؤسسات الأكاديمية ذات العلاقة بالهيئة .
- ١٢- تحديد رسوم الاعتماد والتقويم على مؤسسات التعليم العالي الحكومي والأهلي .
- ١٣- تحديد مكافأة أمين عام الهيئة .
- ١٤- إقرار المكافآت الخاصة باللجان الدائمة والمؤقتة ومكافآت مساعدي الباحثين والمستشارين والخبرات والمتعاونين مع الهيئة .
- ١٥- إقرار خطة العمل السنوية التي يقدمها أمين عام الهيئة للمجلس .
- ١٦- التوصية بالموافقة على التقرير النهائي السنوي الذي يعده الأمين العام عن نشاطات الهيئة .

#### ثالثاً : الوحدات الإدارية والعلمية للهيئة :

- بالإضافة إلى مجلس الهيئة الآنف ذكره ، تتكون الهيئة أيضاً من الأمانة العامة ممثلة في مكتب الأمين العام الذي ترتبط به الإدارات التالية :
- ١- إدارة الاعتماد والتقويم الأكاديمي وتضم الآتي :
    - أ - شعبة الاعتماد الأكاديمي .
    - ب- شعبة التقويم الأكاديمي .
    - ج- شعبة الخبراء والمستشارين واللجان المتخصصة.

وتهدف هذه الإدارة إلى إجراء الدراسات الأولية ، والتأكد من وجود المتطلبات الشكلية لبرامج علمية أكاديمية مهنية مقدمة للهيئة بغرض الاعتماد أو التقويم ، بالإضافة إلى إجراء أبحاث ميدانية مبدئية وتقديم خطة لاستكمال إجراءات الاعتماد والتقويم للعرض على مجلس الهيئة ، كما أن على هذه الإدارة

إجراء الدراسات النهائية اللازمة لغرض الاعتماد والتقويم الأكاديمي للبرنامج العلمي المقترح ، بما في ذلك دراسة المتطلبات الدراسية ، والقوى البشرية والعلمية والمكانية والمالية والجدوى الاقتصادية أو كل ماله علاقة بمقومات البرنامج العلمي .

٢- إدارة اعتماد البرامج التدريبية وتضم الآتي :

أ - شعبة تقويم البرامج التدريبية.

ب- شعبة الخبراء والمستشارين واللجان المتخصصة.

تعمل هذه الإدارة على إجراء الدراسات الأولية والتأكد من توافر الشروط الأساسية والمعايير الضرورية لبرنامج تدريبي مقدم للاعتماد أو للتقويم مع خطة تبين الخطوات اللازمة لاستكمال دراسة البرنامج لعرضه على مجلس الهيئة. وفي حالة إقرار الخطة تقوم الإدارة بإجراء اللازم لرفع دراسة مكتبية وميدانية متكاملة للعرض مرة أخرى لاعتماد البرنامج المهني أو تقويمه .

٣- إدارة الشؤون الإدارية والمالية .

٤- إدارة التنسيق والمعلومات والاتصالات، وتتبع لها المكتبة والحاسب الآلي وبنك المعلومات وقنوات الاتصال بمراكز البحث المحلية والعالمية .

٥- إدارة دراسات الجدوى والتخطيط .

#### المادة السادسة :

يُعين أمين عام للهيئة بقرار من رئيس مجلس الهيئة ويتفرغ لتصرف الأمور المالية والإدارية والفنية للهيئة ويمثلها أمام الغير ويكون من أحد أعضاء هيئة التدريس بالجامعات ومن الذين يتميزون بالكفاءة العلمية والإدارية ، ويعد الأمين العام تقريراً سنوياً عن أعمال الهيئة وما يراه من اقتراحات حول تطوير سبل تقويم الأداء الأكاديمي والاعتماد المهني والرفع بذلك لمجلس الهيئة .



### المادة السابعة : السنة المالية وموارد الهيئة :

- ١- السنة المالية للهيئة هي السنة المالية للدول .
- ٢- تتكون موارد الهيئة من الآتي :
  - أ - رسوم عضوية المؤسسات الأكاديمية والتدريبية المعتمدة ذات العلاقة باختصاصات واهتمامات هذه الهيئة .
  - ب- رسوم التقييم الأكاديمي واعتماد البرامج التدريبية .
  - ج- الإعانات الحكومية .
  - د - الهبات والتبرعات التي يقرر مجلس الهيئة قبولها .
  - هـ- عائد استثمار أموال الهيئة وحصيلة نشر وبيع ما يتم إعداده من بحوث ودراسات ونشرات ودورات وندوات ومؤتمرات واستشارات وما تقدمه من خدمات .
- ٣- تودع أموال الهيئة في حساب مستقل باسمها ويتم الصرف منه بموجب لائحته المالية .

### المادة الثامنة : مراقب حسابات الهيئة :

يكون للهيئة مراقب حسابات يعينه مجلس الهيئة كل سنة من المحاسبين القانونيين المرخص لهم. ويكون له حق الإطلاع على الدفاتر والمستندات وإبداء ما يراه من ملاحظات. كما يقوم المراقب بمراجعة حسابات الهيئة وتقديم تقرير عنها لمجلسها ، ويجب أن لا يكون المراقب أو أحد شركائه عضواً في مجلس الهيئة ، ويحدد مجلس الهيئة مكافآت مراقب الحسابات وله إعادة تعيينه أو اختيار غيره. ويتبع في ضبط حسابات الهيئة الطرق المتبعة في المؤسسات العامة في الدولة .

### المادة التاسعة :

يجوز تعديل هذه اللائحة بقرار من مجلس التعليم العالي بناءً على اقتراح مجلس الهيئة .

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لائحة الهيئة الوطنية للتقويم والاعتماد الأكاديمي



## **Annexe 6**

# **NCAAA - Standards for Quality Assurance and Accreditation of Higher Education Programs (Anglais et arabe)**

**National Commission for Academic  
Accreditation & Assessment**

**Standards for Quality Assurance and  
Accreditation of Higher Education Programs**

November 2009

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## **Introduction**

The National Commission for Academic Accreditation & Assessment has been established by the Higher Council of Education in Saudi Arabia with responsibility to establish standards and accredit institutions and programs in post secondary education.

The system for quality assurance and accreditation is designed to support continuing quality improvement and to publicly recognize programs and institutions that meet required quality standards. The objective is to ensure good international standards in all post secondary institutions and in all programs offered in Saudi Arabia.

Students, employers, parents and members of the community should be able to have complete confidence that what has been learned by students, the research conducted, and the services provided are equivalent to good international practice. Accreditation of a program will give public recognition that these standards have been achieved. Saudi Arabian qualifications should be accepted without question anywhere in the world.

This document deals with standards for higher education programs. The standards apply to programs in all public and private universities and colleges, including those responsible to the Ministry of Higher Education and to any established or regulated by other ministries or agencies. The only exception is for military education which is administered under different arrangements.

There is considerable variation in the amount of experience that higher education institutions have had with quality assurance processes and the system of higher education is expanding rapidly. In recognition of this the system for accreditation will be introduced progressively over a transition period of several years. During this time programs may be considered for accreditation in institutions that are well advanced with the introduction of

quality assurance systems, and others will be evaluated and accredited as their internal quality assurance systems are put in place.

The National Commission for Academic Accreditation & Assessment in Saudi Arabia has developed a set of standards for quality assurance and accreditation of higher education institutions and programs in eleven general areas of activity.

- 1. Mission Goals and Objectives**
- 2. Program Administration**
- 3. Management of Program Quality Assurance**
- 4. Learning and Teaching**
- 5. Student Administration and Support Services**
- 6. Learning Resources**
- 7. Facilities and Equipment**
- 8. Financial Planning and Management**
- 9. Employment Processes**
- 10. Research**
- 11. Relationships With the Community**

These standards are based on what is generally considered good practice in higher education throughout the world and adapted to meet the particular circumstances of higher education in the Kingdom of Saudi Arabia.

The standards are described with several levels of detail. First, there are general descriptions for each of the eleven major areas of activity. Second, these are broken down into sub-standards dealing with requirements within each of the major areas. Third, within each of those sub-standards there are a number of good practices that are carried out in good quality institutions. To evaluate performance in relation to the standards, a college or department offering the program should investigate whether these good practices are carried out and how well this is done. A set of self evaluation scales has been prepared to assist in this process. (*Self Evaluation Scales for Higher Education Programs*) In that document the groups carrying out the evaluation of the program are asked whether the particular practices are followed, and to rate the quality of those practices in the program on a five point rating

scale. Their judgments of quality MUST be based on appropriate evidence including at least some comparisons with other comparable programs in their own and other institutions on important items. The development of internal systems to provide that evidence is an essential requirement for an institution's quality assurance system. Unless adequate sources of evidence are available in an institution a program cannot be considered for accreditation.

To be granted accreditation it is necessary for evidence of good quality performance to be provided in relation to all the eleven general standards and with all of the subsections of those standards. There is one exception. Any institution with the title "university" is expected to meet the standard for research and a college within a university is expected to contribute to those requirements. A private college offering only undergraduate programs is not required to have any significant involvement in research though teaching staff must have continuing involvement in scholarly activities in their field of study.

It is not expected that a program will achieve a high rating for every "good practice" described within the sub-sections of the standards. They are not a simple check list, and are not equal in importance. Their importance will vary according to the mission and objectives of the program and the institution within which it is offered, and its stage of development. However it is desirable that all are met and some are essential. In the initial stages of the introduction of the quality assurance and accreditation system the Commission will indicate a number of items to which special attention will be given. The judgment about whether accreditation should be granted will be an overall assessment by an experienced peer review panel taking account of the mission, objectives and stage of development of the institution and the program and the priorities identified by the Commission.

A description of the eleven general standards as they apply to programs is provided in this document together with some comments on possible performance indicators and kinds of evidence that could be considered in determining quality of performance in relation to those standards. Further guidance on the use of the standards for monitoring performance and

preparations for accreditation is given in *Handbook for Quality Assurance and Accreditation in Saudi Arabia* prepared by the Commission.

### **Relationships Between Standards for Institutions and Standards for Programs**

General standards have been developed for higher education institutions and programs. They cover the same general areas of activity but there are some differences that reflect a total institutional overview on the one hand and the perspective of just one specific program on the other. In addition, some general institutional functions are not considered in a program evaluation.

Activities relating to the standards fall into three categories.

- Those that are institutional and have no impact or only very indirect impact on programs. Examples include the management of extra curricular activities or the attractiveness of buildings and grounds. These are not considered in looking at the application of the standards to programs.
- Those that are general institutional activities with a major impact on programs. Examples would be the provision of learning resources through a library or the processes for employment and promotion of teaching staff. These should be considered in evaluating a program as they impact on the program concerned. For example whether the library provides the services needed for the particular program being considered, or whether appropriately qualified and experienced faculty and staff are available to teach in the program. The quality of a program is affected by these things regardless of who is responsible for administering them. Evaluation of these functions in an institutional evaluation would be broader and consider the quality of management and services provided for the institution as a whole and how effectively they support all programs throughout the institution.
- Those that relate directly to the planning and delivery of programs. Examples would be the appropriateness of intended learning outcomes for students and the quality of teaching in the program. For an institutional evaluation these things should be looked at within all programs, and then a judgment made about strengths and weaknesses in the institution's programs as a whole. This would normally be done by getting a profile of performance at the level of departments or colleges, and then preparing a report identifying similarities and differences and overall performance for programs in general.



In this document a selection has been made of the things that should be considered in relation to evaluation of programs. They include the matters described in the second and third categories above.

### **Special Requirements for Specific Fields of Study**

These standards are expressed in general terms and apply to all programs in higher education.

In addition it is necessary for programs to meet any special requirements that apply to specific fields of study. This is particularly relevant to professional programs that must prepare students to practice as skilled professionals in their chosen field. For example, a program in medicine must develop all the knowledge and skill required of a medical practitioner, and a program in civil engineering must develop the abilities required of a civil engineer.

The general standards include a requirement that plans for a program be developed after considering relevant academic and professional advice. Consequently for a judgment to be made about the accreditation of individual programs it is also necessary to consider any special requirements that are applicable to particular fields of study.

This can include consideration of what is done at other good institutions offering similar programs or advice from senior staff at such institutions. For a professional program it should also include consultations with experienced professionals in the field of activity familiar with any special requirements for working in the Kingdom of Saudi Arabia. Specific field of study requirements are being developed by the Commission but are not yet available. However an important additional source of advice is the standards set out by relevant international specialist accreditors in a number of different professional fields.

## **Notes on What Constitutes a Program**

A program is regarded as an integrated package of courses and activities in an academic or professional field leading to a qualification. However organizational arrangements in institutions differ and there are sometimes questions about what should be considered as a program.

A program includes all of the courses a student is required to take, including courses that are required by an institution or a college as well as those required by a department, and including any general education courses as well as those in a professional or academic field. It includes courses that may be offered as service courses by another department or college.

A program offered on both men's and women's campuses is a single program and should be evaluated as such. However since there may be significant differences in facilities, resources, experience of faculty, employment of graduates or other matters evidence should be obtained about what happens on each campus and any differences noted and considered in planning what should be done in response. Program reports should show both the evaluations for each campus and a combined result.

A program offered on a remote as well as on an institution's main campus should be dealt with in the same way, that is, information should be obtained about the program in each location and then combined in a single report that identifies any significant variations.

The same principle applies to a program offered either on-campus or through distance education. That is, information should be collected for programs in each mode of delivery, and reported in a way that shows clearly any differences found. There are also a number of additional matters that relate to distance education and the distance education portion of the program must be considered using the standards for distance education that have been developed by the Commission.

A program may have an early exit point, for example it may be possible for students to complete two years of study and receive a diploma or to continue for several more years and complete a bachelor degree. If this is done it is essential that the diploma be planned so that it provides a complete and useful qualification in its own right. For example it might include significantly more practical and applied work in the field than students would normally undertake in the first two years of a bachelor degree program. It is not acceptable for such an award to be granted simply because students fail or drop out after the early parts of a longer program.

The distinction between what is regarded as a single program or a cluster of related programs is difficult to define and may be best explained through examples.

A bachelors degree program to prepare a student as a civil engineer would be regarded as a different program from one to prepare a mechanical engineer, even though there may be some courses that are common to both. Similarly, if a student had completed the bachelors degree program and wished to take a post graduate program leading to a masters degree or a doctorate in the same general field, that would be regarded as a separate program. The test in these examples relates to there being a qualification that is regarded as being complete in itself, and in the case of a professional program, qualifying the person who has taken the program for professional practice in the field. The distinction does not necessarily relate to organization of an institution or college into departments. In the particular example given it is likely that a civil engineering department would offer both the undergraduate and the postgraduate programs. It would also be possible if an institution wished to organize itself in that way for a single department to offer programs in both civil and mechanical engineering.

The title of an academic award is not necessarily a useful guide to what should be regarded as a program. For example general titles such as Bachelor of Arts, or Business, or Science, could include many different programs. In an Arts degree there could be programs in history and or social sciences, in psychology, in social work, or many others. A Business

degree could include separate programs for accountants, for economists, or for management and administration, and these would be different programs leading to quite different occupational skills even though there may be a number of common courses.

The programs that have been used in these examples are separate entities, and will be accredited as such. However this does not prevent groups of related programs being considered together by an external review team in the accreditation process provided it is possible for external review panels to include the necessary expertise. A panel might consider an undergraduate and a postgraduate program in the same field at the same time. However the institution's self study and the reports of the review panel will deal separately with each program and it would be possible for one such program to be accredited and not the other.

Guidance on the planning and review of new and existing programs to meet these requirements is provided in Chapter 2 of Part 2 of the *Handbook for Quality Assurance and Accreditation in Saudi Arabia*.

### **Evidence of Performance**

Judgments about quality based on general impressions could be accurate, but they could also be badly distorted for a number of reasons. Consequently general opinions without supporting evidence cannot be relied on in making assessments of quality. Because of this it is necessary to consider appropriate forms of evidence whenever a judgment is made about quality of performance in relation to standards.

What is appropriate evidence will vary widely for different things that are evaluated and an important element in any quality assessment is to decide on what kind of evidence is appropriate for the matter being considered.

In many cases several different forms of evidence should be considered to make a reliable judgment, and the evidence will need to be interpreted. For example high average grades in a course could mean that students have achieved very high standards because of excellent teaching. Alternatively they could mean that standards are low and grades have been inflated. To draw valid conclusions it would be necessary to check that tests were sufficiently rigorous and that criteria for allocating grades were appropriate and fairly administered.

Interpretations of evidence can also be unreliable, and to guard against this it is recommended that groups that undertake evaluations in relation to the standards include some people who have been involved in the activity concerned, some who are the recipients of the service provided (eg students, graduates, or members of other departments for which service courses are provided) and also some who are familiar with that kind of program, but are not directly involved. As a further safeguard it is recommended that the final judgments be reviewed by someone who has not been involved in the initial evaluation as a check on whether the interpretations seem reasonable in the light of the evidence provided.

### **Performance Indicators**

A wide range of kinds of evidence can be considered. However as part of the evidence to be used decisions should be made about some specific items of information that can be expressed in quantitative terms and used as performance indicators. These should be identified in advance as part of planning processes. For example when major goals or objectives are established specific indicators should be specified so achievement of those goals and objectives can be monitored on a continuing basis. It is also important for an institution to identify some key performance indicators that will be used consistently by departments and colleges throughout the institution to monitor their own performance, provide for comparisons of performance between departments and colleges, and permit university committees and senior administrators to monitor the quality of programs throughout the institution on a continuing basis.

Data on these indicators should be collected in standard form, retained in the department and in a central database. Summaries including comparative information should be distributed to departments, colleges, senior administrators and key committees so there can be comparisons within the institution and over time. An evaluation of the effectiveness of these processes will consider whether appropriate indicators have been identified, whether the data is consistently collected and recorded, and whether the information is used in monitoring and analysing quality of performance.

While it is the responsibility of every program to monitor and plan for improvement in relation to its own mission and objectives the Commission has also identified certain key performance indicators on which information should be provided by all institutions. This requirement has several important objectives. It provides a common set of statistical data that can be used by programs for comparisons of performance within their institution and benchmarking with other programs within the country. (The Commission will publish information for groups of similar institutions, but individual institutional and program data will be confidential to each institution) It assists the Commission and other relevant Ministries and organizations in monitoring the quality of performance of the system of higher education as a whole, and it provides a sample of important information about institutions and programs that makes it possible for the Commission to maintain accreditation of institutions and programs in the interval between major external reviews.

These indicators established by the Commission should be used by institutions and departments administering programs as part of their quality assurance processes, but they are also encouraged to add additional indicators which they select for themselves that relate to their own mission and objectives and their priorities for improvement.

### **Good Practices Relevant to More than One Standard**

Within each standard and sub-standard a number of statements are made about things that should be done if the standard (or sub-standard) is being met. Many of these statements appear in several different places. This should not be regarded as unnecessary duplication, but rather as a result of the fact that a number of practices are relevant to more than one standard. For example, an expectation that teaching staff be involved on a continuing basis with scholarly activities that ensure they remain up to date is relevant to Qualifications and Experience of Teaching Staff (Standard 4.8) and also to Personal and Career Development (Standard 9.3), and an expectation that standards of learning outcomes should be checked against the National Qualifications Framework and standards at other comparable institutions is relevant to the standard for Management of Quality Assurance and Improvement (Standard 3) and also to the sub-standards for Student Learning Outcomes (Standard 4.1) and Student Assessment (Standard 4.4).

### **Application of the Standards to Programs in Different Types of Institutions.**

The standards are designed for programs in all higher education institutions, that is institutions offering programs described as higher education and leading to higher education qualifications in the National Qualifications Framework.

While the general standards for higher education are the same for all providers there are some important differences in the circumstances of some types of institutions that affect how the standards should be applied.

There are some differences in the regulations affecting public and private institutions, including some relating to borrowing, fee payments by students and financial management. Consequently some of the standards specified for these matters are not relevant in some institutions.

As indicated above there are special requirements affecting universities relating to involvement in research. Although scholarly activities on the part of teaching staff should be encouraged in all institutions these requirements for research do not have to be met in private colleges that are not part of universities.

Some institutions are involved in partnership arrangements with other institutions, either within or outside the Kingdom, under which certain elements of program planning and evaluation are shared. If such arrangements exist processes must be followed that ensure that quality is maintained and the requirements of the Saudi Arabian system are met.

Some institutions offer programs by distance education. This different form of delivery changes the form of interaction between students and institutions and leads to additional requirements for program delivery and support. (see note below)

In the statements of standards and in the related document providing self evaluation scales attention is drawn to some of these differences. However some flexibility is required in the application of the standards in cases where a particular requirement is not applicable to the institution concerned.

An equivalent set of standards has been developed for institutions offering post secondary programs in technical education and training. These standards differ from those for higher education institutions because of important differences in the nature of programs and the processes for program development and delivery. The standards for these institutions are set out in another document, *Standards for Accreditation of Technical Education and Training Institutions*.

### **Standards for Distance Education Programs**

This document has been prepared for programs through conventional and largely campus-based instruction. For programs through distance education methodology there are some different expectations that relate to that mode of teaching. The standards for distance education or dual mode or blended instruction (a combination of conventional and distance education) standards are set out in separate publications.



## **Self Evaluation Scales**

High quality standards can only be achieved by action planned and undertaken within the institutions offering educational programs. In keeping with this the approach to quality assurance and accreditation of institutions in the Kingdom of Saudi Arabia is based on self evaluation in relation to generally accepted standards of good practice, and verified by independent external review.

To support this approach the standards are supported by self evaluation scales through which institutions (or sections responsible for particular functions within them) and faculty and staff responsible for programs rate their own performance using a starring system. Self evaluation scales that relate directly to these standards are included in separate publications. *Self Evaluation Scales for Higher Education Institutions and Self Evaluation Scales for Higher Education Programs*. It is expected that these self evaluation scales will be used by institutions, and by those responsible for programs in their initial quality assessment, their continuing monitoring of performance, and in their more extensive periodic self studies prior to an accreditation review by the Commission.

## **Standard 1. Mission Goals and Objectives**

The mission of the program must be consistent with that for the institution and apply that mission to the particular goals and requirements of the program concerned. It must clearly and appropriately define the program's principal purposes and priorities and be influential in guiding planning and action.

### **Requirements**

#### ***1.1 Appropriateness of the Mission;***

*The mission statement must be appropriate for the institution and for a program of its type in Saudi Arabia.*

*To satisfy this requirement:*

- 1.1.1 The mission for the program should be consistent with the mission of the institution.*
- 1.1.2 The mission should establish directions for the development of the program that are appropriate for a program of its type and the needs of students in Saudi Arabia.*
- 1.1.3 The mission should be consistent with Islamic beliefs and values.*
- 1.1.4 The mission should be explained to its stakeholders in ways that demonstrate its appropriateness. (which may relate to local, national or international issues)*

#### ***1.2 Usefulness of the Mission Statement***

The mission statement must be useful in guiding planning and decision making for the program.

To satisfy this requirement:

- 1.2.1 The mission statement should be sufficiently specific to provide an effective guide for decision-making and choices among alternative planning strategies.
- 1.2.2 The mission statement should be achievable through effective strategies that can be implemented within the level of resources expected to be available.
- 1.2.3 The mission statement should be clear enough to provide criteria for evaluation of progress towards the achievement of the program goals and objectives.

### **1.3 Development and Review of the Mission**

The mission must be developed through consultative processes and formally adopted and periodically reviewed.

To satisfy this requirement:

- 1.3.1 The mission should be defined in consultation with and with the support of major stakeholders.
- 1.3.2 The mission should be formally approved by the appropriate decision making body within the institution.
- 1.3.3 The mission should be periodically reviewed and reaffirmed or amended as appropriate in the light of changing circumstances.
- 1.3.4 Stakeholders should be kept informed about the mission and any changes made to it.

### **1.4 Use Made of the Mission**

The mission must be used consistently as a basis for planning and major policy decisions.

To satisfy this requirement:

- 1.4.1 The mission should be used as the basis for a strategic plan over a specified medium term (eg. 5 years).
- 1.4.2 The mission should be publicized widely among those associated with the program and action taken to ensure it is known about and supported by teaching and other staff and students.
- 1.4.3 The mission should be used to provide criteria for consideration of major program proposals.

### **1.5 Relationship Between Mission, Goals and Objectives**

The mission must be used to guide the establishment of goals and objectives and strategic plans for the development of the program.

To satisfy this requirement:

- 1.5.1 Goals for the development of the program should be consistent with and support the mission.
- 1.5.2 Goals should be stated clearly enough to guide planning and decision making in ways that are consistent with the mission.
- 1.5.3 Goals and objectives for the development of the program should be reviewed periodically and modified if necessary in response to results achieved and changing circumstances.
- 1.5.4 Statements of major objectives should be accompanied by specification of clearly defined and measurable indicators that are used to judge the extent to which objectives are being achieved.

### **Evidence and Performance Indicators**

Evidence about the quality of the mission could be obtained from examination of the mission statement itself, copies of papers proposing the mission or modifications in it, interviews with teaching and other staff and students and graduates to find out how well it is known and supported, and consideration of other reports, proposals and statements to see the

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extent to which the mission is used as a basis for decisions. Indicators that could be used include responses to questions on surveys to see how well the mission is known and supported, or the proportion of policy decisions that refer to the mission among criteria for the decision made.

## **Standard 2: Program Administration**

Program administration must provide effective leadership and reflect an appropriate balance between accountability to senior management and the governing board of the institution within which the program is offered, and flexibility to meet the specific requirements of the program concerned. Planning processes must involve stakeholders (eg. students, professional bodies, industry representatives, teaching staff) in establishing goals and objectives and reviewing and responding to results achieved. If a program is offered in sections for male and female students resources for the program must be comparable in both sections and there must be effective communication between them and equitable involvement in planning processes. The quality of delivery of courses and the program as a whole must be regularly monitored with adjustments made promptly in response to this feedback and to developments in the external environment affecting the program.

### **Requirements**

#### **2.1 Leadership**

Program administrators must provide effective and responsible leadership for the development and improvement of the program.

To satisfy this requirement:

*2.1.1 The responsibilities of program administrators (department chairs or others) should be clearly defined in position descriptions.*

*2.1.2 There should be sufficient flexibility at the level of the department or college offering the program to respond rapidly to course and program evaluations and changes in program learning outcome requirements, (eg. Departments should have authority to change text*

*and reference lists, modify planned teaching strategies, details of assessment tasks and updating of course content.)*

2.1.3 Program administrators should anticipate issues and opportunities and exercise initiative in response.

2.1.4 *Program administrators should ensure that when action is needed it is taken in an effective and timely manner.*

2.1.5 *Program administrators should have sufficient authority to ensure compliance within the program with formally established or agreed institutional or program policies and procedures.*

2.1.6 *Program administrators should provide leadership, and encourage and reward initiative on the part of teaching and other staff.*

2.1.7 *Program administrators should accept responsibility for the effectiveness of action taken within their area of responsibility regardless of whether that action is taken by them personally or by others responsible to them.*

2.1.8 *Regular feedback should be given on performance of teaching and other staff by the head of the department.*

2.1.9 Delegations of responsibility should be formally specified in documents signed by the person delegating and the person given delegated authority, that describe clearly the limits of delegated responsibility and responsibility for reporting on decisions made.

2.1.10 Regulations governing delegations of responsibility should be established for the institution and approved by the governing board. These regulations should indicate key functions that cannot be delegated, and specify that delegation of authority to another person or organization does not remove responsibility for consequences of decisions made from the person giving the delegation. Delegations affecting the program should be consistent with these regulations.

2.1.11 *Advice and support should be made available to teaching and other staff in a manner that contributes to their personal and professional development.*

*2.1.12 Proposals for program developments and recommendations on policy issues should be presented to the appropriate decision making body in a form that clearly identifies the issues for decision and the consequences of alternatives.*

## **2.2 Planning Processes**

*Planning processes must be managed effectively to achieve the mission and goals of the program through cooperative action by the instructional team and program and course reporting and decision making. Planning must combine coordinated strategic planning with flexibility to adapt to results achieved and changing circumstance.*

*To satisfy these requirements:*

- 2.2.1 Planning should be strategic, incorporating priorities for development and appropriate sequencing of action to produce the most effective short-term and long-term results.*
- 2.2.2 Plans should take full and realistic account of aspects of the external environment affecting demand for graduates and the skills they require.*
- 2.2.3 Planning processes should provide for involvement of teaching and other staff, students and other stakeholders.*
- 2.2.4 Planning should have a particular focus on intended learning outcomes for students with course content and teaching and assessment strategies that reflect both the background of students and theory and research on different kinds of learning. (For advice on the planning of new programs and review and documentation of existing programs refer to Section 2.4.7 in Handbook for Quality Assurance and Accreditation in Saudi Arabia Part 2, Internal Quality Assurance Arrangements.*
- 2.2.5 Plans should be effectively communicated to all concerned with impacts and requirements for different constituencies made clear.*
- 2.2.6 Implementation of plans should be monitored with checks made against short term and medium term targets and outcomes evaluated.*
- 2.2.7 Planning should provide for regular reports on key performance indicators to senior management in the institution.*
- 2.2.8 Plans should be reviewed, adapted and modified, with corrective action taken as required in response to operational developments, formative evaluation, and changing circumstances.*



2.2.9 *Planning should incorporate risk management as an integral component of planning strategies with appropriate mechanisms developed for risk assessment and minimization.*

### **2.3 Relationship Between Sections for Male and Female Students**

In programs offered in sections for male and female students the program administrators and teaching staff in both sections must participate fully in cooperative planning, decision making and program and course reporting. There must be equitable distribution of resources and facilities to meet the requirements of program delivery, research, and associated services in each section and quality evaluations must consider both performance in each section as well as the program overall.

To satisfy these requirements:

- 2.3.1 Resources, facilities and staffing provisions should be comparable in both sections.
- 2.3.2 Program administrators in both sections and staff teaching the same courses should be fully involved in planning and reporting processes and decision making, and communicate regularly about the program through appropriate processes that are consistent with bylaws and regulations of the Higher Council of Education.
- 2.3.3 Male and female sections should be adequately represented in the membership of relevant committees and councils.
- 2.3.4 Planning processes and program and course specifications should lead to comparable standards in each section while taking account of differing needs.
- 2.3.5 Planning and implementation processes should ensure that reports on courses and the program, and information on key performance indicators show results for both sections as well as for the program as a whole.

### **2.4 Integrity**

*Teaching and other staff involved with the program must meet high ethical standards of honesty and integrity including avoidance of conflicts of interest and avoidance of plagiarism in their teaching, research, administrative and service functions. These standards must be maintained in all dealings with students, teaching and other staff, and in relationships with*

*other internal and external agencies including both government and non-government organizations.*

*To satisfy these requirements:*

- 2.4.1 Teaching and other staff and students should comply with codes of practice relating to ethical conduct in research, teaching, performance evaluation and assessment, committee decision making and in the conduct of administrative and service activities.
- 2.4.2 *Declarations of pecuniary interest should be made whenever they exist and conflicts of interest should be avoided in all dealings by teaching and other staff.*
- 2.4.3 *Advertising and promotional material should always be truthful, avoid any actual or implied misrepresentations or exaggerated claims, or negative comments about other programs or institutions.*

## **2.5 Internal Policies and Regulations**

*Policies and regulations must be established that clearly define the major responsibilities and procedures for the administration of the program and for committees and teaching and other staff and students involved.*

*To satisfy this requirement:*

- 2.5.1 Terms of reference and operating procedures associated with the program should be established for major committees and administrative positions.
- 2.5.2 Policies and regulations should be made available to staff and students and kept in locations that are readily accessible to all teaching and other staff and students who are affected by them, including new members of teaching and other staff, and members of committees.
- 2.5.3 Decisions made by committees on procedural and academic matters should be recorded and referred to as a guide in future related decisions to ensure consistency.
- 2.5.4 Guidelines or regulations should be established for dealing with recurring procedural or academic issues.
- 2.5.5 All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program should be periodically reviewed and amended as required in the light of changing circumstances.

## **Evidence and Performance Indicators**

Evidence about effective management could include documents setting out policies, terms of reference and operating procedures for major committees and administrative positions, responses to surveys of teaching and other staff and students about procedures followed, and opinions of senior administrators in the institution to which program administrators are responsible. Evidence of dissemination of integrity expectations should include information on websites, advertisements and awareness of requirements on the part of staff and students in interviews or surveys.

Indicators could be at least partly based on responses to surveys by teaching and other staff and students, graduates, employers and professional bodies.

### **Standard 3: Management of Program Quality Assurance**

Teaching and other staff involved in the program must regularly evaluate their own performance and be committed to improving both their own performance and the quality of the program as a whole. Regular evaluations of quality must be undertaken within each course based on valid evidence and appropriate benchmarks, and plans for improvement made and implemented. Quality must be assessed by reference to evidence and include consideration of specific performance indicators and challenging external benchmarks. Central importance must be attached to student learning outcomes with each course contributing to the achievement of overall program objectives.

#### **Requirements**

##### **3.1 Commitment to Quality Improvement in the Program**

Program administrators and teaching and other staff must be committed to maintaining and improving the quality of the program.

To satisfy this requirement:

- 3.1.1 All teaching and other staff should participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.
- 3.1.2 Innovation and creativity should be encouraged within a framework of clear policy guidelines and accountability processes.
- 3.1.3 Mistakes and weaknesses should be recognized by those responsible and used as a basis for planning for improvement.
- 3.1.4 Improvements in performance should be acknowledged and outstanding achievements recognized.
- 3.1.5 Evaluation processes and planning for improvement should be integrated into normal administrative processes.

##### **3.2 Scope of Quality Assurance Processes**

Quality assurance activities that are necessary to ensure good quality must apply to all aspects of program planning and delivery including provision of related services, and to all teaching and other staff involved in those processes.

To satisfy this requirement:

- 3.2.1 Quality assurance processes should deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.
- 3.2.2 Quality evaluations should provide an overview of quality issues for the total program as well as components within it (including individual courses and program offerings in sections for male and female students)
- 3.2.3 Quality evaluations should consider inputs, processes and outcomes, with particular attention given to learning outcomes for students.
- 3.2.4 Quality assurance processes should include evaluations of performance in relation to both continuing routine activities and to strategic objectives.
- 3.2.5 Quality assurance processes should ensure both that required standards are met, and that there is continuing improvement in performance.
- 3.2.6 If the program is offered in sections for male and female students detailed evaluations in relation to all standards should be carried out in a consistent way in both sections and quality reports on those standards should report on any significant differences found and make appropriate recommendations for action in response to what is found.

### ***3.3 Administration of Quality Assurance Processes***

Quality assurance arrangements for the program must meet any particular requirements for this program as well as the quality assurance arrangements for the institution as a whole.

To satisfy this requirement:

- 3.3.1 *Quality assurance processes should be fully integrated into normal planning and program delivery arrangements.*
- 3.3.2 Evaluations should be (i) based on evidence, (ii) linked to appropriate standards, (iii) include predetermined performance indicators, and (iv) take account of independent verification of interpretations.

- 3.3.3 *Quality assurance processes for the program should make use of standard forms and survey instruments for use in the institution as well as gathering any special information required for this program.*
- 3.3.4 *Statistical data on indicators, including grade distributions, progression and completion rates should be retained in an accessible central data base and regularly reviewed and reported in annual and periodic program reports.*
- 3.3.5 Responsibility should be given to a member of the teaching staff to provide leadership and support for the management of quality assurance processes. The responsible person should involve other staff in the planning and carrying out of the quality assurance processes.
- 3.3.6 *The quality assurance arrangements for the program should be regularly evaluated and improved. As part of these reviews unnecessary requirements should be removed to streamline the system and avoid unnecessary work.*
- 3.3.7 *Processes for evaluation of quality should be transparent with criteria for judgments and evidence considered made clear.*

### **3.4 Use of Performance Indicators and Benchmarks**

*Specific indicators must be identified for monitoring performance and appropriate benchmarks selected for comparative evaluation of the achievement of goals and objectives and quality of performance more generally.*

*To satisfy this requirement:*

- 3.4.1 Information should be provided regularly on key performance indicators required by the institution.
- 3.4.2 Additional performance indicators and benchmarks relevant to this particular program should also be selected and used for program evaluation and reporting.
- 3.4.3 The additional benchmarks for the program should be approved by the appropriate senior committee or council within the institution (eg. senior academic committee, university council)
- 3.4.4 Benchmarks for comparing quality with past performance and for comparisons with similar programs elsewhere should be selected and used in evaluations and reports.
- 3.4.5 The format for indicators and benchmarks should be consistent with those used across the institution.

### **3.5 Independent Verification of Evaluations**

*Evaluations of performance must be based on evidence (including but not restricted to predetermined performance indicators and benchmarks) and conclusions based on that evidence must be independently verified.*

*To satisfy these requirements:*

- 3.5.1 Self-evaluations of quality of performance should be based on several related sources of evidence including feedback through user surveys and opinions of stakeholders such as students and staff, graduates and employers.*
- 3.5.2 Interpretations of evidence about quality should be verified by independent advice from persons familiar with the type of activity concerned and impartial mechanisms should be used to reconcile any differing opinions.*
- 3.5.3 Standards of learning outcomes achieved by students should be checked in relation to the requirements of the National Qualifications Framework and standards in similar programs at other comparable institutions.*

### **Evidence and Performance Indicators**

Evidence about the quality of management of quality assurance processes can be obtained by looking at the extent of involvement in quality assurance processes by teaching and other staff and the adequacy of responses made to evaluations that are made in program and course reports and other reports prepared. The outcomes of those processes can be assessed by examining trend data to see whether there has been progressive improvement in the planning and administration and the learning outcomes achieved by students.

Evidence about the quality processes followed can be obtained from surveys or discussions with staff or students and the quality of reports prepared by program administrators, including whether the quality evaluations are evidence-based and appropriately benchmarked in relation to external standards.

The key performance indicators identified by the Commission should be used, but additional indicators linked to the particular mission of the institution and the program should also be used when needed. When goals and objectives are established for the development and improvement of the program appropriate performance indicators should be identified as part of that planning process.



## **Standard 4: Learning and Teaching**

Student learning outcomes must be clearly specified, consistent with the *National Qualifications Framework* and requirements for employment or professional practice. Standards of learning must be assessed and verified through appropriate processes and benchmarked against demanding and relevant external reference points. Teaching staff must be appropriately qualified and experienced for their particular teaching responsibilities, use teaching strategies suitable for different kinds of learning outcomes and participate in activities to improve their teaching effectiveness. Teaching quality and the effectiveness of programs must be evaluated through student assessments and graduate and employer surveys with evidence from these sources used as a basis for plans for improvement. If the program is offered in different sections for male and female students required standards must be the same, equivalent resources provided, and evaluations must include data for each section.

### **Requirements**

#### **4.1 Student Learning Outcomes**

Intended student learning outcomes must be consistent with the National Qualifications Framework, and with generally accepted standards for the field of study concerned including requirements for any professions for which students are being prepared.

To satisfy these requirements:

- 4.1.1 Relevant academic and professional advice should be considered when defining intended learning outcomes.
- 4.1.2 Intended learning outcomes should be consistent with the National Qualifications Framework. (covering all of the domains of learning at the standards required).
- 4.1.3 Programs leading to professional qualifications should develop learning outcomes that meet requirements for professional practice in the Kingdom of Saudi Arabia in the fields concerned. (These requirements should include local accreditation requirements

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- and also take account of international accreditation requirements for that field of study, and any Saudi Arabian regulations or special regional needs.)
- 4.1.4 Any special student attributes specified by the institution for its graduates, or in the program, should be incorporated as intended learning outcomes in all relevant courses and required student activities, and appropriate teaching strategies and forms of student assessment used for them.
  - 4.1.5 Appropriate program evaluation mechanisms including graduating student surveys, employment outcome data, employer feedback and subsequent performance of graduates should be used to provide evidence about the appropriateness of intended learning outcomes and the extent to which they are achieved. (see also sections 4.3 and 4.4 dealing with processes for program evaluation and verification of standards of student achievement)

## 4.2 Program Development Processes

Programs must be planned as coherent packages of learning experiences in which all courses contribute in planned ways to the intended learning outcomes for the program.

To satisfy this requirement:

- 4.2.1 Plans for delivery and evaluation of the program should be included in detailed program specifications that include knowledge and skills to be acquired, and strategies for teaching and assessment for the progressive development of learning in all the domains of learning.
- 4.2.2 Plans for courses should be set out in course specifications that include knowledge and skills to be acquired and strategies for teaching and assessment for the domains of learning to be addressed in each course.
- 4.2.3 The content and strategies set out in course specifications should be coordinated and followed in practice to ensure effective progressive development of learning for the total program in all the domains of learning.
- 4.2.4 Planning should include any action necessary to ensure that teaching staff are familiar with and are able to use the strategies included in the program and course specifications.
- 4.2.5 The academic and/or professional fields for which students are being prepared should be monitored on a continuing basis with necessary adjustments made in programs and in course content and reference materials to ensure continuing relevance and quality.
- 4.2.6 In all professional programs continuing advisory panels with membership that includes leading practitioners from the relevant occupations or professions should be used to monitor and advise on content and quality of programs.
- 4.2.7 New program proposals or major changes in programs should be assessed and approved or rejected by the institution's senior academic committee using criteria that

ensure thorough and appropriate consultation in planning and capacity for effective implementation.

### **4.3 Program Evaluation and Review Processes**

The quality of all courses and of the program as a whole must be monitored regularly through appropriate evaluation mechanisms and amended as required, with more extensive quality reviews conducted periodically.

To satisfy this requirement:

- 4.3.1 Courses and programs should be evaluated and reported on annually and reports should include information about the effectiveness of planned strategies and the extent to which intended learning outcomes are being achieved.
- 4.3.2 When changes are made as a result of evaluations details of those changes and the reasons for them should be retained in course and program portfolios.
- 4.3.3 Quality indicators that include learning outcome measures should be established for all courses and the program.
- 4.3.4 Records of student completion rates should be kept for all courses and for the program, and included among quality indicators.
- 4.3.5 Reports on the program should be reviewed annually by senior administrators and quality committees.
- 4.3.6 Systems should be established for central recording and analysis of course completion and program progression and completion rates and student course and program evaluations, with summaries and comparative data distributed automatically to departments, colleges, senior administrators and relevant committees at least once each year.
- 4.3.7 If problems are found through program evaluations appropriate and timely action should be taken to make improvements.
- 4.3.8 In addition to annual evaluations a comprehensive reassessment of the program should be conducted at least once every five years. Procedures for conducting these reassessments should be consistent with policies and procedures established for the institution.
- 4.3.9 Program reviews should involve experienced people from relevant industries and professions, and experienced teaching staff from other institutions.
- 4.3.10 In program reviews opinions about the program should be obtained from students and graduates through surveys and interviews, discussions with teaching staff, and other stakeholders such as employers.
- 4.3.11 If the program is offered in sections for male and female students evaluations should provide data for each section as well as for the program as a whole, and any

deficiencies in one or the other section dealt with appropriately in recommendations for action.

#### **4.4 Student Assessment**

Student assessment processes must be appropriate for the intended learning outcomes and effectively and fairly administered with independent verification of standards achieved.

To satisfy this requirement:

- 4.4.1 Student assessment mechanisms should be appropriate for the different forms of learning sought.
- 4.4.2 Assessment practices should be clearly communicated to students at the beginning of courses.
- 4.4.3 Appropriate, valid and reliable mechanisms should be used for verifying standards of student achievement in relation to relevant internal and external benchmarks. The standard of work required for different grades should be consistent over time, comparable in courses offered within a program and college and the institution as a whole, and in comparison with other highly regarded institutions. (Arrangements for verifying standards may include measures such as check marking of random samples of student work by teaching staff at other institutions, and independent comparisons of standards achieved with other comparable institutions within Saudi Arabia, and internationally.)
- 4.4.4 Grading of students tests, assignments and projects should be assisted by the use of matrices or other means to ensure that the planned range of domains of student learning outcomes are addressed.
- 4.4.5 Arrangements should be made within the institution for training of teaching staff in the theory and practice of student assessment.
- 4.4.6 Policies and procedures should include action to be taken to deal with situations where standards of student achievement are inadequate or inconsistently assessed.
- 4.4.7 Effective procedures should be used to ensure that work submitted by students is actually done by the students concerned.
- 4.4.8 Feedback to students on their performance and results of assessments during each semester should be given promptly and accompanied by mechanisms for assistance if needed.
- 4.4.9 Assessments of student work should be conducted fairly and objectively.
- 4.4.10 Criteria and processes for academic appeals should be made known to students and administered equitably. (see also item 5.3)

## 4.5 Educational Assistance for Students

Effective systems must be in place for assisting student learning through academic advice, study facilities, monitoring student progress, encouraging high performing students, and providing assistance when needed by individuals.

To satisfy this requirement:

- 4.5.1 Teaching staff should be available at sufficient scheduled times for both full time and part time students as appropriate consultation and advice to students. (availability of staff should be confirmed, not just assumed because times have been scheduled).
- 4.5.2 Teaching resources (including staffing, learning resources and equipment, and clinical or other field placements) should be sufficient to ensure achievement of the intended learning outcomes.
- 4.5.3 If arrangements for student academic counselling and advice include electronic communications through email or other means the effectiveness of those processes should be evaluated through means such as analysis of response times and student evaluations.
- 4.5.4 Adequate tutorial assistance should be provided to ensure understanding and ability to apply learning.
- 4.5.5 Appropriate preparatory and orientation mechanisms should be provided to prepare students for study in a higher education environment. Particular attention should be given to preparation for the language of instruction, self directed learning, and bridging programs if necessary for students transferring to the institution with credit for previous studies. Preparatory studies must not be counted within the credit hour requirements for programs.
- 4.5.6 If the language of instruction in the program is English, action should be taken to ensure that language skills are adequate for instruction in that language when students begin their studies. (This may be done through language training prior to admission to the program. Language skills expected on entry should be benchmarked against other highly regarded institutions with the objective of skills at least comparable to minimum requirements for admission of international students in universities in English speaking countries. The benchmarking process should involve testing of at least a representative sample of students on major recognized English language tests)
- 4.5.7 If preparatory programs are outsourced to other providers the institution should still accept responsibility for ensuring the necessary standards are met and entry requirements to the program are maintained.
- 4.5.8 Systems should be established for monitoring and coordinating student workload across courses.
- 4.5.9 Progress of individual students should be monitored and assistance and/or counselling provided to those facing difficulties.

- 4.5.10 Year to year progression rates and program completion rates should be monitored, and analysed to identify and provide assistance to any categories of students who may be having difficulty.
- 4.5.11 Feedback on performance by students and results of assessments should be given promptly to students and accompanied by mechanisms for providing assistance if needed.
- 4.5.12 Adequate facilities should be provided for private study with access to computer terminals and other necessary equipment.
- 4.5.13 Teaching staff should be familiar with the range of support services available in the institution for students, and should refer them to appropriate sources of assistance when required.
- 4.5.14 The adequacy of arrangements for assistance to students should be periodically assessed through processes that include, but are not restricted to, feedback from students.

## **4.6 Quality of Teaching**

Teaching must be of high quality with appropriate strategies used for different categories of learning outcomes.

To meet this requirement:

- 4.6.1 Effective orientation and training programs should be provided within the institution for new, short term and part time teaching staff. (To be effective these programs should ensure that teaching staff are fully briefed on required learning outcomes, on planned teaching and assessment strategies, and the contribution of their course to the program as a whole.)
- 4.6.2 Teaching strategies should be appropriate for the different types of learning outcomes the program is intended to develop.
- 4.6.3 Strategies of teaching and assessment set out in program and course specifications should be followed by teaching staff with flexibility to respond to the needs of different groups of students.
- 4.6.4 Students should be fully informed about course requirements in advance through course descriptions that include knowledge and skills to be developed, work requirements and assessment processes.
- 4.6.5 The conduct of courses should be consistent with the outlines provided to students and with the course specifications.
- 4.6.6 Textbooks and reference material should be up to date and incorporate the latest developments in the field of study.

- 4.6.7 Textbooks and other required materials should be available in sufficient quantities before classes commence.
- 4.6.8 Attendance requirements in courses should be made clear to students and compliance with these requirements monitored and enforced.
- 4.6.9 Effective systems should be used for evaluation of courses and of teaching.
- 4.6.10 The effectiveness of different planned teaching strategies in achieving learning outcomes in different domains of learning should be regularly reviewed and adjustments should be made in response to evidence about their effectiveness.
- 4.6.11 Reports should be provided to program administrators on the delivery of each course and these should include details if any planned content could not be dealt with and any difficulties found in using planned strategies.
- 4.6.12 Appropriate adjustments should be made in plans for teaching if needed after consideration of course reports.

#### **4.7 Support for Improvements in Quality of Teaching**

Appropriate strategies must be used by the program administrators and teaching staff to support continuing improvement in quality of teaching.

To satisfy this requirement:

- 4.7.1 Training programs in teaching skills should be provided within the institution for both new and continuing teaching staff including those with part time teaching responsibilities.
- 4.7.2 Training programs in teaching should include effective use of new and emerging technology.
- 4.7.3 Opportunities should be provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.
- 4.7.4 The extent to which teaching staff are involved in professional development to improve quality of teaching should be monitored.
- 4.7.5 Teaching staff should be encouraged to develop strategies for improvement of their own teaching and maintain a portfolio of evidence of evaluations and strategies for improvement.
- 4.7.6 Formal recognition should be given to outstanding teaching, and encouragement given for innovation and creativity.
- 4.7.7 Strategies for improving quality of teaching should include improving the quality of learning materials and the teaching strategies incorporated in them.

## **4.8 Qualifications and Experience of Teaching Staff**

Teaching staff must have qualifications and experience necessary for teaching the courses they teach, and keep up to date with academic and/or professional developments in their field.

To satisfy this requirement:

4.8.1 Teaching staff should have appropriate qualifications and experience for the courses they teach. (For undergraduate and masters degree programs this would normally require academic qualifications in their specific teaching area at least one level above that of the program in which they teach.)

4.8.2 If part time teaching staff are appointed (for example in a professional program where current industry experience may be sought) there should be an appropriate mix of full time and part time teaching staff. (As a general guideline at least 75 % of faculty should be employed on a full time basis.)

4.8.3 All teaching staff should be involved on a continuing basis in scholarly activities that ensure they remain up to date with the latest developments in their field and can involve their students in learning that incorporates those developments.

4.8.4 Full time staff teaching post-graduate courses should be active in scholarship and research in the fields of study they teach.

4.8.5 In professional programs teaching teams should include some experienced and highly skilled professionals in the field.

## **4.9 Field Experience Activities**



In programs that include field experience activities, the field experience activities must be planned and administered as fully integrated components of the program, with learning outcomes specified, supervising staff considered as members of teaching teams, and appropriate evaluation and course improvement strategies carried out. (Field experience includes any work based activity such as internships, cooperative training, practicums, clinical placements or other activities in a work or clinical setting under the supervision of staff employed in that work or professional setting)

To satisfy these requirements:

- 4.9.1 Intended learning outcomes from the field experience should be clearly specified and effective processes followed to ensure that those learning outcomes, and strategies to develop that learning, are understood by students and supervising staff in the field setting.
- 4.9.2 Supervising staff in field locations should be thoroughly briefed on their role and the relationship of the field experience to the program as a whole.
- 4.9.3 Teaching staff from the program should visit the field setting for observations and consultations with students and field supervisors often enough to provide proper oversight and support. (Normally at least twice during a field experience activity)
- 4.9.4 Students should be thoroughly prepared for participation in the field experience through briefings and descriptive material.
- 4.9.5 Students should be required to prepare a report on their field experience that is appropriate for the nature of the activity and the learning outcomes expected.
- 4.9.6 Arrangements should be made through follow up meetings or classes for students to reflect on and generalize from their experience, applying that experience to situations likely to be faced in later employment.
- 4.9.7 Field experience placements that are selected should have the capacity to develop the learning outcomes sought and their effectiveness in developing that learning should be evaluated.
- 4.9.8 If supervisors in the field setting and teaching staff from the institution are both involved in student assessments, criteria for assessment should be clearly specified and explained, and procedures established for reconciling differing opinions.
- 4.9.9 Provision should be made for evaluations of the field experience activity by students, by supervising staff in the field setting, and by teaching staff of the institution, and the results of those evaluations should be considered in subsequent planning.
- 4.9.10 Preparations for the field experience should include a thorough risk assessment for all parties involved, and plans should be made to minimize and deal with those risks.

#### **4.10 Partnership Arrangements With Other Institutions**

In situations in which a local institution delivers programs through cooperative arrangements with another institution these arrangements must be clearly specified, enforceable under Saudi Arabian law, and all requirements for programs in the Kingdom of Saudi Arabia must be fully complied with.

Educational programs or courses offered by international organizations including on line or other distance education programs or courses, must not be used unless they have been accredited or otherwise quality assured and approved by the relevant government authorized educational quality assurance agency in the country of origin. Any such programs must be adapted as needed to suit the needs of students in this country, and must meet all Saudi Arabian requirements regardless of where and by whom materials are developed.

In situations where institutions deliver programs using materials developed by another institution, the institution granting the academic award must accept full responsibility for the quality of all aspects of the program including the materials used and the teaching and other services provided.

An institution based in another country and delivering programs in Saudi Arabia through a Saudi Arabian agent or local institution, and for which it grants an academic award, must meet all Saudi Arabian requirements for standards of educational provision and for cross border provision of education into the country.

To satisfy these requirements:

- 4.10.1 The respective responsibilities of the local institution and the partner should be clearly defined in formal agreements enforceable under the laws of Saudi Arabia.
- 4.10.2 The effectiveness of the partnership arrangements should be regularly reviewed.
- 4.10.3 Briefings and consultations on course and program requirements should be adequate, and effective mechanisms should be available for ongoing consultation on emerging issues.

- 4.10.4 Teaching staff from the partner institution who are familiar with the content of courses offered under the partnership arrangement should visit the local institution regularly for consultation about course details and standards of student assessments.
- 4.10.5 If arrangements involve assessment of student work by the partner institution in addition to assessments within the local institution, procedures should be established that ensure that final assessments are completed promptly and results made available to students within the time specified for reporting of student results under Saudi Arabian regulations.
- 4.10.6 If the program is based on that of the partner institution, courses, assignments and examinations should be adapted to the local environment, unfamiliar colloquial expressions should be avoided, and use made of examples and illustrations relevant to the local setting where the programs is offered. This may require amended and/or supplementary materials, and special tutorial assistance to apply learning to the local environment.
- 4.10.7 The program and courses should be consistent with the requirements of the Qualifications Framework for Saudi Arabia, and in professional programs, include regulations and conventions relevant to the Saudi Arabian environment.
- 4.10.8 If courses or a programs developed by a partner institution are delivered in Saudi Arabia adequate processes should be followed to ensure that standards of student achievement are at least equal to those achieved elsewhere by the partner institution as well as by other appropriate institutions selected for benchmarking purposes.
- 4.10.9 If an international institution or other organization is invited to provide programs, or to assist in the development of programs for use in Saudi Arabia full information should be provided in advance about relevant Ministry regulations and NCAAA requirements for the National Qualifications Framework and requirements for program and course specifications and reports.

### **Evidence and Performance Indicators**

Evidence about the quality of learning and teaching may be obtained from ratings by students, graduates and employers of the quality of programs, statistics on course and program completions and employment outcomes, ratios of students to teaching staff, and statistics on teaching staff qualifications. Important sources of evidence might include independent expert advice on the appropriateness of teaching strategies and assessments for the different domains of learning in the *National Qualifications Framework*. Evidence should be available about the results of benchmarking of standards of learning outcomes in relation to appropriate external reference points. This could be done in several different ways including check marking of samples of students' work and independent assessments of the standards of test questions and students' responses.

The selection of performance indicators for quality of learning and teaching requires use of data in a form that can be quantified and used in comparisons across the institution, with other institutions, and with past performance.

## **Standard 5: Student Administration and Support Services**

Admission processes must be efficient, fair, and responsive to the needs of students entering the program. Clear information about program requirements and criteria for admission and program completion must be readily available for prospective students and when required at later stages during the program. Mechanisms for student appeals and dispute resolution must be clearly described, made known, and fairly administered. Career advice must be provided in relation to occupations related to the fields of study dealt with in the program.

### **Requirements**

#### **5.1 Student Admissions**

Student admission processes must be reliable, efficient and simple for students to use.

To satisfy this requirement:

- 5.1.1 Admission requirements should be consistently and fairly applied for all students.
- 5.1.2 For programs or courses that include components offered by distance education, or use of e-learning in blended programs information should be provided before enrolment about any special skills or resources needed to study in these modes. (For distance education programs a separate set of standards that include requirements for that mode of program delivery are set out in a different document, *Standards for Quality Assurance and Accreditation of Higher Education Programs Offered by Distance Education*)
- 5.1.3 Student advisors familiar with details of course requirements should be available to provide assistance prior to and during the student registration process.
- 5.1.4 Rules governing admission with credit for previous studies should be clearly specified.
- 5.1.5 Decisions on credit for previous studies should be made known to students by authorized staff before classes commence.
- 5.1.6 Complete information about the program, including the range of courses, program requirements, costs, services and other relevant information should be publicly available to potential students and families prior to applications for admission.

5.1.7 A comprehensive orientation program should be provided for commencing students to ensure thorough understanding of the range of services and facilities available to them, and of their obligations and responsibilities.

## 5.2 Student Records

Student records must be maintained in a secure and confidential location. Statistical data needed for quality indicators and internal and external reporting requirements and generation of reports on student progress and achievements must be readily available through automated processes that protect the confidentiality of individual student information.

To satisfy these requirements:

- 5.2.1 Automated procedures should be in place for monitoring student progress throughout their programs
- 5.2.2 The student record system should regularly provide statistical data required for planning, reporting and quality assurance.
- 5.2.3 Clear rules should be established and maintained governing privacy of information and controlling access to individual student records.
- 5.2.4 Eligibility for graduation should be formally verified in relation to program and course requirements.

## 5.3 Student Management

Policies and regulations must be established for fair and consistent processes of student management, with effective safeguards for independent consideration of disputes and appeals.

To satisfy this requirement:

- 5.3.1 Attendance requirements should be made clear to students, monitored and enforced.
- 5.3.2 Student appeal and grievance procedures should be specified in regulations, published, and made widely known within the institution. The regulations should make clear the

grounds on which academic appeals may be based, the criteria for decisions, and the remedies available.

- 5.3.3 Appeal and grievance procedures should protect against time wasting on trivial issues, but still provide adequate opportunity for matters of concern to students to be fairly dealt with and supported by student counselling provisions.
- 5.3.4 Appeal and grievance procedures should guarantee impartial consideration by persons or committees independent of the parties involved in the issue, or who made a decision or imposed a penalty that is being appealed against.
- 5.3.5 Procedures should be established to ensure that students are protected against subsequent punitive action or discrimination following consideration of a grievance or appeal.
- 5.3.6 Appropriate policies and procedures should be in place to deal with academic misconduct, including plagiarism and other forms of cheating.

#### **5.4 Student Advising and Counselling Services**

Adequate provision must be made for academic advising and counselling services to assist students in planning their participation in the program and in seeking subsequent employment.

To satisfy this requirement:

- 5.4.1 Provision should be made for academic counselling and for career planning and employment advice within the college, department or another appropriate location within the institution.
- 5.4.2 Adequate protection should be provided, and supported by regulations or codes of conduct, to protect the confidentiality of academic or personal issues discussed with teaching or other staff or students.
- 5.4.3 Effective mechanisms should be established for follow up to ensure student welfare and to evaluate quality of service.
- 5.4.4 An effective student support system should be available to identify students in difficulty and provide help with personal, study related, financial, family, psychological or health problems.

#### **Evidence and Performance Indicators**

Evidence about the quality of student administration and support services can be obtained from surveys of students about the quality and responsiveness of services provided,

usage rates for particular services, response times for communicating decisions on admissions and results and the frequency and results of discipline procedures. Performance indicators can be based directly on this information, but additional evidence in a review might include such things as visits to facilities and discussions with students and staff.



## **Standard 6: Learning Resources**

Learning resource materials and associated services must be adequate for the requirements of the program and the courses offered within it and accessible when required for students in the program. Information about requirements must be made available by teaching staff in sufficient time for necessary provisions to be made for resources required, and staff and students must be involved in evaluations of what is provided. Specific requirements for reference material and on-line data sources, and for computer terminals and assistance in using this equipment will vary according to the nature of the program and the approach to teaching.

### **Requirements**

#### **6.1.1.Planning and Evaluation**

Policies and procedures must be in place to ensure that resource materials and services needed to support student learning are adequate and appropriate for the program, regularly evaluated, and kept up to date as required.

To satisfy these requirements:

- 6.1.1 *Teaching staff responsible for the program and for courses within it should regularly provide advice on materials required to support teaching and learning.*
- 6.1.2 *Teaching staff and students should participate in user surveys dealing with adequacy of resources and services, extent of usage, and consistency with requirements for teaching and learning.*
- 6.1.3 *Data on the extent of usage of learning resources for the program should be used in evaluations of learning and teaching in the program.*
- 6.1.4 *In addition to participation in surveys program administrators and teaching staff should have opportunities to provide input to evaluations of forward planning for provision of resources and services.*

6.1.5 *Teaching staff should provide regular advice on material that should be held in reserve in the library to ensure access to necessary materials and this advice should be responded to appropriately.*

## **6.2 Organization**

The library or resource center must be managed in a way that meets the requirements of the program for student access and availability of resources and services.

To satisfy this requirement:

6.2.1 *Library and resource centers and associated facilities and services should be available for sufficient extended hours to ensure access when required by users in the program .*

6.2.2 *Heavy-demand and required reading materials required for the program should be held in reserve collections.*

6.2.3 *Provision should be made for reliable and efficient access to on-line data-bases and research and journal material relevant to the program.*

## **6.3 Support for Users**

Adequate support must be provided to assist students and teaching staff to make effective use of library services and resources.

To satisfy this requirement:

6.3.1 *Orientation and training programs should be provided for new students and other users to prepare them to access facilities and services.*

6.3.2 *Assistance should be available to help users in conducting searches and locating and using information.*

6.3.3 *A reference service should be provided through which in-depth questions can be answered by qualified librarians.*

6.3.4 *Electronic and/or other automated systems with search facilities should be available to assist in locating resources within the institution and in other collections.*

6.3.5 *Teaching staff and students in the program should be kept informed about library developments such as acquisition of new materials, training programs, or changes in services or opening hours.*

#### **6.4 Resources and Facilities**

Adequate reference material for the program must be available and facilities in the library or resource center must be appropriate for the needs of the program,

To satisfy these requirements:

6.4.1 Adequate books, journals and other reference material including on-line resources should be available to meet program requirements.

6.4.2 Up to date computer equipment and software should be available on a sufficient scale to meet program requirements to support electronic access to resources and reference material.

6.4.3 Books and journals and other materials should be available in Arabic and English (or other languages) as required for the program and associated research.

6.4.4 Sufficient facilities should be provided for both individual and small group study and research as required for the program.

#### **Evidence and Performance Indicators**

Evidence about the quality of learning resource provision and performance indicators derived from this evidence can be obtained from user satisfaction surveys, success rates for students in accessing course reference material, documents describing processes for identifying and responding to course requirements, and details of times when facilities are available for use by students and teaching staff. Information should be available about provision of orientation programs for new students and other users, and responsiveness to

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requests from groups of stakeholders. The institution and/or the program should be able to provide information about comparisons of level of provision through books, periodicals and web-based resources with comparable institutions offering similar programs and an appropriate performance indicator would be whether that level of provision was equalled or exceeded.

## **Standard 7: Facilities and Equipment**

Adequate facilities and equipment must be available for the teaching and learning requirements of the program. Use of facilities and equipment should be monitored and regular assessments of adequacy made through consultations with teaching and other staff, and students.

### **Requirements**

#### ***7.1 Policy and Planning***

*Planning processes for the provision of facilities and the acquisition and maintenance of equipment should include consultation with program representatives to ensure clear specification of program requirements. Plans for provision should appropriately balance program requirements with institutional policies to ensure compatibility of systems and resources available.*

*To satisfy these requirements:*

*7.1.1 Equipment acquisitions should meet program requirements and also be consistent with institutional policies to achieve compatibility of equipment and software systems across the institution.*

*7.1.2 Teaching staff should be consulted before major equipment acquisitions to ensure that current and anticipated emerging needs are met.*

*7.1.3 Equipment planning should provide for acquisition, servicing and replacement according to a planned schedule.*

#### ***7.2 Quality and Adequacy of Facilities and Equipment***

*Facilities and equipment must be of good quality with effective strategies used to evaluate their adequacy for the program, their quality and the services associated with them.*

*To satisfy these requirements:*

- 7.2.1 Facilities should meet health and safety requirements.*
- 7.2.2 Quality assessment processes should include both feedback from principal users about the adequacy and quality of facilities, and mechanisms for considering and responding to their views.*
- 7.2.3 Standards of provision of teaching, laboratory and research facilities should be adequate for the program and should be benchmarked through comparisons with other comparable institutions. (This includes such things as classroom space, laboratory facilities and equipment, access to computing facilities and associated software, private study facilities, and research equipment.)*
- 7.2.4 Adequate facilities should be provided for confidential consultations between teaching staff and students.*
- 7.2.5 Appropriate provision should be made for students and teaching and other staff with physical disabilities or other special needs.*

### ***7.3 Management and Administration of Facilities and Equipment***

*Management and administration of facilities, equipment and associated services must be efficient and ensure maximum effective utilization of facilities provided.*

*To satisfy this requirement:*

- 7.3.1 A complete inventory should be maintained of equipment used in the program that is owned or controlled by the institution including equipment assigned to individual staff for teaching and research.*
- 7.3.2 Services such as cleaning, waste disposal, minor maintenance, safety, and environmental management should be efficiently and effectively carried out.*
- 7.3.3 Regular condition assessments should be carried out and provision made for preventative and corrective maintenance and replacement when required.*
- 7.3.4 Effective security should be provided for specialized facilities and equipment for teaching and research, with responsibility between individual members of staff, departments or colleges, or central administration clearly defined.*

- 7.3.5 *Effective systems should be provided to ensure the personal security of teaching and other staff and students, with appropriate provisions for the security of their personal property.*
- 7.3.6 *Arrangements should be made for shared use of underutilized facilities with adequate mechanisms for security of equipment.*

#### **7.4 Information Technology**

*Computing equipment and software and related support services must be adequate for the program and managed in ways that ensure secure, efficient and effective utilization.*

*To satisfy this requirement:*

- 7.4.1 *Adequate computer equipment should be available and accessible for teaching and other staff and students in the program.*
- 7.4.2 *Institutional policies governing the use of personal computers by students should be complied with.*
- 7.4.3 *Technical support should be available for teaching and other staff and students using information and communications technology.*
- 7.4.4 *Opportunities should be available for teaching staff input into plans for acquisition and replacement of IT equipment for use in the program.*
- 7.4.5 *Security systems should be in place to protect privacy of personal and institutional information, and to protect against externally introduced viruses.*
- 7.4.6 *Compliance with a code of conduct relating to inappropriate use of material on the internet should be checked and instances of inappropriate behaviour appropriately dealt with.*
- 7.4.7 *Training programs should be available for teaching and other staff to ensure effective use of computing equipment and appropriate software for teaching, student assessment, and administration.*

#### **Evidence and Performance Indicators**

Evidence about the quality of provision of facilities and equipment can be obtained from planning documents, user satisfaction surveys, comparisons of provision with comparable institutions offering similar programs and direct observations by independent evaluators.

Condition assessments and maintenance schedules provide information about the quality and maintenance of facilities and major equipment. Regulations and codes of practice relating to the use of facilities and expensive equipment provide evidence of sound management practices and security arrangements. Performance indicators could include such things as ratings on surveys of user satisfaction, statistics on equipment breakdowns, comparisons of provision in relation to other institutions.



## **Standard 8: Financial Planning and Management**

*Financial resources must be sufficient for the effective delivery of the program. Program requirements must be made known sufficiently far in advance to be considered in institutional budgeting. Budgetary processes should allow for long term planning over at least a three year period. Sufficient flexibility must be provided for effective management and responses to unexpected events and this flexibility must be combined with appropriate accountability and reporting mechanisms.*

### **8.1 Financial Planning and Budgeting**

*Funding must be adequate for program requirements and planning must involve full cost estimates and both short and medium term cost projections. Sufficient flexibility must be provided for effective management and responses to unexpected events and this flexibility must be combined with appropriate accountability and reporting mechanisms.*

*To satisfy these requirements:*

- 8.1.1 Proposals for new programs, major program changes or other activities with financial implications, equipment or facilities should be accompanied by business plans that include independently verified cost estimates and cost impacts on other services and activities.*
- 8.1.2 If new programs, projects or activities are cross-subsidized from existing funding sources the cost sharing strategy should be made explicit and intermediate and long term costs and benefits assessed.*
- 8.1.3 The amount of financial resources available for the program should be sufficient for good quality program provision and benchmarked against costs of equivalent programs at other similar institutions.*
- 8.1.4 The program coordinator (or department chair or dean) should submit annual budget proposals setting out detailed program requirements and follow up as necessary to make adjustments after those proposals have been considered and financial resources allocated.*
- 8.1.5 Budget proposals should support strategic priorities for program developments and improvements in quality, and consider possibilities for savings or alternative revenue sources as well as seeking additional funding if necessary.*

## **8.2 Financial Management**

*Financial affairs must be effectively managed with a proper balance between flexibility for the cost center manager and institutional accountability and responsibility.*

*To satisfy this requirement:*

- 8.2.1 Sufficient delegations of spending authority should be given to the program manager/head of department for effective program administration.*
- 8.2.2 Any financial delegations should be clearly specified, and accompanied by appropriate accountability and reporting processes.*
- 8.2.3 The program manager/head of department should be involved in the budget planning process, and be held accountable for expenditure within the approved budgets.*
- 8.2.4 The accounting system should provide for accurate monitoring of expenditure and commitments against budgets with regular reports prepared throughout the year for the program/department.*
- 8.2.5 Where possibilities of conflict of interest exist or may be perceived to exist the persons concerned should declare their interest and refrain from participation in decisions.*
- 8.2.6 Financial carry-forward provisions should be sufficiently flexible to avoid rushed end of year expenditure or disincentives for long term planning.*

### **Evidence**

Evidence about the quality of financial planning and management can be obtained from budget statements and audit reports. Surveys of teaching staff can provide information about whether resources considered by them to be necessary for all programs are available. Comparisons of funding provisions with similar programs elsewhere can provide useful evidence of adequacy of provision provided care is taken to take account of any differences in the management of financial systems. Reports on risk assessment should be available together with strategies for risk minimization.

### **Standard 9: Employment Processes**

Teaching and other staff must have the knowledge and experience needed for their particular teaching or other responsibilities and their qualifications and experience must be verified before appointment. New teaching staff must be thoroughly briefed about the program and their teaching responsibilities before they begin. Performance of all teaching and other staff must be periodically evaluated, with outstanding performance recognized and support provided for professional development and improvement in teaching skills. (Note: Teaching staff refers to all staff with responsibility for teaching classes including full and part time staff, faculty, lecturers, and teaching assistants)

## **9.1 Recruitment**

*Recruitment processes must be designed to ensure that capable and appropriately qualified teaching and other staff are available for all teaching and administrative functions, administered fairly, and that new staff are thoroughly prepared for their responsibilities.*

*To satisfy these requirements:*

- 9.1.1 Recruitment processes should ensure that teaching staff have the specific areas of expertise, and the personal qualities, experience and skill to meet the teaching requirements in the program. (See also Section 4.8 dealing with qualifications and experience of teaching staff.)*
- 9.1.2 Candidates for employment should be provided with full position descriptions and conditions of employment, together with general information about the institution and its mission and programs, and full details about the particular program for which they are being considered. (The information provided should include details of employment expectations, indicators of performance, and processes of performance evaluation.)*
- 9.1.3 References should be checked, and claims of experience and qualifications verified before appointments are made.*
- 9.1.4 The legitimacy of qualifications claimed by applicants should be checked through processes that consider the standing and reputation of the institutions from which they were obtained, taking account of recognition of qualifications by the Ministry of Higher Education.*

- 9.1.5 *In professional programs there should be sufficient teaching staff with successful experience in the relevant profession to provide practical advice and guidance to students about work place requirements.*
- 9.1.6 *All new staff should be given an effective orientation to the institution to ensure familiarity with the institution and its operating procedures, services and priorities for development.*
- 9.1.7 *New teaching staff should be given a thorough orientation to the program to ensure they have a thorough understanding of the program as a whole, of the contributions to be made to it through the courses they teach, and of the expectations for coordinated planning and delivery of courses and evaluation and reporting requirements.*
- 9.1.8 *The level of provision of teaching staff (i.e. the ratio of students per teaching staff member calculated as full time equivalents) should be adequate for the program and benchmarked against comparable student/teaching staff ratios at good quality Saudi Arabian and international institutions.*

## **9.2 Personal and Career Development**

*Processes for personal and professional development must be fair to all teaching and other staff, designed to encourage and support improvements in performance and recognize outstanding achievements.*

*To satisfy these requirements:*

- 9.2.1 *Criteria and processes for performance evaluation should be clearly specified and made known in advance to teaching and other staff.*
- 9.2.2 *Consultations about work performance should be confidential and supportive, and occur on a formal basis at least once each year.*
- 9.2.3 *If performance is considered less than satisfactory clear requirements should be established for improvement.*
- 9.2.4 *Performance assessments of teaching and other staff should be kept confidential but should be documented and retained. Teaching and other staff should have the opportunity to include on file their own comments relating to these assessments, including points of disagreement.*
- 9.2.5 *Outstanding academic or administrative performance should be recognized and rewarded.*
- 9.2.6 *All teaching and other staff should be given appropriate and fair opportunities for personal and career development.*
- 9.2.7 *Junior teaching and other staff with leadership potential should be identified and given a range of experiences to prepare them for future career development.*
- 9.2.8 *Assistance should be given in arranging professional development activities to improve skills and upgrade qualifications.*

- 9.2.9 *Appropriate training and professional development activities should be provided to assist with new programs or policy initiatives.*
- 9.2.10 *Teaching staff should be expected to participate in activities that ensure they keep up to date with developments in their field and the extent to which they do so should be monitored.*

### **Evidence and Performance Indicators**

Evidence about quality of employment processes can be obtained from documents setting out employment and promotion processes and criteria, descriptions of orientation programs for new teaching and other staff, and procedures for performance evaluation and support for improvement. Records of assessments of quality of teaching, and teaching and other staff participation in professional development activities relevant to their employment can provide valuable evidence, particularly when they include ratios of participation and assessments of the value of those activities by the participants. Data on staff turnover can be used to indicate stability or instability in staffing. Regulations dealing with dispute resolution combined with records of the incidence and outcomes of disputes can provide evidence of the effectiveness of those processes.

Performance indicators almost always include student/teaching staff ratios and proportions of teaching staff with levels of qualifications. However a number of others that can also be readily quantified are important such as participation ratios in professional development and scholarly activities. Some others such as rates of turnover of teaching and other staff might be selected if there are problems in the institution that need to be monitored.

## **Standard 10: Research**

A research strategy that is consistent with the nature and mission of the institution should be developed. All staff teaching higher education programs must be involved in sufficient appropriate scholarly activities to ensure they remain up to date with developments in their field, and those developments should be reflected in their teaching. Staff teaching in post graduate programs or supervising higher degree research students must be actively involved in research in their field. Adequate facilities and equipment must be available to support the research activities of teaching staff and post graduate students to meet these requirements in areas relevant to the program. Staff research contributions must be recognized and reflected in evaluation and promotion criteria.

### ***10.1 Teaching Staff and Student Involvement in Research***

*Expectations for teaching staff involvement in research and scholarly activities must be made clear and provide for widespread participation. Encouragement and support must be provided to encourage research activity by junior teaching staff and postgraduate students.*

*To satisfy these requirements:*

- 10.1.1 Expectations for teaching staff involvement in research and scholarly activities should be clearly specified and performance in relation to these expectations considered in performance evaluation and promotion criteria. (For universities criteria should require at least some research and/or appropriate scholarly activity of all full time teaching staff.)*
- 10.1.2 Clear policies should be established in the institution for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program. (This normally includes both self-generated and commissioned activity but requires creative original work, independently validated by peers, and published in media recognized internationally in the field of study.)*
- 10.1.3 Support should be provided for junior teaching staff in the development of their research programs through mechanisms such as mentoring by senior colleagues, inclusion in project teams, assistance in developing research proposals, and seed funding.*

- 10.1.4 *Opportunities should be provided for postgraduate research students to participate in joint research projects.*
- 10.1.5 *Participation by research students in joint research projects should be appropriately and fully acknowledged. When a significant contribution has been made reports and publications should indicate joint authorship.*
- 10.1.6 *Assistance should be given for teaching staff to develop collaborative research arrangements with colleagues in other institutions and in the international community.*
- 10.1.7 *Teaching staff should be encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.*
- 10.1.8 *Strategies should be developed for identifying and capitalizing on the expertise of teaching staff and postgraduate students in providing research and development services to the community and generating financial returns to the institution.*

## **10.2 Research Facilities and Equipment**

*Adequate facilities and equipment appropriate for research in the program field of study must be available for use by teaching staff and post graduate students. Clear policies must be established for ownership and care for specialized facilities and equipment obtained through research grants or cooperation with industry.*

*To satisfy these requirements:*

- 10.2.1 *Adequate laboratory space and equipment, library and information systems and resources should be available to support the research activities of teaching staff and students in the field in which the program is offered.*
- 10.2.2 *Security systems should be established to ensure safety for researchers and their activities, and for others in the institutional community and the surrounding region.*
- 10.2.3 *Policies should make clear the ownership and responsibility for maintenance of equipment obtained through teaching staff research grant applications, commissioned research or other cooperative ventures with industry or the outside community.*
- 10.2.4 *Adequate budget and facilities for the conduct of research at a level consistent with institutional, program and departmental policies should be provided.*

### **Evidence and Performance Indicators**

Evaluations of the quality of research should include a review of the research strategy for the department or the college, and other supporting documents including details of the extent and quality of research output by staff associated with the program. Evidence about involvement in research can be obtained from staff and from departmental research reports and staff evaluation and promotion criteria. Further evidence can be obtained by consideration of agreements for cooperative research and for shared use of major equipment items. Staff and student surveys can provide evidence about the adequacy of provisions for research facilities and equipment.

Performance indicators for research are commonly based on statistics on the volume of research publications per faculty member, the proportions of research-active teaching staff (a term that needs to be defined) and numbers of research citations. These figures should be compared with those at other comparable institutions and departments. In institutions with a commitment to research comparisons may include the extent to which research and scholarly activities are translated into applications within the academic or professional field concerned.



## ***Standard 11: Relationships with the Community***

*Significant and appropriate contributions must be made to the community in which the institution is established drawing on the knowledge and experience of staff and the needs of the community for that expertise. Community contributions should include both activities initiated and carried out by individuals and more formal programs of assistance arranged by the institution or by program administrators. Activities should be documented and made known in the institution and the community and staff contributions appropriately recognized within the institution.*

For the purposes of this standard contributions to the community should include services and activities to assist individuals, organizations or communities outside the institution (i.e. they would not include such things as financial assistance or extra curricular activities for enrolled students or the provision of academic programs leading to qualifications) but could include participation in research or development projects, and community education programs provided either with or without charge.

### ***11.1 Policies on Community Relationships***

*Commitment to service to the community by the department or program must be clearly specified, clear in its nature and scope, consistent with the community service policies of the institution and appropriate for the particular skills and knowledge of staff teaching in the program. The service commitment should be supported by policies to encourage involvement and regular reports prepared on activities that take place.*

*To satisfy these requirements:*

11.1.1 *The service commitment of the program should be defined in a way that reflects the community or communities within which the institution operates, and the skills and abilities of staff teaching in the program.*

11.1.2 *Contributions to the community by staff teaching in the program should be reported on annually.*

11.1.3 *Community contributions should be included in promotion criteria and staff assessments.*

11.1.4 *Departmental or program initiatives in working with the community should be coordinated with responsible units in the institution to avoid duplication and possible confusion.*

## **11.2 Interactions With the Community**

*Relationships should be established with the community to provide needed services and draw on community expertise to support the program.*

*To satisfy this requirement:*

11.2.1 *Staff should be encouraged to participate in forums in which significant community issues are discussed.*

11.2.2 *In professional programs relationships should be established with local industries and employers to assist program delivery. (For example, placement of students for work-study programs, part time employment opportunities, and identification of issues for analysis in student project activities.)*

11.2.3 *Local employers and members of professions should be invited to join appropriate advisory committees considering programs and other institutional activities.*

11.2.4 *Continuing contact should be maintained with schools in the region, offering assistance and support in areas of specialization, providing information about programs and activities and subsequent career opportunities, and arranging enrichment activities for the schools.*

11.2.5 *Regular contact should be maintained with alumni, keeping them informed about program developments, inviting their participation in activities, and encouraging their financial and other support for new initiatives.*

11.2.6 *Advantage should be taken of opportunities to seek funding support from individuals and organizations in the community for research and other developments.*

11.2.7 *Records should be maintained of community services undertaken by individuals and centers or other organizations within the department and provided regularly for recording in a central data base within the institution.*

## Evidence and Performance Indicators

Evidence about quality of community relationships can be obtained from documents describing policies on service to the community, criteria for staff evaluation and promotion that include community contributions, and guidelines and processes for community media releases and other public comments on behalf of the institution. Reports on community relationships that include such matters as community use of institutional facilities, participation of staff on community committees or development projects and interactions with schools and other agencies can provide relevant information. The extent of community service activity, including formal courses and other services provided by the department or individuals within it should be documented and reported so records can be retained in a central data system. Community views about the quality of the institution and its standing as a respected member of the community can be obtained from surveys.

A number of these forms of evidence include ratings that can be used **directly as performance indicators**. However in this area in particular the mission of the institution and the community within which it operates is important in deciding what aspects of performance should be closely monitored.



## الهيئة الوطنية للتقويم والاعتماد الأكاديمي

### معايير ضمان الجودة والاعتماد لبرامج التعليم العالي

نوفمبر، 2009

# معايير ضمان الجودة والاعتماد

## لبرامج التعليم العالي

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## مقدمة

أنشئت الهيئة الوطنية للاعتماد الأكاديمي والتقويم من قبل المجلس الأعلى للتعليم في المملكة العربية السعودية لتتحمل مسؤولية وضع المعايير واعتماد المؤسسات والبرامج في مرحلة التعليم ما بعد الثانوي.

وقد صُمم نظام ضمان الجودة والاعتماد لدعم التحسين المستمر للجودة وللإعتراف العلني بالبرامج والمؤسسات التعليمية التي تستوفي معايير الجودة المطلوبة. والهدف هو ضمان توفر المعايير العالمية الجيدة في كل مؤسسات التعليم فوق الثانوي و في جميع البرامج المقدمة في المملكة العربية السعودية.

وينبغي أن يكون لدى الطلاب وأصحاب العمل وأولياء الأمور وأفراد المجتمع الثقة التامة بأن ما تعلمه الطلاب، والأبحاث التي أجريت، والخدمات التي قدمت مساوية في مستواها للممارسات العالمية الجيدة. واعتماد برنامج تعليمي يعطي اعترافاً عاماً بأن هذه المعايير قد تحققت. وينبغي قبول المؤهلات التي تقدمها المملكة العربية السعودية بلا تردد في أي مكان في العالم.

وتتناول هذه الوثيقة معايير برامج التعليم العالي. وتنطبق هذه المعايير على البرامج بجميع الجامعات والكليات الحكومية والأهلية، بما فيها تلك التي تقع تحت مسؤولية وزارة التعليم العالي أو التي أنشأتها أو وضعت نظمها وزارات أو هيئات أخرى. والاستثناء الوحيد هو التعليم العسكري الذي يُدار بموجب إجراءات مختلفة.

وهناك تباين كبير في مستوى التجارب التي مرت بها مؤسسات التعليم العالي في مجال عمليات ضمان الجودة، كما أن نظام التعليم العالي يتوسع بشكل سريع. وبناء على هذا، سيتم تطبيق نظام الاعتماد تدريجياً خلال فترة انتقالية على عدة سنوات. وخلال هذه الفترة، سيتم التركيز أولاً على البرامج

بالمؤسسات التي حققت تقدماً كبيراً في تطبيق نظم ضمان الجودة لتقويمها واعتمادها، كما سيتم تقويم واعتماد البرامج الأخرى حالما تُوضع أنظمة ضمان جودتها الداخلية موضع التنفيذ.

وقد قامت الهيئة الوطنية للتقويم والاعتماد الأكاديمي في المملكة العربية السعودية بوضع مجموعة من المعايير لضمان جودة مؤسسات وبرامج التعليم العالي واعتمادها. وتغطي هذه المعايير أحد عشر مجالاً عاماً لأنشطة هذه المؤسسات، وهي:

### الرسالة والغايات والأهداف

-

### إدارة البرنامج

-

### إدارة ضمان جودة البرنامج

-

### التعلم والتعليم

-

### إدارة شؤون الطلاب والخدمات المساندة

-

### مصادر التعلم

-

### المرافق والتجهيزات

-

### التخطيط والإدارة المالية



## عمليات التوظيف

## البحث العلمي

-0

## العلاقات بالمجتمع

-1

هذه المعايير مبنية بصورة عامة على تلك الممارسات الجيدة المتعارف عليها في قطاع التعليم العالي على مستوى العالم، وقد تم تكييفها لتتلاءم مع طبيعة الظروف التي تكتنف التعليم العالي في المملكة العربية السعودية.

ووصفت المعايير بمستويات مختلفة من التفصيل كما يلي: أولاً، هناك توصيفات عامة لكل مجال من مجالات النشاط الأحد عشر الرئيسية. ثانياً، تنقسم هذه بدورها إلى معايير فرعية تتناول المتطلبات الخاصة بكل واحد من المجالات الرئيسية. ثالثاً، بداخل كل من هذه المعايير الفرعية هناك عدد من الممارسات الجيدة التي تمارسها المؤسسات التي حققت مستوى عالياً من الجودة. ولتقويم الأداء مقارنة بالمعايير، يجب على الكلية أو القسم الذي يقدم البرنامج التعليمي أن يبحث فيما إذا كانت هذه الممارسات الجيدة تطبق، وبأي مستوى من الجودة. وقد أعدت الهيئة مجموعة من مقاييس التقويم الذاتي للمساعدة في هذه العملية عنونها بـ "مقاييس التقويم الذاتي لبرامج التعليم العالي". وفي تلك الوثيقة تُسأل المجموعات التي تقوم بتنفيذ عمليات تقويم البرنامج عما إذا كانت هذه الممارسات المحددة قد تم اتباعها، وأن تضع تقديراً لجودة هذه الممارسات في البرنامج على مقياس خماسي التقدير. **ويجب أن** تستند أحكامهم على الجودة إلى أدلة مناسبة شاملة بعض المقارنات - على الأقل - مع برامج أخرى مماثلة بمؤسساتهم وبمؤسسات أخرى، وذلك على البنود المهمة. ويعتبر تطوير النظم الداخلية التي تساعد في

توفير تلك الأدلة متطلباً أساسياً لنظام ضمان جودة أي مؤسسة. وما لم يكن لدى المؤسسة مصادر أدلة كافية، فلا يمكن النظر في اعتماد أي من برامجها.

ولكي يُمنح البرنامج الاعتماد فمن الضروري أن تقدّم أدلة على الأداء الجيد فيما يتعلق بجميع المعايير الأحد عشر العامة وفروعها. وهناك استثناء واحد، وهو أن أي مؤسسة تعليمية يطلق عليها اسم "جامعة" يجب أن تستوفي معيار البحث العلمي، كما يتوقع من الكلية التي بداخل جامعة أن تسهم في تحقيق تلك المتطلبات. و أما الكليات الأهلية التي تقدم برامج بكالوريوس فقط فلا يشترط عليها أن تقوم بإجراء الأبحاث، رغم أن هيئة التدريس ملزمة بأن تشارك باستمرار في الأنشطة العلمية في مجال تخصصاتهم.

ومع ذلك، فمن غير المتوقع أن يحقق أي برنامج تقديرات عالية على كل " الممارسات الجيدة" التي وصفت داخل الأقسام الفرعية للمعايير. فهي ليست مجرد قائمة مراجعة، كما أنها ليست متساوية في الأهمية، إذ أن أهميتها تختلف تبعاً لرسالة البرنامج والمؤسسة التي يقدم فيها، وأهدافها، ومرحلة التطوير التي يمر بها البرنامج. بيد أنه من المستحسن أن يتم استيفاؤها جميعاً، وخاصة الأساسية منها. وفي المراحل الأولية من تطبيق نظام ضمان الجودة والاعتماد ستحدد الهيئة عدداً من البنود التي ستوليها اهتماماً خاصاً. وسيعتمد القرار بشأن منح الاعتماد على التقييم الشامل الذي يقوم به فريق من المراجعين النظراء من ذوي الخبرة، آخذين في الاعتبار الرسالة والأهداف ومرحلة التطوير التي يمر بها كل من المؤسسة والبرنامج، والأولويات التي حددتها الهيئة في الاعتبار.

وتقدم هذه الوثيقة وصفاً للمعايير الأحد عشر العامة التي تنطبق على البرامج مع مختصر عام عن الأدلة والمؤشرات الممكنة التي يمكن استخدامها في تحديد جودة الأداء على كل معيار من هذه المعايير. وهناك المزيد من الإرشادات حول استخدام المعايير للمتابعة المستمرة للأداء وللإعداد للاعتماد في "دليل ضمان الجودة والاعتماد في المملكة العربية السعودية" الذي أعدته الهيئة.

### العلاقة بين معايير جودة المؤسسات ومعايير جودة البرامج

قامت الهيئة بوضع معايير عامة لضمان جودة كل من مؤسسات التعليم العالي وبرامجه. ويغطي هذان النوعان من المعايير جوانب النشاطات العامة نفسها، مع وجود بعض الاختلافات التي تعطي فكرة عامة عن المؤسسة التعليمية من جانب، وفكرة خاصة عن البرنامج العلمي المحدد في المؤسسة التعليمية من جانب آخر. إضافة إلى ذلك، هناك بعض الوظائف أو الأنشطة العامة التي تنجز على المستوى المؤسسي ولا تؤخذ في الاعتبار عند تقويم البرنامج.

### وتنقسم الأنشطة المتعلقة بالمعايير إلى ثلاث مجموعات:

- أنشطة ذات صفة مؤسسية وليس لها تأثير على الإطلاق، أو لها تأثير ولكن غير مباشر، على البرامج. ومثال ذلك إدارة الأنشطة غير الصفية أو مدى جاذبية مقر المؤسسة التعليمية ومرافقها. ومثل هذه الأشياء لا تؤخذ في الاعتبار عند النظر في تطبيق المعايير على البرامج.
- أنشطة ومهام مؤسسية عامة ذات تأثير كبير على البرامج. ومثال ذلك توفير مصادر التعلم من خلال المكتبة، أو عمليات التوظيف و الترقية لهيئة التدريس. ومثل هذه الأنشطة ينبغي أن تؤخذ في الاعتبار عند تقويم البرنامج لأنها تؤثر عليه. فعلى سبيل المثال، ينبغي أن ينظر فيما إذا كانت المكتبة تقدم الخدمات المطلوبة للبرنامج المعني بالتقويم، أو ما إذا كان هناك أعضاء هيئة تدريس وموظفون مؤهلون وذوو خبرة مناسبة متوافرون للتدريس بالبرنامج. فجودة البرنامج تتأثر بهذه الجوانب، بغض النظر عن هو المسؤول عن إدارتها. أما تقويم أداء هذه المهام عند إجراء التقويم المؤسسي فيكون على نطاق أوسع، ويهتم بجودة الإدارة والخدمات المقدمة للمؤسسة كلها، ومدى فعالية دعمها لجميع البرامج بجميع أنحاء المؤسسة.
- أنشطة ذات علاقة مباشرة بتخطيط البرامج وتنفيذها. ومثال ذلك، مدى مناسبة النواتج التعليمية المستهدفة للطلبة، وجودة عملية التعليم في البرنامج. ففي التقويم المؤسسي ينبغي أن يتم النظر بصورة شمولية إلى هذه الأنشطة والعناصر في جميع البرامج، ثم يتم الحكم على نقاط القوة والضعف في البرامج التي تقدمها المؤسسة التعليمية بشكل عام. ويتم ذلك عادة من خلال الحصول على صورة أو فكرة عامة (بروفایل) عن الأداء على مستوى الأقسام أو الكليات، ثم إعداد تقرير يحدد بشكل عام جوانب التشابه والاختلاف والأداء العام لكافة البرامج.

وفي هذه الوثيقة تم اختيار مجموعة من الجوانب التي يجب أخذها في الاعتبار عند تقويم البرامج. وهي تتضمن الأمور التي وردت سابقاً في فئات الأنشطة من النوع الثاني والثالث.

### المتطلبات الخاصة لتخصصات دراسية محددة

لقد صيغت هذه المعايير بصورة عامة وتنطبق على جميع البرامج التعليمية في مؤسسات التعليم العالي. إضافة إلى ذلك، من الضروري للبرامج التعليمية أن تفي بأي متطلبات خاصة تستوجبها طبيعة التخصص العلمي. وتظهر أهمية هذا الأمر بوضوح في البرامج المهنية التي تستوجب إعداد الطلبة للعمل كمهنيين ماهرين في مجالاتهم. على سبيل المثال، يجب أن ينمي البرنامج التعليمي في المجال الطبي المعارف والمهارات المطلوبة للممارس في المجال الطبي، ويجب أن ينمي البرنامج التعليمي في مجال الهندسة المدنية القدرات والمهارات المطلوبة للمهندس المدني.

وتتطلب هذه المعايير العامة أن لا توضع خطط أي برنامج علمي إلا بعد أخذ المشورة الأكاديمية والمهنية حسب طبيعة التخصص الذي ينتمي إليه ذلك البرنامج. وبناء على ذلك، فإن أي حكم يتم إصداره حول الاعتماد الأكاديمي لبرنامج معين لا بد وأن يأخذ في الاعتبار جميع المتطلبات الخاصة التي تنطبق على مجال التخصص الدراسي الذي ينتمي إليه البرنامج.

هذه العملية يمكن أن تشمل النظر فيما تم الأخذ به في مؤسسات تعليمية مرموقة تقدم برامج علمية مشابهة، أو أخذ المشورة من كبار المسؤولين المعنيين بمثل هذه القضايا في تلك المؤسسات. وفيما يخص البرنامج المهني، يجب أن تتضمن العملية استشارة مهنيين متمرسين في مجال النشاط المرتبط بالبرنامج ممن لديهم معرفة بالمتطلبات الخاصة بالعمل في المملكة العربية السعودية. وتقوم الهيئة حالياً بوضع المتطلبات الخاصة بكل تخصص من التخصصات الدراسية في المملكة، غير أنها ليست متاحة بعد. ولكن يمكن الاستفادة من المعايير التي وضعتها جهات الاعتماد العالمية المتخصصة في عدد من المجالات المهنية المختلفة، والتي تعتبر مصدراً إضافياً مهماً في هذا السياق.

### ملاحظات بشأن ما يشكل البرنامج

يُنظر إلى البرنامج التعليمي على أنه مجموعة متكاملة من المقررات والأنشطة في مجال أكاديمي أو مهني تؤدي إلى مؤهل. وتختلف الترتيبات التنظيمية من مؤسسة تعليمية لأخرى، وهناك تساؤلات تبرز أحياناً عما يمكن أن يعتبر برنامجاً.

و يحتوي البرنامج العلمي على جميع المقررات التي يتعين على الطالب دراستها، بما في ذلك متطلبات المؤسسة التعليمية أو الكلية، ومتطلبات القسم العلمي، كما يحتوي على أي مقررات تعليمية عامة، إضافة إلى المقررات التخصصية المهنية أو الأكاديمية. كما يحتوي على مقررات أخرى يمكن أن يتم طرحها كمقررات مساعدة من قبل قسم آخر أو كلية أخرى.

ويعدّ البرنامج الذي يقدم في كل من شطر الطلاب والطالبات برنامجاً واحداً ويجب أن يتم تقويمه على هذا الأساس. ومع ذلك، فنظراً لاحتمال وجود اختلافات جوهرية في المرافق، والموارد، وخبرات أعضاء هيئة التدريس، وتوظيف الخريجين، أو أي أمور أخرى، فيجب الحصول على الأدلة والبراهين حول ما يحدث في كل من شطر الطلاب والطالبات، كما يجب الإشارة إلى أوجه الاختلاف وأخذها في الاعتبار عند التخطيط لما يجب اتخاذه كاستجابة للتعامل مع هذه الأوضاع. ويجب أيضاً أن تُظهر التقارير الخاصة بالبرامج التقويم الخاص بكل شطر على حده، بالإضافة إلى النتائج العامة للتقويم للشطرين معاً.

و حينما يقدم البرنامج العلمي في المقر الرئيس للمؤسسة التعليمية وفي مكان بعيد عن المقر الرئيس في وقت واحد، فإنه يجب أن يتم التعامل معهما بنفس الطريقة عند التقويم، أي أنه ينبغي الحصول على المعلومات والبيانات عن البرنامج في كل مقر، ثم تجمع معاً في تقرير واحد، تحدد فيه أوجه الاختلاف المهمة.

وينطبق المبدأ نفسه على البرامج التي تطرح في مقر المؤسسة (الحرم الجامعي)، بنظام الحضور الفعلي، أو من خلال التعليم عن بعد. أي أنه ينبغي الحصول على المعلومات والبيانات عن البرنامج حسب كل طريقة من طرق تقديمه (بنظام الحضور الفعلي و بطريقة التعليم عن بعد)، وتكتب التقارير بحيث تظهر بوضوح أي اختلافات موجودة بين الطريقتين. كما أن هناك عدداً من الأمور الإضافية المرتبطة بالتعليم عن بعد (سواء ذلك الذي يتم بصورة كاملة، أو الذي يتم بصورة جزئية ضمن البرنامج العلمي) التي يجب أن تؤخذ في الاعتبار باستخدام معايير الهيئة الخاصة بالتعليم عن بعد.

ويمكن أن يكون للبرنامج مرحلة مبكرة لتخريج الطلبة، على سبيل المثال قد يكون ممكناً منح الطلبة درجة الدبلوم بعد إكمال عامين دراسيين، أو استمرارهم في الدراسة لعدد آخر من السنوات للحصول على درجة البكالوريوس. وفي مثل هذه الحالة، فإنه يجب أن يخطط لدرجة الدبلوم بحيث تشكل بمفردها مؤهلاً كاملاً ونافعاً. على سبيل المثال، يمكن أن تتضمن المقررات -في هذه الحالة- قدراً أكبر من التطبيقات العملية الميدانية مقارنة بما يدرسه الطلبة عادة في العامين الأولين من الدراسة لدرجة البكالوريوس في البرنامج. وليس من المقبول منح درجة الدبلوم للطلبة لمجرد أنهم فشلوا أو توقفوا عن الدراسة في مراحل مبكرة من برنامج أطول (درجة البكالوريوس).

إن التفرقة بين ما يمكن اعتباره برنامجاً واحداً أو مجموعة متقاربة من البرامج أمر يصعب تحديده وقد يكون من الأفضل توضيحه من خلال بعض الأمثلة. فعلى سبيل المثال، يعتبر برنامج البكالوريوس في الهندسة المدنية برنامجاً مختلفاً عن برنامج البكالوريوس في الهندسة الميكانيكية، على الرغم من وجود بعض المقررات المشتركة بينهما. وكذلك، عندما يكمل الطالب برنامجاً لدرجة البكالوريوس ويرغب في دراسة برنامج ماجستير أو دكتوراه في المجال نفسه، فإن برنامج الدراسات العليا في هذه الحالة يعتبر برنامجاً منفصلاً. والمحك أو المعيار فيما يمكن اعتباره برنامجاً علمياً في هذه الأمثلة يتوقف على انتهاء البرنامج بمؤهل يكون قائماً بحد ذاته، وفي حالة البرنامج المهني فإن المحك هو تأهيل من أكمل البرنامج للممارسة المهنية في حقل التخصص. وهذا التمييز بين البرامج لا يتعلق بالضرورة بتنظيم المؤسسة التعليمية أو الكلية في شكل أقسام علمية تحتوي على هذه البرامج. وفي المثال السابق الذي تمت الإشارة إليه، من الممكن أن يقوم قسم الهندسة المدنية مثلاً بطرح برامج في التخصص لمرحلتي البكالوريوس والدراسات العليا. كما يمكن أيضاً أن تقوم المؤسسة التعليمية بوضع هيكلها التنظيمي، إذا رغبت، بحيث يقوم قسم واحد مثلاً بطرح برامج في الهندسة المدنية والهندسة الميكانيكية معاً.

إن اسم الدرجة الأكاديمية قد لا يشكل بالضرورة دليلاً جيداً على تصنيف ما يمكن أن يعتبر برنامجاً علمياً. وعلى سبيل المثال، فإن درجة البكالوريوس في الآداب، أو الأعمال، أو العلوم يمكن أن تتضمن عدة برامج مختلفة. فدرجة البكالوريوس في الآداب يمكن أن تشمل برامج في التاريخ، أو العلوم الاجتماعية، أو علم النفس، أو الخدمة الاجتماعية، أو العديد من البرامج الأخرى. وكذلك، فإن درجة

البكالوريوس في الأعمال يمكن أن تشمل برامج منفصلة في المحاسبة، أو الاقتصاد، أو الإدارة، وهذه جميعها برامج مختلفة تؤدي إلى مهارات مهنية مختلفة.

إن البرامج التي استخدمت في الأمثلة السابقة هي برامج منفصلة وقائمة بذاتها، ويتم اعتمادها على هذا النحو. غير أن ذلك لا يمنع من قيام فريق مراجعة خارجي واحد بتقويم مجموعة من البرامج المتقاربة أثناء الزيارة و خلال عملية الاعتماد إذا كان الفريق يتضمن الخبرات التي تغطي حقول التخصص المطلوبة. وكذلك يمكن لفريق التقويم أن ينظر إلى برنامج للبكالوريوس وآخر للدراسات العليا في حقل التخصص نفسه وفي الزيارة نفسها. ولكن مع مراعاة أن تكون الدراسات الذاتية التي تقوم بها المؤسسة التعليمية وكذلك تقارير فريق التقويم منفصلة وتتناول كل برنامج على حدة. ومن الممكن أن يتم اعتماد برنامج من هذه البرامج التي يقوم بتقويمها الفريق نفسه وعدم اعتماد برنامج آخر.

وقد تم تقديم إرشادات بشأن تخطيط البرامج الجديدة والقائمة ومراجعتها لتلبية هذه المتطلبات وذلك في الفصل الثاني من الجزء الثاني من "دليل ضمان الجودة والاعتماد في المملكة العربية السعودية".

### الأدلة والبراهين على الأداء

يمكن أن تكون الأحكام عن الجودة التي تقوم على الانطباعات العامة دقيقة، كما يمكن أن تكون مشوهة بشدة للعديد من الأسباب. وبالتالي، لا يمكن الاعتماد على الانطباعات العامة بدون أدلة داعمة لها، عند إجراء تقييمات للجودة بناء على المعايير المحددة. ولهذا السبب لا بد من النظر في أشكال مناسبة من الأدلة كلما أريد إصدار حكم على جودة الأداء بناء المعايير. وينبغي أن تكون المعلومات التي يتم الحصول عليها من تقارير المقررات والبرنامج مصدراً أساسياً لهذه الأدلة.

و يختلف ما هو مناسب من الأدلة اختلافاً واسعاً باختلاف الأشياء التي يتم تقويمها، ومن العناصر المهمة في أي تقييم للجودة هو أن تقرر أي نوع من الأدلة يعد مناسباً للمسألة التي يجري النظر فيها.

وفي كثير من الحالات هناك عدة أشكال مختلفة من الأدلة ينبغي النظر فيها لاتخاذ حكم يُعتمد عليه، كما أن هناك حاجة إلى تفسير الأدلة. على سبيل المثال، فإن ارتفاع متوسط درجات الطلاب في مقرر ما

قد يعني أن الطلاب قد حققوا مستويات مرتفعة جداً نتيجة للتدريس المتميز. وقد يعني ذلك أيضاً أن معايير الأداء منخفضة وأن الدرجات قد تضخمت. ولاستخلاص استنتاجات صحيحة، فإنه من الضروري التأكد من أن الاختبارات كانت على درجة كافية من الصعوبة، وأن محكات إعطاء الدرجات كانت مناسبة و طُبِّقت بشكل عادل.

ويمكن أن تكون تفسيرات الأدلة ضعيفة وغير دقيقة، وللحيلولة دون حدوث ذلك يوصى بأن تكون المجموعات التي تجري التقويم بناء على المعايير شاملة لبعض الناس الذين سبق لهم أن شاركوا في النشاط المعني، وبعض المستفيدين من الخدمة المقدمة (مثل الطلاب، أو الخريجين، أو الأعضاء بأقسام أخرى من تلك التي تقدم لها مقررات مساعدة)، إضافة إلى بعض الذين هم على دراية بهذا النوع من البرامج ، ولكنهم لا يرتبطون به مباشرة. وكضمان أخير، فإنه يوصى بأن تراجع الأحكام النهائية من قبل شخص لم يشارك في التقييم الأولي للتحقق مما إذا كانت التفسيرات تبدو معقولة في ضوء الأدلة المقدمة.

### مؤشرات الأداء

هناك مجموعة كبيرة من أنواع الأدلة التي يمكن الأخذ بها. ولكن ينبغي اتخاذ القرارات بشأن بعض المعلومات المحددة التي يمكن التعبير عنها بشكل كمي واستخدامها كمؤشرات للأداء، لتكون جزءاً من الأدلة التي ستستخدم. وهذه ينبغي أن تحدد مقدماً كجزء من عمليات التخطيط. فعلى سبيل المثال، عندما توضع الغايات أو الأهداف الرئيسية ينبغي أن تكون المؤشرات محددة حتى يمكن مراقبة مدى تحقق تلك الغايات والأهداف بشكل مستمر. ومن المهم أيضاً للمؤسسة التعليمية أن تحدد بعض مؤشرات الأداء الرئيسية التي سوف تستخدم باستمرار من قبل الأقسام والكليات بالمؤسسة التعليمية لمراقبة أدائها، ولتوفير مقارنات للأداء بين الأقسام والكليات، وللسماع للجان الجامعة وكبار القيادات الإدارية بمراقبة جودة البرامج بالمؤسسة ككل وبشكل مستمر.

وينبغي جمع البيانات عن هذه المؤشرات بشكل موحد والاحتفاظ بها في القسم وفي قاعدة بيانات مركزية، تمكن من إجراء مقارنات داخل المؤسسة التعليمية وعبر الفترات الزمنية المختلفة. كما ينبغي



أن يأخذ تقويم فعالية هذه العمليات في الاعتبار ما إذا كان قد تم تحديد مؤشرات مناسبة، وما إذا كان قد تم جمع البيانات وتسجيلها بشكل مستمر، وما إذا كانت المعلومات مستخدمة في مراقبة جودة الأداء وتحليله.

ويعتبر كل برنامج تعليمي مسؤولاً عن مراقبة أدائه وتخطيط عملية تحسين ذلك الأداء قياساً برسائلته وأهدافه. وبالمقابل فقد قامت الهيئة أيضاً بتحديد مؤشرات الأداء الرئيسية التي يجب على كافة المؤسسات التعليمية توفير المعلومات الخاصة بها. ولهذا المتطلب عدة أهداف مهمة. من أبرزها، أنها تقدم مجموعة مشتركة من البيانات الإحصائية التي يمكن أن تستخدمها البرامج لإجراء مقارنات للأداء داخل المؤسسة التعليمية، ولإجراء المقارنة (أو المقايسة) المرجعية مع البرامج الأخرى داخل البلد (و ستنتشر الهيئة المعلومات الخاصة بكل مجموعة متماثلة من المؤسسات، ولكن البيانات المتعلقة بكل مؤسسة أو برنامج ستكون سرية وخاصة بالمؤسسة). كما أنها ستساعد الهيئة وغيرها من الوزارات والمنظمات المعنية في مراقبة جودة أداء نظام التعليم العالي ككل، وستقدم عينة من المعلومات المهمة عن المؤسسات والبرامج التعليمية التي تمكن الهيئة من الاستمرار في اعتماد المؤسسات والبرامج خلال الفترات الواقعة بين المراجعات الخارجية الرئيسية.

وينبغي أن تستخدم هذه المؤشرات التي وضعتها الهيئة من قبل المؤسسات التعليمية، والأقسام التي تقدم البرامج، كجزء من عمليات ضمان الجودة لديها. غير أن الهيئة تشجع المؤسسات والبرامج التعليمية على تبني مؤشرات أداء إضافية تختارها لنفسها، بحيث ترتبط هذه المؤشرات بالرسالة والأهداف وأولويات التحسين لديها.

### الممارسات الجيدة المتصلة بأكثر من معيار

لقد وضعت عدة نقاط أو عناصر تحت كل معيار (أساسي أو فرعي)، وذلك عن ما ينبغي فعله لتحقيق المعيار (الأساسي أو الفرعي). ويظهر كثير من هذه العناصر في عدة مواقع مختلفة. ولا ينبغي أن يعد ذلك من قبيل الإعادة غير الضرورية، ولكنه نتيجة لأن هناك عدداً من الممارسات المتصلة بأكثر من معيار في الواقع. على سبيل المثال، فإن التوقع بأن "تكون هيئة التدريس مشاركة بشكل مستمر بالأنشطة البحثية والأكاديمية التي تضمن أن يظلوا مطلعين على ما يستجد" هو وثيق الصلة بمؤهلات الهيئة

التدريسية وخبراتها (معيار 4-8)، وكذلك بالتطوير الشخصي والوظيفي (معيار 9-2)، والتوقع بأنه "ينبغي فحص مستويات (أو معايير) نواتج التعلم بمقارنتها بالإطار الوطني للمؤهلات والمستويات بالمؤسسات المماثلة" هو وثيق الصلة بمعيار إدارة ضمان جودة البرنامج (معيار 3) وكذلك بالمعيار الفرعي الخاص بنواتج تعلم الطلبة (معيار 4-1) و بالمعيار الفرعي الخاص بتقييم الطلبة (معيار 4-4).

### معايير برامج التعليم عن بعد

تم إعداد هذه الوثيقة للبرامج التي يتم طرحها بالنظام التقليدي من خلال التدريس داخل مقر المؤسسة التعليمية (الحرم الجامعي)، بنظام الحضور الفعلي. أما بالنسبة للبرامج التي تطرح من خلال التعليم عن بعد، فإن لها توقعات مختلفة تتعلق بطريقة التدريس فيها، وقد وضعت في وثيقة أخرى منفصلة المعايير الخاصة ببرامج التعليم عن بعد أو تلك التي يستخدم فيها التدريس بالنظم التقليدية جنباً إلى جنب مع التعليم عن بعد، أو البرامج المزيج التي تجمع بين كل منهما.

### مقاييس التقويم الذاتي

إن تحقيق معايير الجودة العالية لا يمكن أن يتم إلا من خلال الأعمال والأنشطة التي يتم تخطيطها وتنفيذها داخل المؤسسة التعليمية التي تطرح البرامج التعليمية. ومسايرة لهذا المبدأ، فإن منهج ضمان الجودة والاعتماد الأكاديمي للمؤسسات التعليمية في المملكة العربية السعودية يعتمد على التقويم الذاتي الذي تقوم به المؤسسة التعليمية لذاتها وفقاً لمعايير الممارسات الجيدة المقبولة بشكل عام، والتحقق من نتائج التقويم عن طريق مراجع خارجي مستقل.

ولمساعدة هذا المنهج، فقد تم دعم المعايير بمقاييس للتقويم الذاتي والتي يمكن من خلالها للمؤسسات التعليمية (أو لوحدات فيها تكون مسؤولة عن وظائف أو أنشطة معينة) ولأعضاء هيئة التدريس والموظفين المسؤولين عن البرامج أن يقدروا مستوى الأداء باستخدام "نظام النجوم". وقد قامت الهيئة بوضع مقاييس التقويم الذاتي المرتبطة بهذه المعايير في وثيقتين منفصلتين عنونتهما بـ "مقاييس التقويم الذاتي لمؤسسات التعليم العالي" و "مقاييس التقويم الذاتي لبرامج التعليم العالي". ومن المتوقع أن

يتم استخدام مقاييس التقويم الذاتي هذه بواسطة المؤسسات التعليمية، وبواسطة أولئك المسؤولين عن البرامج، عند قيامهم بعمليات التقييم الذاتي المبدئي للجودة، وفي المراقبة (المتابعة) المستمرة للأداء، وعند إجرائهم للدراسات الذاتية الدورية الشاملة التي تسبق عمليات المراجعة للاعتماد الفعلي التي تقوم بها الهيئة.

## معايير ضمان الجودة والاعتماد

### لبرامج التعليم العالي

#### المعيار الأول: الرسالة والغايات والأهداف

يجب أن تكون رسالة البرنامج متسقة مع رسالة المؤسسة التعليمية، ويتم تطبيق هذه الرسالة على الغايات والمتطلبات الخاصة بالبرنامج المعني. ويجب أن تحدد رسالة البرنامج بوضوح تام وبشكل مناسب الأهداف أو الأغراض الأساسية للبرنامج وأولوياته، كما يجب أن تكون مؤثرة في توجيه التخطيط والعمل في البرنامج.

#### المتطلبات:

#### مناسبة رسالة البرنامج

1-

يجب أن تكون رسالة البرنامج مناسبة للمؤسسة التعليمية ولطبيعة البرامج من هذا النوع في المملكة العربية السعودية.

#### ولتحقيق هذا المتطلب يجب أن:

1 تتسق رسالة البرنامج مع رسالة المؤسسة التعليمية.

1-1-

1 تحدد الرسالة اتجاهات تطوير البرنامج التي تتناسب مع طبيعة البرنامج، ومع

2-1- احتياجات الطلبة في المملكة العربية السعودية.

1 تتسق الرسالة مع المعتقدات والقيم الإسلامية.

3-1-

751

1 يتم توضيح الرسالة للمستفيدين من البرنامج بطرق تبين مناسبتها.

4-1-

### فائدة صيغة رسالة البرنامج

2-

يجب أن تكون الصيغة (التعريفية) للرسالة مفيدة في توجيه التخطيط وصنع القرارات المتعلقة بالبرنامج.

### ولتحقيق هذا المتطلب يجب أن:

1 تكون صيغة الرسالة محددة بقدر كافٍ بحيث تكون مؤثرة في توجيه عمليات صنع

1-2- القرار والاختيار من بين استراتيجيات التخطيط البديلة.

1 تكون صيغة الرسالة ممكنة التحقيق من خلال استراتيجيات فعالة يمكن تطبيقها في

2-2- حدود مستوى الموارد المتوقع توفرها.

1 تكون صيغة الرسالة واضحة بشكل كافٍ بحيث تكون محكاً لتقويم التقدم نحو

3-2- تحقيق غايات البرنامج وأهدافه.

### وضع الرسالة ومراجعتها

3-

يجب أن يتم وضع رسالة البرنامج من خلال عمليات استشارية، كما يجب أن تعتمد رسمياً وأن تُراجع دورياً.

### ولتحقيق هذا المتطلب يجب أن:

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- 1-3-1 يتم تحديد الرسالة بالتشاور مع المستفيدين (ذوي العلاقة بالبرنامج) الأساسيين،  
وبدعم منهم.
- 1-3-2 يتم اعتماد رسالة البرنامج رسمياً بواسطة السلطة المعنية داخل المؤسسة التعليمية.
- 1-3-3 تتم المراجعة الدورية للرسالة وتأكيد اعتمادها أو تعديلها – حسبما يقتضي الأمر –  
في ضوء الظروف المتغيرة.
- 1-3-4 يتم تعريف المستفيدين برسالة البرنامج، ويتم إخطارهم بأي تغييرات تطرأ عليها.

#### استخدام الرسالة

4-

يجب أن يتم استخدام الرسالة بصورة منتظمة كأساس للتخطيط واتخاذ القرارات المتعلقة بالسياسات الرئيسية.

#### و لتحقيق هذا المتطلب يجب أن:

- 1-4-1 تستخدم الرسالة كأساس للتخطيط الإستراتيجي على المدى المتوسط (خمس سنوات على سبيل المثال).
- 1-4-2 يتم الإعلان عن الرسالة بشكل واسع النطاق بين من لهم علاقة بالبرنامج، وتتخذ الإجراءات اللازمة لضمان أن الرسالة معروفة وتحظى بتأييد ودعم هيئة التدريس والموظفين والطلاب.
- 1-4-3 تستخدم الرسالة باعتبارها محكاً للنظر في أي مقترحات رئيسة متعلقة بالبرنامج.

## العلاقة بين الرسالة، والغايات، والأهداف

5-

يجب أن تستخدم رسالة البرنامج لتوجه عملية وضع غايات البرنامج وأهدافه والخطط الاستراتيجية لتطويره.

### ولتحقيق هذا المتطلب يجب أن:

- 1 تتسق غايات تطوير البرنامج مع رسالته وتدعهما. 1-5-
- 1 تتم صياغة غايات البرنامج بصورة واضحة تمكن من استخدامها في عمليات التخطيط وصنع القرار، بشكل يتسق مع رسالة البرنامج. 2-5-
- 1 تتم مراجعة غايات البرنامج وأهدافه دورياً، ويتم تعديلها إذا لزم الأمر بناء على نتائج المراجعة وفي ضوء الظروف المتغيرة. 3-5-
- 1 تكون صياغة الأهداف الرئيسية مصحوبة بتوصيف لمؤشرات محددة بوضوح وقابلة للقياس تستخدم للحكم على مدى تحقق الأهداف. 4-5-

### الأدلة ومؤشرات الأداء

ينبغي الحصول على الأدلة على جودة رسالة البرنامج من خلال فحص صيغة الرسالة نفسها، ونسخ الأوراق التي توثق عملية اقتراح الرسالة وصياغتها أو أي تعديلات أجريت عليها، والمقابلات مع هيئة التدريس والموظفين والطلبة والخريجين وأرباب العمل للتعرف على مدى معرفتهم بالرسالة ودعمهم لها، والنظر في أي تقارير أخرى أو أي مقترحات أو بيانات لفحص مدى استخدام الرسالة كأساس لاتخاذ القرارات. و تتضمن المؤشرات التي يمكن استخدامها في هذا السياق فحص الإجابات عن أسئلة استطلاعات الرأي للتحقق من مدى معرفة المعنيين بالرسالة ودعمهم لها، أو نسبة القرارات المتعلقة بالسياسات التي اعتمدت على الرسالة كأحد المحكات المستخدمة في صنع القرار.

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## المعيار الثاني: إدارة البرنامج

يجب أن تقوم إدارة البرنامج بقيادة البرنامج قيادة فاعلة تعكس توازناً مناسباً بين تحقيق المساءلة أمام كبار المسؤولين بالإدارة العليا والمجلس الإداري الأعلى (مجلس الجامعة أو مجلس الأمان) للمؤسسة التعليمية التي تقدم البرنامج، وبين تحقيق المرونة التي تسمح بالوفاء بالمتطلبات الخاصة بالبرنامج المعني. ويجب أن تشمل عملية التخطيط للبرنامج اشتراك ذوي العلاقة (مثل: الطلبة، و الجهات المهنية، و ممثلي الصناعة، و هيئة التدريس) في وضع غايات البرنامج وأهدافه ومراجعتها وتعديلها بناء على نتائج المراجعة. وإذا كان هناك قسمان منفصلان للبنات والأولاد بالبرنامج، فيجب أن تكون الموارد متكافئة في كليهما، ويجب أن يكون هناك اتصال فعال بينهما ومشاركة متساوية في عمليات التخطيط من كل منهما. كما يجب أيضاً أن تكون هناك مراقبة دورية لجودة تقديم المقررات ولجودة البرنامج ككل، وأن تجرى التعديلات اللازمة بناء على التغذية الراجعة من عملية التقويم، و التطورات في البيئة الخارجية التي تؤثر على البرنامج.

### المتطلبات

#### القيادة

1-

يجب على القائمين بإدارة البرنامج أن يقوموا بقيادته بطريقة فعالة ومسؤولة تحقق تطوير البرنامج وتحسينه.

#### ولتحقيق هذا المتطلب يجب أن:

- 2 يتم تحديد مسؤوليات القائمين بإدارة البرنامج بوضوح (رئيس القسم أو غيره من  
1-1- المسؤولين الآخرين) في توصيفات المهام الوظيفية.
- 2 يتوفر قدر كاف من المرونة على مستوى القسم أو الكلية التي تقدم البرنامج يسمح  
2-1- بالاستجابة السريعة لتقويم المقررات والبرامج والتغيرات في متطلبات نواتج تعلم  
البرنامج (على سبيل المثال لا بد أن يكون للأقسام الصلاحية في تغيير الكتب المقررة  
وقوائم المراجع، وفي تعديل استراتيجيات التعليم المخطط لها، وتفاصيل مهام التقويم

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وتحديث محتوى المقررات).

- 2 يعمل القائمون بإدارة البرنامج على تصور أو توقع القضايا والفرص المحتملة،  
3-1- ويتخذون المبادرات المناسبة لها.
- 2 يضمن القائمون بإدارة البرنامج أنه في حالة الحاجة للقيام بإجراءات ما، فإنها  
4-1- تنجز بفاعلية وفي الوقت المناسب.
- 2 يمتلك القائمون بإدارة البرنامج سلطات كافية لضمان امتثال من بالبرنامج  
5-1- للسياسات والإجراءات المعتمدة أو المتفق عليها في المؤسسة التعليمية أو البرنامج.
- 2 يقوم القائمون بإدارة البرنامج بقيادة البرنامج، ويشجعون مبادرات هيئة التدريس  
6-1- والموظفين في البرنامج و يكافئونها.
- 2 يتحمل القائمون بإدارة البرنامج التعليمي المسؤولية عن فاعلية الأنشطة والأعمال  
7-1- التي تتم في نطاق صلاحياتهم بغض النظر عما إذا كانت هذه الأعمال تنفذ بواسطتهم  
شخصياً أو بواسطة آخرين يعملون تحت مسؤوليتهم.
- 2 تقدم التغذية الراجعة، وبشكل دوري، حول أداء هيئة التدريس وغيرهم من  
8-1- الموظفين عن طريق رئيس القسم.
- 2 يكون تفويض المسؤوليات محدد رسمياً في وثائق موقعة من قبل الشخص  
9-1- المفوض ومن الشخص المفوض بالصلاحية، ويصف بوضوح حدود المسؤوليات  
المفوضة ومسؤوليات تقديم التقارير عن القرارات التي اتخذت.
- 2 توضع الأنظمة التي تحكم تفويض السلطة بالمؤسسة التعليمية ويوافق عليها من قبل  
10-1- المجلس الإداري الأعلى (مجلس الجامعة أو مجلس الأمناء). و تبين هذه الأنظمة المهام  
الرئيسية التي لا يمكن تفويضها، و توضح أن تفويض السلطة إلى شخص آخر أو منظمة  
أخرى لا يلغي مسؤولية تحمل الشخص الذي منح ذلك التفويض للتبعات المترتبة على

القرارات المتخذة. كما تتسق التفويضات التي تؤثر على البرنامج مع هذه الأنظمة.

2 يتم توفير النصح والإرشاد لهيئة التدريس والموظفين في البرنامج بشكل يسهم في  
11-1- التطوير الشخصي والمهني لهم.

2 يتم تقديم مقترحات تطوير البرنامج والتوصيات بشأن القضايا والسياسات إلى  
12-1- الجهات المعنية باتخاذ القرار، بشكل يحدد بوضوح تلك القضايا التي تتطلب إصدار  
قرارات بشأنها، و ما يترتب على بدائلها.

## عمليات التخطيط

2-

يجب أن تتم إدارة عمليات التخطيط بفعالية بشكل يحقق رسالة وأهداف البرنامج، وذلك من خلال العمل الجماعي للفريق القائم بتدريس البرنامج. ويتضمن ذلك إعداد تقارير البرنامج والمقررات واتخاذ القرارات. ويجب أن تجمع عملية التخطيط بين التخطيط الاستراتيجي المنسق، والمرونة التي تسمح بالتكيف مع النتائج المتحققة والظروف المتغيرة.

### و لتحقيق هذا المتطلب يجب أن:

2 يتميز التخطيط بأنه استراتيجي، و يتضمن أولويات للتطوير وتسلسلاً مناسباً لكل  
1-2- عمل يجب القيام به، من أجل الحصول على أفضل النتائج سواء على المدى القريب أم  
البعيد.

2 تضع الخطط في الاعتبار، وبشكل كامل وواقعي، العوامل البيئية الخارجية التي  
2-2- تؤثر على مدى الطلب على الخريجين، والمهارات التي يحتاجونها.

2 تسمح عمليات التخطيط بمشاركة المستفيدين، بما في ذلك هيئة التدريس، والطلبة،  
3-2- وأرباب العمل، وغيرهم من ذوي العلاقة المباشرة بالبرنامج.

2 تركز عملية التخطيط على نواتج (مخرجات) التعلم المستهدفة للطلاب و محتويات

- 4-2- المقررات واستراتيجيات التعليم والتقييم التي تعكس كلاً من خلفية الطلاب والنظريات والأبحاث حول أنماط التعلم المختلفة. (وللحصول على المزيد من المعلومات عن تخطيط البرامج الجديدة ومراجعة البرامج الحالية وتوثيقها راجع القسم 2-4-7 من "دليل ضمان الجودة والاعتماد في المملكة العربية السعودية، الجزء الثاني: الإجراءات الداخلية لضمان الجودة").
- 2 يتم إعلام كل من يعينهم الأمر بخطط البرنامج بشكل جيد، وتوضيح آثار هذه الخطط وما تتطلبه من مختلف الجهات ذات العلاقة بالبرنامج. 5-2-
- 2 تتم مراقبة تطبيق الخطط مع التأكد من مدى تحقق الأهداف قريبة المدى ومتوسطة المدى، كما يتم تقويم النواتج. 6-2-
- 2 تتضمن عملية التخطيط إعداد تقارير بصفة منتظمة عن مؤشرات الأداء الأساسية لتقديم للقيادات العليا بالمؤسسة. 7-2-
- 2 تراجع الخطط وتتطور وتعديل مع اتخاذ القرارات التصحيحية حسبما يتطلب الأمر، استجابة للتطورات التي تحدث عند التنفيذ، ونتائج التقويم البنائي، وللظروف المتغيرة. 8-2-
- 2 يتضمن التخطيط عمليات إدارة المخاطر بوصفها مكوناً أساسياً في استراتيجيات التخطيط، وتوضع الآليات المناسبة لتقدير المخاطر والتقليل من آثارها في حالة حدوثها. 9-2-

### العلاقة بين قسمي الطلاب والطالبات

3-

في حالة البرامج التي يتم تقديمها في شطري الطلاب والطالبات، يجب أن يشترك المسؤولون عن إدارة البرنامج (رئيس القسم ووكيلة أو مشرفة القسم أو غيرهم من المسؤولين)، وهيئة التدريس والموظفون في كلا الجانبين، اشتراكاً كاملاً وبشكل تعاوني في عمليات التخطيط، وصنع القرارات، وإعداد التقارير المشتركة عن البرنامج والمقررات الدراسية. كما يجب أن يكون هناك توزيع

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متكافئ للموارد والتجهيزات، للوفاء بمتطلبات تقديم البرنامج، والأبحاث العلمية، والخدمات المرتبطة بكل قسم. ويجب أن تأخذ عمليات تقويم الجودة في الاعتبار الأداء في كل من الجانبين وأداء البرنامج ككل.

### و لتحقيق هذا المتطلب يجب أن:

- 2 تتوافر الموارد والتجهيزات والوظائف بطريقة متكافئة في قسمي الطلاب  
1-3- والطالبات. (وذلك في حالة تقديم البرنامج في قسم للطلاب وآخر للطالبات).
- 2 يشارك القائمون بإدارة البرنامج بقسمي الطلاب والطالبات، وهيئة التدريس الذين  
2-3- يدرسون المقررات نفسها بالقسمين، مشاركة كاملة في عمليات التخطيط والتقويم وتقديم التقارير وصنع القرارات، ويتم التواصل بينهما بشكل منتظم فيما يخص البرنامج وباستخدام الطرق الملائمة التي تتفق مع لوائح المجلس الأعلى للتعليم العالي وأنظمتها.
- 2 يتم تمثيل قسمي الطلاب والطالبات بصورة متكافئة في عضوية اللجان والمجالس  
3-3- ذات العلاقة.
- 2 تؤدي عمليات تخطيط البرنامج وتوصيفات البرنامج ومقرراته الدراسية إلى  
4-3- الوصول إلى مستويات متماثلة في كلا القسمين، أخذاً في الاعتبار الاختلافات في احتياجات الطلاب لدى كل منهما.
- 2 تضمن عمليات التخطيط والتنفيذ أن التقارير الخاصة بالبرنامج والمقررات،  
5-3- والمعلومات الخاصة بمؤشرات الأداء الرئيسية، تظهر النتائج الخاصة بقسمي الطلاب والطالبات، بالإضافة إلى نتائج البرنامج بشكل عام.

### النزاهة

4-2

يجب على هيئة التدريس والموظفين المشتركين في تقديم البرنامج أن يلتزموا بالمستويات الأخلاقية العالية والاستقامة والنزاهة، بما في ذلك تجنب تضارب المصالح والانتحال في التدريس، و البحث العلمي، والأعمال الإدارية والخدمية. ويجب الالتزام بهذه المستويات الأخلاقية في جميع أشكال التعامل مع الطلبة، وهيئة التدريس وغيرهم من الموظفين، وكذلك في علاقتهم مع الجهات الأخرى الداخلية والخارجية، بما في ذلك المؤسسات الحكومية وغير الحكومية.

#### و لتحقيق هذا المتطلب يجب أن:

- 2 تلتزم هيئة التدريس والموظفون والطلبة في البرنامج بقواعد السلوك المتعلقة
- 1-4- بالممارسات الأخلاقية عند إجراء البحوث، وفي مجال التدريس والتقييم، و تقويم الأداء، وعند اتخاذ اللجان للقرارات، وعند القيام بالأنشطة الإدارية والخدمية.
- 2 يتم الإعلان عن المصالح المالية حيثما وجدت، كما يتم تجنب أي تضارب في
- 2-4- المصالح في كافة التعاملات التي يقوم بها هيئة التدريس والموظفون في البرنامج.
- 2 تعكس الإعلانات والموارد المستخدمة في الترويج للبرنامج صورة صادقة
- 3-4- وتتجنب استخدام أي عبارات يمكن أن يساء فهمها أو أي إدعاءات مبالغ فيها، وتتجنب كذلك أي عبارات سلبية حول مؤسسات أو برامج تعليمية أخرى.

#### السياسات واللوائح التنظيمية الداخلية

5-

يجب أن توضع السياسات والتنظيمات التي تحدد بوضوح المسؤوليات الرئيسة والإجراءات التي يتعين أن تتبع عند إدارة البرنامج، وللجان وهيئة التدريس والموظفين والطلبة، ممن لهم صلة بالبرنامج.

#### و لتحقيق هذا المتطلب يجب أن:

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- 2 يتم وضع نطاق الصلاحيات (الأدوار والمسؤوليات) والإجراءات التنفيذية  
1-5- الخاصة بالبرنامج والتي تحدد عمل اللجان الرئيسية، والوظائف الإدارية داخل البرنامج.
- 2 تكون أدلة السياسات واللوائح التنظيمية والوثائق ذات العلاقة محفوظة في أماكن  
2-5- يسهل الوصول إليها ومتاحة لجميع أعضاء هيئة التدريس والموظفين والطلبة الذين  
تتهمهم هذه الأدلة، بما في ذلك هيئة التدريس والموظفين الجدد، وأعضاء اللجان المختلفة.
- 2 تُسجّل القرارات الصادرة عن اللجان حول المسائل الإجرائية والأكاديمية،  
3-5- وتستعمل كمرجع يُلجأ إليه في القرارات المستقبلية لضمان الاتساق في القرارات.
- 2 توضع الأنظمة والإرشادات الخاصة بالقضايا الإجرائية أو الأكاديمية المتكررة  
4-5- الحدوث.
- 2 تراجع جميع السياسات واللوائح التنظيمية ونطاق الصلاحيات والمسؤوليات  
5-5- المتعلقة بإدارة البرنامج وتنفيذه دورياً، ويتم تعديلها على النحو المطلوب في ضوء  
الظروف المتغيرة.

### الأدلة ومؤشرات الأداء

يمكن أن تتضمن الأدلة والبراهين الخاصة بالإدارة الفعالة تلك الوثائق التي تحدد السياسات والصلاحيات (الأدوار والمسؤوليات)، والإجراءات التنفيذية للجان الرئيسية والوظائف الإدارية، بالإضافة إلى نتائج استطلاعات آراء أعضاء هيئة التدريس وغيرهم من الموظفين حول الإجراءات المطبقة، وكذلك آراء كبار المسؤولين في الإدارة العليا في المؤسسة التعليمية الذين يرجع إليهم مسؤولو البرامج. وينبغي أن تتضمن الأدلة والبراهين على نشر السلوكيات الأخلاقية المتوقعة المعلومات التي وضعت على المواقع الإلكترونية، والإعلانات، ومستوى الوعي بهذه المتطلبات لدى الأساتذة والموظفين والطلاب كما توضحه المقابلات و استطلاعات الرأي.

ويمكن أن تعتمد مؤشرات الأداء على نتائج استطلاع آراء هيئة التدريس والموظفين، والطلبة والخريجين، وأرباب العمل، والهيئات المهنية المختصة.





## المعيار الثالث: إدارة ضمان جودة البرنامج

يجب أن تقوم هيئة التدريس وغيرهم من الموظفين بالبرنامج أداءهم بشكل دوري وأن يلتزموا بتحسين أدائهم وتحسين الجودة في البرنامج ككل. كما يجب أن يتم إجراء عمليات تقويم للجودة بصفة دورية في كل مقرر دراسي بناء على أدلة صحيحة، ونقاط (معايير أو مستويات) مرجعية مناسبة، وأن تعد خطط للتحسين و يتم تنفيذها. ويجب تقييم الجودة بالرجوع إلى الأدلة والبراهين وأن يتضمن النظر في مؤشرات أداء محددة ونقاط (معايير أو مستويات) مرجعية خارجية للمقارنة تحمل طابع التحدي. كما يجب أن يتركز الاهتمام حول نواتج تعلم الطالب في كل مقرر دراسي والتي تسهم بدورها في تحقيق الأهداف العامة للبرنامج.

### **المتطلبات:**

#### **الالتزام بتحسين الجودة في البرنامج**

1-

يجب أن يكون القائمون بإدارة البرنامج و هيئة التدريس وغيرهم من الموظفين ملتزمين بالحفاظ على جودة البرنامج وتحسينها.

#### **ولتحقيق هذا المتطلب يجب أن:**

- 3 يشارك جميع أفراد هيئة التدريس والموظفين في عمليات التقويم الذاتي،  
1-1- ويتعاونون في عمليات إعداد التقارير وتحسين الأداء وذلك في مجال أنشطتهم.
- 3 يتم تشجيع الابتكار والإبداع في إطار من السياسات والإرشادات الواضحة  
2-1- وعمليات المساءلة (المحاسبة).
- 3 يتم الاعتراف بالأخطاء ونقاط الضعف من قبل المسؤولين، وتستخدم المعلومات  
3-1- الناتجة عن ذلك كأساس لعمليات التخطيط للتحسين.
- 3 يتم الإشادة بتحسين الأداء، وتقدير الإنجازات المتميزة.

4-1-

- 3 تدمج عمليات التقييم والتخطيط للتحسين في عمليات التخطيط المعتادة وتصيح  
5-1- جزءاً منها.

## نطاق عمليات ضمان الجودة

2-

يجب أن يتم تطبيق أنشطة ضمان الجودة ، الضرورية لضمان مستوى عال من الجودة، على كافة جوانب تخطيط البرنامج وتنفيذه، بما في ذلك تقديم الخدمات المرتبطة بالبرنامج، وعلى جميع أفراد هيئة التدريس والموظفين المشتركين في هذه العمليات.

### لتحقيق هذا المتطلب يجب أن:

- 3 تغطي عمليات ضمان الجودة كافة جوانب تخطيط البرنامج وتنفيذه، بما في ذلك  
1-2- الأنشطة والمصادر التي تقدمها أقسام أخرى في المؤسسة التعليمية.
- 3 تعطي عمليات تقييم الجودة صورة عامة عن جوانب الجودة في البرنامج ككل  
2-2- وفي كل مكون من مكوناته (يشمل ذلك كل مقرر من المقررات الدراسية، وما يقدمه البرنامج في قسمي الطلاب والطالبات).
- 3 يتناول تقييم الجودة المدخلات، والعمليات، والنواتج، مع الاهتمام بنواتج تعلم  
3-2- الطلبة بشكل خاص.
- 3 تشمل عمليات ضمان الجودة تقييم الأداء المتعلق بكل من الأنشطة والأعمال  
4-2- المعتادة (الروتينية) المستمرة، والأهداف الاستراتيجية.
- 3 تضمن عمليات ضمان الجودة استيفاء المعايير المطلوبة، كما تضمن أن هناك  
5-2- تحسيناً مستمراً للأداء.

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- 3 تجرى عمليات تقويم دقيقة ومتوازنة في كل من قسمي الطلاب والطالبات فيما يتعلق بجميع المعايير، وذلك في حالة تقديم البرنامج لكل من الجنسين، كما توضّح تقاريرُ الجودة الخاصة بهذه المعايير الفروق المهمة التي توجد و تقدّم التوصيات الملائمة لما ينبغي أن يُتخذ من إجراءات استجابة لما تم التوصل إليه.
- 6-2-

### إدارة عمليات ضمان الجودة

3-

يجب أن تفي ترتيبات ضمان جودة البرنامج بجميع المتطلبات الخاصة بهذا البرنامج وأن تفي أيضاً بترتيبات ضمان الجودة اللازمة للمؤسسة التعليمية ككل.

#### ولتحقيق هذا المتطلب يجب أن:

- 3 يتم دمج عمليات ضمان الجودة في عمليات التخطيط المعتاد للبرنامج وفي ترتيبات تنفيذه، وذلك بشكل كامل (بحيث تصبح جزءاً لا يتجزأ منها) .
- 1-3-
- 3 تكون عمليات التقويم (أ) مبنية على الأدلة والبراهين، و (ب) مرتبطة بالمعايير المناسبة، و (ج) متضمنة لمؤشرات أداء محددة مسبقاً، و (د) آخذة في الاعتبار التحقق المستقل من تفسير النتائج.
- 2-3-
- 3 تستخدم عمليات ضمان الجودة في البرنامج النماذج الموحدة (المشتركة) وأدوات استطلاع الرأي التي يتم استخدامها في المؤسسة التعليمية، كما تجمع أي بيانات خاصة يتطلبها البرنامج المعني.
- 3-3-
- 3 تحفظ البيانات الإحصائية الخاصة بالمؤشرات، والمشملة على توزيع الدرجات ومعدلات تقدم الطلبة في البرنامج وإتمامهم للدراسة، في قاعدة بيانات مركزية يمكن الوصول إليها، وتراجع بانتظام، وترد في تقارير البرامج السنوية والدورية.
- 4-3-

- 3 يتولى أحد أعضاء هيئة التدريس في البرنامج مسؤولية قيادة ودعم إدارة عمليات
- 5-3- ضمان الجودة. ويجب أن يشارك الشخص المسؤول هيئة التدريس والموظفين الآخرين في أنشطة مركز ضمان الجودة.

- 3 تخضع إجراءات ضمان جودة البرنامج - ذاتها - للتقويم والتحسين بانتظام. ويتم
- 6-3- استبعاد المتطلبات غير الضرورية كجزء من هذه المراجعات لتبسيط النظام وتجنب أي عمل غير ضروري.

- 3 تكون عمليات تقويم الجودة شفافة مع توضيح المحكات التي تستخدم لإصدار
- 7-3- الأحكام، وكذلك الأدلة والبراهين التي تؤخذ في الاعتبار.

#### استخدام مؤشرات الأداء ونقاط المقارنة المرجعية

4-3

- يجب أن يتم تحديد مؤشرات خاصة لمراقبة الأداء وأن يتم اختيار نقاط مقارنة (معايير قياسية) مرجعية مناسبة لإجراء تقويم مقارن لمدى تحقيق الغايات والأهداف وجودة الأداء بشكل عام.

#### ولتحقيق هذا المتطلب يجب أن :

- 3 يتم، بانتظام، توفير معلومات عن مؤشرات الأداء الرئيسية التي تتطلبها المؤسسة
- 1-4- التعليمية.

- 3 يتم اختيار مؤشرات أداء ونقاط (معايير) مقارنة مرجعية إضافية خاصة بالبرنامج
- 2-4- المعني، ويتم استخدامها في تقويم البرنامج وإعداد التقارير الخاصة به.

- 3 تتم الموافقة على النقاط (المعايير) المرجعية للمقارنة الخاصة بالبرنامج وذلك من
- 3-4- قبل اللجنة العليا أو المجلس المخول في المؤسسة التعليمية (مثل اللجنة الأكاديمية العليا، أو مجلس الجامعة)، وذلك بوصفها جزءاً من قرارها بالموافقة على البرنامج.

- 3 يتم اختيار عدد من النقاط (المعايير) المرجعية، الخاصة بمقارنة جودة الأداء
- 4-4- الحالي مع الأداء السابق للبرنامج ومقارنة البرنامج مع برامج أخرى مشابهة في مؤسسات أخرى، وتستخدم في عمليات التقييم وإعداد التقارير.
- 3 يتم توحيد صيغة وشكل المؤشرات ونقاط (معايير) المقارنة المرجعية المستخدمة
- 5-4- في البرنامج مع تلك المستخدمة في جميع أجزاء المؤسسة التعليمية.

### التحقق المستقل من التقييم

5-

ينبغي أن تستند عمليات تقييم الأداء إلى أدلة وبراهين (تشمل – و لا تقتصر على- مؤشرات أداء ونقاط مرجعية للمقارنة محددة مسبقاً)، كما يجب أن يتم التحقق بشكل مستقل من النتائج المبنية على تلك الأدلة والبراهين.

### ولتحقيق هذا المتطلب يجب أن:

- 3 تعتمد عمليات التقييم الذاتي لجودة الأداء على مصادر متعددة من الأدلة والبراهين
- 1-5- ذات العلاقة، بما في ذلك التغذية الراجعة من خلال استطلاعات رأي المستخدمين وآراء المستفيدين (الأطراف المعنية) مثل الطلبة، وهيئة التدريس والموظفين، والخريجين، وجهات التوظيف (الخريجي البرنامج).
- 3 يتم التحقق من صحة تفسيرات الأدلة والبراهين الخاصة بالجودة عن طريق
- 2-5- استشارة مستقلة من أشخاص ذوي دراية بنوع النشاط المعني، كما تستخدم آليات غير متحيزة لإزالة التعارض بين الآراء المختلفة.
- 3 يتم التحقق من مستويات (معايير) نواتج التعلم التي حققها الطلبة مقارنة بمتطلبات
- 3-5- "الإطار الوطني للمؤهلات" والمستويات المتحققة في البرامج المشابهة في المؤسسات

## التعليمية المماثلة.

### الأدلة ومؤشرات الأداء

يمكن الحصول على أدلة تبين مدى جودة إدارة عمليات ضمان الجودة من خلال النظر إلى مدى مشاركة هيئة التدريس وغيرهم من الموظفين في البرنامج في عمليات ضمان الجودة، ومن خلال النظر إلى مدى مناسبة الخطوات التي تم اتخاذها استجابة لعمليات التقييم التي أجريت للبرنامج وللمقررات وغيرها من التقارير التي تم إعدادها. ويمكن أن تقيّم نتائج هذه العمليات من خلال فحص البيانات التراكمية لمعرفة ما إذا كان هناك تحسن مستمر في التخطيط والإدارة وفي نواتج التعلم التي يحققها الطلبة.

ويمكن الحصول على الأدلة حول عمليات ضمان الجودة المتبعة من خلال استطلاعات الرأي أو المناقشات مع هيئة التدريس والموظفين أو الطلبة في البرنامج، ومن خلال جودة التقارير التي يعدها القائمون بإدارة البرنامج، بما في ذلك مدى اعتماد عمليات تقييم الجودة على الأدلة والبراهين، وعلى المقارنات المرجعية المناسبة مع المعايير (المستويات) الخارجية.

كما ينبغي أن تستخدم مؤشرات الأداء الرئيسية التي حددتها الهيئة. ولكن يمكن أيضاً استخدام مؤشرات إضافية إذا دعى الأمر ترتبط بالرسالة المحددة لكل من المؤسسة التعليمية والبرنامج. وعندما توضع الغايات والأهداف من أجل تطوير البرنامج وتحسينه، فينبغي تحديد مؤشرات الأداء المناسبة بوصفها جزءاً من عملية التخطيط هذه.

## المعيار الرابع: التعلم والتعليم

يجب أن تكون نواتج (مخرجات أو حصيلة) تعلم الطلبة محددة بدقة، ومتسقة مع "الإطار الوطني للمؤهلات" ومتطلبات التوظيف أو ما تتطلبه ممارسة المهنة. كما يجب أن يتم تقييم مستويات التعلم والتحقق منها من خلال عمليات ملائمة، وأن تتم مقارنتها بنقاط (معايير أو مستويات) مرجعية خارجية مناسبة وذات مستوى رفيع. ويجب أن يكون أفراد هيئة التدريس مؤهلين بصورة مناسبة ولديهم الخبرة اللازمة للقيام بمسؤولياتهم التدريسية، وأن يطبقوا استراتيجيات تدريسية ملائمة للنواتج التعليمية المختلفة، وأن يشاركوا في الأنشطة المناسبة لتحسين كفاءاتهم التدريسية. ويجب أن يتم تقييم جودة التعليم وفاعلية البرنامج من خلال تقييمات الطلبة، ومن خلال استطلاعات آراء الخريجين وأصحاب الأعمال، مع أهمية استخدام الأدلة والنتائج المستخلصة من هذه المصادر كأساس لخطط التحسين. وفي حالة تقديم البرنامج في أقسام مختلفة للطلبة والطالبات، فإنه ينبغي أن تكون المستويات المطلوبة هي نفسها في القسمين، ولا بد من توفير الموارد بشكل متكافئ، كما يجب أن يتضمن التقييم بيانات لكل من أقسام الطلاب والطالبات.

### المتطلبات:

#### نواتج تعلم الطلبة

1-

يجب أن تكون نواتج (مخرجات أو حصيلة) تعلم الطلبة المستهدفة متسقة مع "الإطار الوطني للمؤهلات"، ومع المستويات (المعايير) المقبولة في حقل التخصص المعني، بما في ذلك متطلبات المهن التي يتم إعداد الطلبة لممارستها.

#### ولتحقيق هذه المتطلبات يجب أن:

4 يتم تحديد نواتج (مخرجات) التعلم المستهدفة بعد دراسة آراء الخبراء الأكاديميين

1-1- والمهنيين ذوي العلاقة.

- 4 تتسق نواتج التعلم المستهدفة مع "الإطار الوطني للمؤهلات" (تغطي كافة مجالات  
2-1- التعلم بالمستوى المطلوب).
- 4 تضع البرامج التي تؤدي إلى مؤهلات مهنية نواتج للتعلم تستوفي متطلبات  
3-1- الممارسة المهنية في المملكة العربية السعودية في حقول التخصصات المعنية. (وتتضمن  
هذه المتطلبات متطلبات الاعتماد الوطني، كما تأخذ في الاعتبار متطلبات الاعتماد  
العالمي لذلك المجال الدراسي، وأي أنظمة سعودية أو احتياجات إقليمية).
- 4 يتم تضمين أي خصائص طلابية تحدها المؤسسة التعليمية لخريجها، أو يحددها  
4-1- البرنامج لهم، ضمن نواتج التعلم المستهدفة في كل المقررات الدراسية ذات الصلة وفي  
الأنشطة الطلابية المطلوبة، وتستخدم استراتيجيات التعليم وأنواع تقييم الطلبة المناسبة  
لها.
- 4 تستخدم آليات مناسبة خاصة بتقويم البرنامج - ويشمل ذلك استطلاعات آراء  
5-1- الطلبة المتخرجين وبيانات توظيف الخريجين وآراء جهات التوظيف والأداء اللاحق  
للخريجين - وذلك لتوفير الأدلة والبراهين على مناسبة نواتج التعلم المستهدفة ومدى  
تحققها (انظر كذلك القسم 3-4، و 4-4 اللذين يتناولان عمليات تقويم البرنامج والتحقق  
من مستويات تحصيل الطلبة).

#### 4 عمليات تطوير البرامج

2-

يجب أن يتم تخطيط البرنامج في شكل حزم متكاملة من الخبرات التعليمية حيث تسهم كل  
المقررات، وبطرق مخطط لها، في تحقيق نواتج التعلم المستهدفة للبرنامج المعني.

#### ولتحقيق هذا المتطلب يجب أن:

- 4 يتم وضع خطط لتقديم البرنامج وتقويمه في توصيف البرنامج، وذلك بصورة  
1-2- مفصلة، بحيث تشمل المعارف والمهارات المطلوب اكتسابها، إضافة إلى استراتيجيات

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التعليم وأساليب التقييم للتقدم التدريجي في التعلم وذلك في جميع مجالات التعلم.

- 4 يتم وضع خطط المقررات في توصيفات المقررات، بحيث تتضمن المعارف والمهارات المطلوب اكتسابها، إضافة إلى استراتيجيات التعليم والتقييم المناسبة لمجالات التعلم التي سيتم التركيز عليها في كل مقرر . 2-2-
- 4 يتم التنسيق بين المحتوى والاستراتيجيات التي وضعت في توصيفات المقررات، ويتم تطبيقها في الواقع، لضمان التقدم المتدرج والفعال للتعلم في جميع مجالات التعلم في كل البرنامج. 3-2-
- 4 تتضمن عملية التخطيط (للبرنامج) اتخاذ أي إجراء ضروري لضمان أن لدى هيئة التدريس إلمام بالاستراتيجيات المحددة في توصيفات البرنامج والمقررات، وقادرين على استخدامها. 4-2-
- 4 تتم مراقبة المجالات الأكاديمية أو المهنية أو كليهما، التي يُعدّ الطلبة لها، بصورة مستمرة مع اتخاذ التعديلات الضرورية في البرامج وفي محتوى المقررات وفي المراجع المقررة لضمان استمرارية مواءمتها وجودتها. 5-2-
- 4 توجد فرق استشارية دائمة في كافة البرامج المهنية، يشارك في عضويتها ممارسون متميزون من المهن والوظائف ذات العلاقة بالبرامج، للمتابعة ولتقديم المشورة حول محتوى البرامج وجودتها. 6-2-
- 4 يتم تقييم وقبول أو رفض مقترحات البرامج الجديدة أو التعديلات الجوهرية للبرامج من قبل اللجنة الأكاديمية العليا في المؤسسة التعليمية، وذلك باستخدام المحكات التي تكفل إجراء مشاورات مناسبة ومفصلة في عملية التخطيط والقدرة على تنفيذ البرنامج بشكل فعال. 7-2-

### عمليات تقويم البرنامج ومراجعه

3-

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يجب أن تتم عملية مراقبة جودة كل من مقررات البرنامج والبرنامج ككل بشكل منتظم من خلال آليات مناسبة للتقويم، كما يجب تعديلها حسبما يتطلب الأمر مع إجراء عمليات مراجعة شاملة بشكل دوري.

### ولتحقيق هذا المتطلب يجب أن:

- 4 يتم تقويم المقررات والبرامج وإعداد تقارير عنها بصورة سنوية، وتتضمن هذه
- 1-3- التقارير معلومات كافية حول مدى فاعلية الاستراتيجيات التي خطط لها، ومدى تحقق نواتج التعلم المستهدفة.
- 4 يُحتفظ بتفاصيل التعديلات التي أجريت والأسباب التي دعت إليها في ملفات
- 2-3- البرنامج والمقررات، وذلك عندما تتم هذه التعديلات نتيجة لعمليات التقويم.
- 4 يتم وضع واستخدام مؤشرات للجودة تتضمن مقاييس لنواتج التعلم وذلك لجميع
- 3-3- مقررات البرنامج وللبرامج ككل.
- 4 يتم الاحتفاظ بسجلات معدلات إكمال الطلبة لجميع المقررات وللبرنامج، وتوضع
- 4-3- ضمن مؤشرات الجودة.
- 4 تتم مراجعة التقارير عن البرنامج سنوياً من قبل كبار المسؤولين في الإدارة العليا
- 5-3- ومن قبل لجان الجودة في المؤسسة التعليمية.
- 4 يتم إنشاء نظم مركزية لتسجيل البيانات وتحليلها الخاصة بإتمام المقررات، ومدى
- 6-3- تقدم الطلاب في البرامج ومعدلات إتمامهم لها، وتقييمات الطلاب للمقررات والبرامج. كما يتم توزيع تلخيصات للبيانات، والبيانات المقارنة بشكل آلي على الأقسام، والكليات، وكبار القيادات الإدارية، واللجان ذات العلاقة، وذلك مرة في كل عام على الأقل.
- 4 تقارن مؤشرات جودة البرنامج مع تلك المستخدمة في برامج أخرى بالمؤسسة
- 7-3- التعليمية، وكذلك مع نقاط (معايير) مقارنة مرجعية خارجية مناسبة.
- 4 تتخذ الإجراءات المناسبة لعمل التحسينات اللازمة عندما يتم الكشف عن مشكلات

- 8-3- من خلال عمليات تقييم البرنامج.
- 4 يتم إجراء تقييم شامل للبرنامج مرة واحدة على الأقل كل خمس سنوات، إضافة إلى عمليات التقييم السنوية. كما ينبغي أن تكون الإجراءات اللازمة للقيام بعمليات إعادة التقييم متنسقة مع السياسات والإجراءات المعمول بها في المؤسسة.
- 4 تتضمن عمليات مراجعة البرامج الاستعانة بخبراء من القطاعات الصناعية والمهنية ذات العلاقة، إضافة إلى أعضاء هيئة تدريس ذوي خبرة من مؤسسات تعليمية أخرى.
- 10-3- 4 تتم الاستفادة، عند مراجعة البرنامج، من آراء الطلبة والخريجين حول جودة البرنامج المعني من خلال استطلاعات الرأي والمقابلات، ومن خلال المناقشات مع هيئة التدريس ومع غيرهم من المستفيدين (ذوي العلاقة) مثل أرباب العمل.
- 11-3- 4 يوفر تقييم الطلبة البيانات اللازمة لأقسام الطلاب والطالبات وللبرنامج ككل، وذلك عند تقديم البرنامج في قسمين للطلبة والطالبات، ويتم تناول أي مشكلات في أي من القسمين بطريقة مناسبة عند وضع التوصيات للتنفيذ.
- 12-3- 4

#### 4 تقييم الطلبة

4-

يجب أن تكون عمليات تقييم الطلبة مناسبة لنواتج التعليم المستهدفة، وأن يتم تطبيقها بفاعلية وعدالة مع التحقق المستقل من المستوى الذي تم تحقيقه.

**ولتحقيق هذا المتطلب يجب أن:**

- 4 تتناسب آليات تقييم أداء الطلبة مع أنماط التعلم المطلوبة.

- 1-4- 4 توضيح إجراءات التقييم للطلبة عند بداية تدريس المقررات.
- 2-4- 4 تستخدم آليات مناسبة، وصادقة ويمكن الاعتماد عليها للتحقق من مستويات (معايير) تحصيل الطلبة مقارنة بالنقاط (المعايير أو المستويات) المرجعية ذات الصلة، سواء على المستوى الداخلي أو الخارجي. وتكون مستويات العمل المطلوب لإعطاء التقديرات المختلفة متنسقة ولا تتغير بتغير الزمن، و متكافئة في المقررات التي تقدم في البرنامج والكلية والمؤسسة كلها، و متماثلة مع ما لدى مؤسسات أخرى مرموقة. (قد تشمل ترتيبات التحقق من المستويات قياساتٍ مثل مراجعة التصحيح لعينات عشوائية من أعمال الطلبة بواسطة هيئة تدريس من مؤسسات تعليمية أخرى، وإجراء مقارنات مستقلة لمستويات التحصيل التي حققها الطلبة مع مؤسسات أخرى مكافئة داخل المملكة وعلى المستوى الدولي).
- 4-4- 4 يتم الاستعانة بالمصفوفات أو بأي وسائل أخرى عند تصحيح اختبارات الطلاب وواجباتهم ومشاريعهم لضمان أن كل مجالات نواتج تعلم الطلبة المخطط لها قد تمت تغطيتها.
- 5-4- 4 تتخذ الترتيبات اللازمة لتدريب هيئة التدريس في الجانبين النظري والعملي من تقييم الطلاب.
- 6-4- 4 تتضمن السياسات والإجراءات الأعمال والأنشطة التي يمكن اتباعها للتعامل مع الحالات التي تكون فيها مستويات تحصيل الطلبة غير ملائمة أو قُيِّمَت بشكل غير متنسق.
- 7-4- 4 يتم استخدام إجراءات فعالة للتحقق من أن الأعمال التي يقدمها الطلبة هي بالفعل من عمل الطلبة أنفسهم.
- 4 تعطى، وبصفة فورية، تغذية راجعة للطلبة حول أدائهم ونتائج تقييمهم خلال كل

- 8-4- فصل دراسي، وتكون مصحوبة بآليات للمساعدة عند الضرورة.
- 4 يتم تقييم أعمال الطلاب بعدالة وموضوعية.
- 9-4-
- 4 تكون محكات وعمليات التظلم الأكاديمي معروفة للطلبة ويتم تطبيقها بكل إنصاف
- 10-4- (انظر أيضا البند 3-5).

### المساعدات التعليمية للطلبة

5-4

يجب أن يكون هناك أنظمة فاعلة لمساعدة الطلبة على التعلم من خلال الإرشاد الأكاديمي، والمرافق الدراسية، ومن خلال متابعة التقدم الدراسي للطلبة، وتشجيع الطلبة ذوي الأداء العالي، وتقديم المساعدة للأفراد الذين يحتاجون لها.

#### ولتحقيق هذا المتطلب يجب أن:

- 4 تتواجد هيئة التدريس في أوقات كافية ومحددة في جدول لتقديم المشورة والإرشاد
- 1-5- المناسب للطلبة المنتظمين كليا والمنتظمين جزئياً (هذا الأمر يجب التحقق منه فعليا وعدم افتراض وجوده لمجرد وجود جداول زمنية مخصصة لذلك).
- 4 تكون مصادر التدريس (بما في ذلك توفير الموظفين ومصادر التعلم والتجهيزات
- 2-5- والتدريب في العيادات أو في المواقع الميدانية الأخرى) كافية لضمان تحقيق نواتج التعلم المستهدفة.
- 4 يتم تقويم فاعلية عمليات الإرشاد والتوجيه الأكاديمي من خلال استخدام الوسائل
- 3-5- والبيانات الإلكترونية المتوفرة، مثل تحليل زمن الاستجابة ونتائج تقويم الطلبة، وذلك في حالة اشمال إجراءات الإرشاد والتوجيه الأكاديمي للطلاب على اتصالات الكترونية عن طريق البريد الإلكتروني أو غيره من الوسائل الأخرى.
- 4 يتم تقديم دروس إضافية (خاصة) مناسبة لمساعدة الطلبة، لضمان فهمهم وقدراتهم

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- 4-5- على تطبيق ما يتعلمونه.
- 4 تتوفر آليات مناسبة لتحضير وتهيئة الطلبة لإعدادهم للدراسة في بيئة التعليم العالي، مع الاهتمام بشكل خاص بإعدادهم للتكيف مع لغة التدريس، والتعلم الموجه ذاتياً، وبرامج التجسير (الانتقال) اللازمة للطلبة المحولين إلى المؤسسة التعليمية ولديهم ساعات معتمدة من دراستهم السابقة. وينبغي عدم احتساب الدراسات التحضيرية ضمن الساعات المعتمدة المطلوبة في البرامج.
- 4 يتم اتخاذ الإجراءات اللازمة لضمان أن مهارات الطلبة اللغوية مناسبة، في حالة كون لغة التدريس في البرنامج هي الإنجليزية، وذلك عند بدء الطلبة لدراساتهم (هذا الأمر يمكن أن يتم من خلال التدريب اللغوي للطلبة قبل قبولهم في البرنامج. وينبغي أن تتم المقارنة المرجعية لمهارات اللغة المتوقعة، عند البدء في الدراسة، بتلك التي لدى المؤسسات التعليمية المرموقة، مع استهداف أن تكون مهارات اللغة مماثلة للحد الأدنى من متطلبات القبول للطلبة الأجانب في الجامعات بالدول التي تُعدُّ الإنجليزية لغة التعليم لديها. وينبغي أن تتضمن عمليات المقارنة بالمعايير المرجعية اختبار عينته، على الأقل، ممثلة للطلبة على أحد اختبارات اللغة الإنجليزية المعترف بها.
- 4 تتحمل المؤسسة التعليمية التي تقدم البرنامج التعليمي مسؤولية ضمان تحقق المعايير المطلوبة، والمحافظة على شروط القبول بالبرنامج، وذلك في حالة تقديم البرامج التحضيرية من قبل جهات أخرى غير المؤسسة التعليمية.
- 4 توجد أنظمة مستخدمة لمراقبة العبء الدراسي للطلبة وتنسيقه عبر المقررات.
- 8-5-
- 4 يتابع مدى تقدم أداء الطلاب بشكل فردي، وتقدم المساعدة و/ أو الإرشاد إلى أولئك الذين يواجهون صعوبات.
- 9-5-
- 4 تتابع معدلات التقدم الدراسي للطلبة من سنة إلى أخرى، ومعدلات إتمامهم للبرنامج بنجاح، وتحلل للتعرف على فئات الطلبة الذين قد يواجهون صعوبات، ولتقديم المساعدة لهم.
- 10-5-

- 4 يعطى الطلبة تغذية راجعة عن أدائهم، كما يعطون نتائج تقييمهم دون تأخير، مع وجود آليات لتقديم المساعدة لهم عند الحاجة. 11-5-
- 4 يتم توفير مرافق مناسبة للدراسة الفردية، بشكل يسمح بالخصوصية، مع توفير معامل أو مراكز للحواسيب وغيرها من التجهيزات اللازمة. 12-5-
- 4 يتوفر لدى هيئة التدريس الإلمام الكافي بالأنواع المختلفة للخدمات المساندة المتوفرة للطلبة في المؤسسة التعليمية، و يقوموا بإحالة الطلبة لمصادر الدعم المناسبة عند الحاجة. 13-5-
- 4 تقيّم كفاية الترتيبات اللازمة لتقديم المساعدة للطلاب بشكل دوري من خلال عمليات تشمل التغذية الراجعة من الطلاب، دون الاقتصار عليها. 14-5-

## جودة التدريس

6-

يجب أن يكون التدريس على درجة عالية من الجودة مع استخدام استراتيجيات مناسبة للفئات المختلفة من النواتج (المخرجات) التعليمية.

**ولتحقيق هذا المتطلب يجب أن:**

- 4 تقدم برامج فاعلة للتهيئة والتدريب لهيئة التدريس الجدد والذين يعملون بدوام جزئي أو لفترة قصيرة في المؤسسة التعليمية. (ولكي تكون فاعلة , يجب أن تضمن هذه البرامج حصول هيئة التدريس على فكرة عامة عن نواتج التعلم المطلوبة وعن استراتيجيات التعليم والتقييم المُخطط لها، وعن إسهامات مقرراتهم في البرنامج ككل). 1-6-
- 4 تتناسب استراتيجيات التدريس مع الأنواع المختلفة من نواتج التعلم التي يستهدف البرنامج تطويرها. 2-6-

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- 4 يتم الالتزام من قبل هيئة التدريس باستراتيجيات التدريس والتقييم الواردة في توصيفات المقررات والبرنامج، مع وجود المرونة الكافية لتحقيق احتياجات المجموعات المختلفة من الطلبة. 3-6-
- 4 يتم إعلام الطلبة مقدماً وبصورة كاملة بمتطلبات المقررات من خلال توصيفات المقررات والتي تتضمن المعارف والمهارات المستهدفة بالتطوير، والمتطلبات التي ينبغي أداؤها، وعمليات تقييم الطلبة. 4-6-
- 4 يتسق تدريس المقررات مع المفردات المعطاة للطلبة ومع توصيفات المقررات. 4-5-6-
- 4 تكون الكتب المقررة والمراجع حديثة وتتضمن آخر التطورات في مجال الدراسة. 4-6-6-
- 4 تتوافر الكتب المقررة وغيرها من المتطلبات الأخرى وبكميات كافية قبل بدء الدراسة. 4-6-7-
- 4 يتم توضيح متطلبات حضور الطلبة في المقررات، ويلزمون بالحضور، كما تتم مراقبة مدى التزامهم بذلك. 4-6-8-
- 4 تستخدم نظم فعالة لتقويم المقررات والتدريس، بما في ذلك استطلاعات آراء الطلاب دون الاقتصار عليها فقط. 4-6-9-
- 4 تتم - وبصورة منتظمة- مراجعة فاعلية استراتيجيات التعليم المختلفة المستخدمة، والتي خطط لها من قبل، في تحقيق نواتج التعلم المختلفة، كما يتم إجراء التعديلات المناسبة عليها في ضوء ما يتوافر من الأدلة والبراهين حول فاعلية تلك الاستراتيجيات. 4-6-10-
- 4 يتم تزويد القائمين بإدارة البرنامج (رئيس القسم أو غيره من المسؤولين) بتقارير عن تدريس كل مقرر من المقررات، على أن تشمل هذه التقارير على تفاصيل حول محتويات المقرر التي خطط لها ولم يتم تدريسها، وعلى أي صعوبات تمت مواجهتها عند 4-6-11-



استخدام استراتيجيات التدريس التي خطط لها.

- 4 يتم إدخال التعديلات المناسبة على خطط تدريس المقررات، إذا لزم الأمر، بناء  
12-6- على ما تظهره تقارير المقررات.

### دعم التحسين في جودة التدريس

7-

يجب على القائمين بإدارة البرنامج وهيئة التدريس تطبيق استراتيجيات مناسبة لدعم التحسين المستمر في جودة التعليم.

### ولتحقيق هذا المتطلب يجب أن:

- 4 يتوفر بالمؤسسة التعليمية برامج تدريبية في مهارات التدريس وذلك لجميع أفراد  
1-7- هيئة التدريس سواءً الجدد أو المستمرين من سنوات سابقة، بما في ذلك الذين يكفون  
بأعباء تدريسية بدوام جزئي.
- 4 تتضمن البرامج التدريبية في مجال التعليم الاستخدام الفعال للتقنية الجديدة  
2-7- والمتطورة.
- 4 تتوفر فرص كافية للتنمية المهنية والأكاديمية الإضافية لهيئة التدريس، مع تقديم  
3-7- مساعدات خاصة لأي من أولئك الذين يواجهون صعوبات.
- 4 تتم مراقبة مدى مشاركة هيئة التدريس في أنشطة التطوير المهني لتحسين جودة  
4-7- أدائهم التدريسي.
- 4 يتم تشجيع هيئة التدريس على تطوير الاستراتيجيات المناسبة لتحسين أدائهم  
5-7- التدريسي، وعلى الاحتفاظ بملفات توثيقية (بورتفوليو) تحتوي على الأدلة والبراهين على  
عمليات التقييم واستراتيجيات التحسين التي يقومون بها.
- 4 يتم الاعتراف والتقدير الرسمي للأداء المتميز في التدريس، مع تشجيع الإبداع

780

6-7- والابتكار.

4 تشمل استراتيجيات تحسين جودة التعليم تحسين جودة المواد التعليمية المساعدة

7-7- واستراتيجيات التعليم التي تتضمنها.

### مؤهلات هيئة التدريس وخبراتهم

8-

يجب أن يكون لدى هيئة التدريس المؤهلات والخبرات اللازمة لتدريس المقررات التي يكلفون بها، وأن يكونوا على دراية بالتطورات الأكاديمية و/أو المهنية في مجالات تخصصاتهم.

#### ولتحقيق هذا المتطلب يجب أن:

4 يتوافر لدى هيئة التدريس المؤهلات والخبرات المناسبة للمقررات التي يدرسونها.

1-8- (تتطلب برامج المرحلة الجامعية والماجستير عادة أن تكون المؤهلات الأكاديمية في التخصص للقائمين بالتدريس أعلى بمستوى واحد على الأقل من المستوى الذي يدرسون فيه).

4 تتكون هيئة التدريس من نسبة متوازنة من هيئة التدريس الذين يعملون بنظام

2-8- الدوام الكامل و أولئك الذين يعملون بنظام الدوام الجزئي، وذلك في حالة الاستعانة بهيئة تدريس بدوام جزئي (في البرامج المهنية التي تتطلب وجود خبرات من سوق العمل، على سبيل المثال). (وكقاعدة عامة، ينبغي ألا تقل نسبة هيئة التدريس من الذين يعملون بنظام الدوام الكامل عن 75%).

4 يشارك جميع أفراد هيئة التدريس، بصفة مستمرة، في الأنشطة العلمية التي

3-8- تضمن استمرار بقائهم على دراية بأحدث التطورات في حقول تخصصاتهم، بحيث يمكنهم إشراك الطلبة في تعلم يتضمن تلك التطورات.

4 يشارك أفراد هيئة التدريس، الذين يعملون بدوام كامل ويدرسون مقررات في

- 4-8- الدراسات العليا، في الأنشطة العلمية والبحثية في مجالات تخصصاتهم التي يدرسونها.
- 4 يضم فريق التدريس في البرامج المهنية بعض المهنيين المتخصصين من ذوي الخبرة والمهارة العالية في هذه المجالات.
- 5-8-

### أنشطة الخبرة الميدانية

9-4

في البرامج التي تشمل أنشطة للخبرة الميدانية يجب أن يتم التخطيط لهذه الأنشطة وتطبيقها بوصفها من المكونات المكتملة للبرنامج، وأن تكون لها نواتج تعلم محددة، وأن يُعدَّ المشرفون على التدريب ضمن فرق التدريس، ويتم تنفيذ التقويم المناسب و الاستراتيجيات المناسبة لتحسين المقررات. (تتضمن الخبرة الميدانية كل الأنشطة المبنية على العمل مثل فترة الامتياز، والتدريب التعاوني، والتطبيقات العملية، و التدريب في أماكن العمل العملي أو غيرها من الأنشطة في مكان العمل أو الممارسة العمليّة تحت إشراف موظفين في ذلك المكان).

### ولتحقيق هذه المتطلبات يجب أن:

- 4 يتم تحديد نواتج التعلم المستهدفة من الخبرة الميدانية بشكل دقيق، وذلك في
- 1-9- البرامج التي تشمل خبرات ميدانية، كما يتم اتخاذ الخطوات الفعالة لضمان فهم الطلبة والمشرفين على تدريبهم في الميدان لنواتج التعلم والاستراتيجيات المتبعة لتطوير ذلك التعلم.
- 4 يتم إطلاع المشرفين الميدانيين في المواقع، وبشكل دقيق، على طبيعة المهام
- 2-9- الموكلة إليهم وعلى علاقة أنشطة الخبرة الميدانية بالبرنامج ككل.
- 4 تقوم هيئة التدريس بالبرنامج بزيارات ميدانية لأماكن التدريب للقيام بالملاحظات
- 3-9- والاستشارات مع الطلبة ومع المشرفين الميدانيين وذلك لمرات عديدة بما يكفي لتوفير الإشراف و الدعم. (وعادة لا تقل عن مرتين خلال نشاط الخبرة الميدانية).
- 4 يتم تهيئة الطلبة بصورة كاملة للمشاركة في أنشطة الخبرة الميدانية من خلال

- 4-9- اللقاءات التعريفية والمواد التوضيحية. 4
- 4 يكلف الطلبة بإعداد تقارير عن خبراتهم الميدانية بحيث تتناسب مع طبيعة الأنشطة ونواتج التعلم المتوقعة. 5-9-
- 4 يتم الترتيب لعقد لقاءات أو محاضرات للمتابعة يتمكن الطلبة فيها من إبداء آرائهم حول خبراتهم الميدانية واستخلاص النتائج العامة منها، وربطها بالدراسات التي أخذت سابقاً، وتطبيق تلك الخبرات على المواقف التي يمكن مواجهتها مستقبلاً عند التحاقهم بالوظائف بعد تخرجهم. 6-9-
- 4 يتم اختيار أماكن الخبرة الميدانية التي لديها القدرة على تحقيق نواتج التعلم المستهدفة ويتم تقويم فاعليتها في تطوير ذلك التعلم. 7-9-
- 4 يتم تحديد محكات تقييم أداء الطلبة وتفسيرها بشكل دقيق، وتوضع إجراءات محددة للتوفيق بين الآراء المختلفة، وذلك في الحالات التي يشترك فيها مشرفو التدريب في الميدان مع هيئة التدريس بالمؤسسة في تقييمات الطلبة. 8-9-
- 4 تتاح الفرصة لتقويم أنشطة الخبرة الميدانية بواسطة الطلبة أنفسهم، وبواسطة مشرفي التدريب في الميدان، وهيئة التدريس من المؤسسة، وتتم الاستفادة من نتائج تلك التقييمات عند التخطيط لاحقاً. 9-9-
- 4 يشمل الإعداد لأنشطة الخبرة الميدانية تقييماً دقيقاً للمخاطر التي قد يتعرض لها أي طرف من الأطراف المشتركة، كما يتم وضع خطط لتقليل هذه المخاطر ولطرق التعامل معها عند وقوعها. 10-9-
- 4 ترتيبات الشراكة مع مؤسسات أخرى 10-
- في الحالات التي تقوم فيها المؤسسة التعليمية المحلية بطرح برامج تعليمية من خلال ترتيبات

للمشاركة (أو التوأمة) مع مؤسسة أخرى، يجب أن تكون هذه الترتيبات محددة بوضوح، وقابلة للتنفيذ وفق قوانين المملكة العربية السعودية، كما يجب أن تلبى كافة متطلبات طرح البرامج العلمية في المملكة.

ويجب ألا تُستخدم البرامج أو المقررات التعليمية التي تقدمها المنظمات الدولية، بما في ذلك التعلم الإلكتروني أو غيره من برامج أو مقررات التعليم عن بعد، إلا إذا كانت معتمدة أو مضمونة الجودة وتمت الموافقة عليها من قبل وكالة ضمان جودة تعليمية ذات صلة، مصرح لها من الحكومة في بلد المنشأ. ويجب تكييف أي من هذه البرامج حسب الحاجة لتناسب احتياجات الطلاب في هذا البلد، ويجب أن تفي بجميع متطلبات المملكة العربية السعودية بغض النظر عن المكان الذي صممت فيه المواد المقدمة وعن من صممها.

وفي الحالات التي تقدم فيها المؤسسات برامج تستخدم فيها مواد تعليمية وضعتها مؤسسة أخرى، يجب أن تتحمل المؤسسة التي تمنح الشهادة الأكاديمية المسؤولية الكاملة عن جودة جميع جوانب هذا البرنامج بما في ذلك المواد المستخدمة، والتعليم، وغير ذلك من الخدمات المقدمة.

ويجب أن تفي المؤسسة الأجنبية، التي مقرها في بلد آخر وتقدم برامجها في المملكة العربية السعودية من خلال وكيل سعودي أو مؤسسة محلية تمنح الشهادة الأكاديمية باسمها، بجميع متطلبات المملكة الخاصة بمعايير تقديم التعليم و الخاصة بتقديم التعليم العابر للحدود لديها.

#### ولتحقيق هذه المتطلبات يجب أن:

4 يتم تحديد مسؤوليات كل من المؤسسة التعليمية المحلية والمؤسسة التعليمية  
1-10- المشاركة بوضوح من خلال اتفاقيات رسمية تسري عليها قوانين المملكة العربية  
السعودية.

4 تتم مراجعة فعالية ترتيبات الشراكة (التوأمة) دورياً.

2-10-

4 تتم عمليات النقاش والتشاور حول متطلبات المقررات والبرامج بشكل كافٍ

3-10- ومناسب، وتوجد آليات فعالة للتشاور المستمر حول القضايا المستجدة.

4 يقوم بعض أفراد هيئة التدريس من المؤسسة التعليمية المشاركة، ممن هم على

- 4-10- دراية بمحتوى المقررات التي يتم تقديمها من خلال ترتيبات الشراكة، بزيارة المؤسسة التعليمية المحلية بشكل منتظم للتشاور حول تفاصيل المقررات ومعايير تقييم الطلبة.
- 4 تستخدم المؤسسة التعليمية المحلية إجراءات للتأكد من أن عمليات التقييم النهائية
- 5-10- تكتمل بشكل عاجل، وأن النتائج تتاح للطلبة خلال الوقت المحدد وفقاً للوائح التي تنظم ذلك في المملكة العربية السعودية، وذلك في حالة الترتيبات التي تتطلب تقييم أعمال الطلبة بواسطة المؤسسة التعليمية المشاركة، إضافة إلى تقييمات المؤسسة التعليمية المحلية.
- 4 تتوافق المقررات والواجبات والاختبارات مع البيئة المحلية، ويتم تجنب استخدام
- 6-10- التعبيرات العامة غير المألوفة، وتستخدم الأمثلة والتوضيحات ذات العلاقة بالبيئة المحلية التي تقدم فيها البرامج، وذلك في حالة كون البرنامج مبنياً على برنامج أعدته مؤسسة تعليمية مشاركة. و قد يتطلب ذلك مواد تعليمية معدلة أو تكميلية أو كليهما، إضافة إلى دروس إضافية (خاصة) للمساعدة في تطبيق التعلم على البيئة المحلية.
- 4 تتفق البرامج والمقررات مع متطلبات "الإطار الوطني للمؤهلات" في المملكة
- 7-10- العربية السعودية، كما تتضمن البرامج الفنية أو المهنية اللوائح والنظم التي تتفق مع بيئة المملكة العربية السعودية.
- 4 تقوم المؤسسة التعليمية المحلية، في حالة تقديم المقررات أو البرامج التي تنفذ في
- 8-10- المملكة عن طريق المؤسسة التعليمية المشاركة، باتخاذ الإجراءات المناسبة التي تضمن أن مستويات (معايير) تحصيل الطلبة تساوي على الأقل تلك المستويات المتحققة في أماكن أخرى سواء من قبل المؤسسة التعليمية المشاركة أو من قبل مؤسسات تعليمية مناسبة تم اختيارها للمقارنة المرجعية.
- 4 يتم توفير معلومات كاملة مسبقاً عن أنظمة و لوائح الوزارة ذات الصلة،
- 9-10- ومتطلبات الهيئة الوطنية للتقويم والاعتماد الأكاديمي الخاصة بالإطار الوطني للمؤهلات، ومتطلبات توصيف البرامج والمقررات وتقاريرها، في حالة دعوة مؤسسة دولية أو منظمات أخرى لتقديم برامج أو للمساعدة في تطوير البرامج لاستخدامها في

## الأدلة ومؤشرات الأداء

يمكن الحصول على الأدلة والبراهين على جودة التعلم والتعليم من التقديرات التي يقدمها الطلبة والخريجون وأرباب العمل عن جودة البرامج، ومن إحصاءات إتمام المقررات والبرامج، ونتائج توظيف الخريجين، ونسب الطلبة إلى هيئة التدريس، و إحصاءات مؤهلات هيئة التدريس. ويمكن أن تشمل المصادر المهمة للأدلة على نصائح الخبراء المستقلين حول ملاءمة استراتيجيات التدريس وأساليب التقييم المستخدمة لمجالات التعلم المختلفة الواردة في "الإطار الوطني للمؤهلات". كما ينبغي أن تتوفر أدلة حول نتائج المقارنة المرجعية لمستويات (معايير) نواتج التعلم مع النقاط (المعايير أو المستويات) المرجعية الخارجية المناسبة. ويمكن أن يتم ذلك بعدة طرق مختلفة، من بينها مراجعة التصحيح لعينات من أعمال الطلبة، والتقييمات المستقلة لمستوى أسئلة الاختبارات وإجابات الطلبة عليها.

ويتطلب اختيار مؤشرات الأداء لجودة التعلم والتعليم استخدام البيانات في شكل يمكن حسابه كمياً واستخدامه في إجراء المقارنات بين جميع برامج المؤسسة التعليمية، والمقارنات مع مؤسسات أخرى، ومع الأداء السابق.

## المعيار الخامس: إدارة شؤون الطلاب والخدمات المساندة

يجب أن تكون عمليات قبول الطلبة فعالة، وعادلة، ومتجاوبة مع احتياجات الطلاب المقبولين في البرنامج. ويجب أن تكون المعلومات الخاصة بمتطلبات البرنامج وشروط القبول فيه ومتطلبات إكمال البرنامج متوفرة بسهولة للطلبة الذين سيتقدمون للبرنامج، وعند الاحتياج لهذه المعلومات في مرحلة لاحقة من البرنامج. ويجب أن يتم وصف آليات التنظيم والاستئناف وحل النزاعات بوضوح، وأن يتم إعلانها، وتطبيقها بعدالة. ويجب تقديم خدمات الإرشاد المهني المتعلقة بالوظائف المتصلة بمجالات الدراسة في البرنامج.

### المتطلبات:

#### قبول الطلبة

1-

يجب أن تكون عمليات قبول الطلبة فعالة، ويمكن الاعتماد عليها، وسهلة الاستخدام على الطلبة.

#### ولتحقيق هذا المتطلب يجب أن:

5 يتم تطبيق متطلبات القبول بصورة منتظمة وعادلة على جميع الطلاب.

1-1-

5 يتم تقديم معلومات عن المهارات الخاصة أو المصادر اللازمة للدراسة بطريقة

2-1- التعليم عن بعد أو التعلم الإلكتروني وذلك قبل التسجيل، في حالة اشتغال البرامج أو

المقررات المقدمة على مكونات تعطى عن طريق التعليم عن بعد أو باستخدام التعلم

الإلكتروني في البرامج المزيج. (هناك مجموعة مستقلة من المعايير لبرامج التعليم عن

بعد والتي تشمل متطلبات ذلك النمط في تقديم البرامج، وقد وضعت في وثيقة منفصلة

بعنوان "معايير ضمان الجودة والاعتماد لبرامج التعليم العالي المقدمة بطريقة التعليم

عن بعد").



- 5 يتوافر مرشدو الطلبة، الملمون بتفاصيل متطلبات المقررات لمساعدة الطلبة، قبل  
3-1- بدء عمليات التسجيل وأثناءها.
- 5 يتم التحديد، وبوضوح، للقواعد التي تنظم القبول المشتمل على ساعات معتمدة من  
4-1- دراسات سابقة.
- 5 يتم تعريف الطلبة بالقرارات المتخذة، المتعلقة بالساعات المحتسبة من دراساتهم  
5-1- السابقة، من قبل أعضاء هيئة التدريس أو الإداريين المخولين وذلك قبل بدء الدراسة.
- 5 تتاح كافة المعلومات المتعلقة بالبرنامج للجميع، بما في ذلك المعلومات الخاصة  
6-1- بأنواع المقررات التي تقدم ومتطلبات البرنامج والتكاليف المالية والخدمات وغيرها من  
المعلومات ذات الصلة، بحيث تكون في متناول الطلبة وعائلاتهم قبل تقديم طلبات  
الالتحاق.
- 5 يتم تقديم برنامج تهيئة وتوجيه شامل للطلبة الجدد بما يضمن فهمهم الكامل لأنواع  
7-1- الخدمات والإمكانيات المتاحة لهم، وواجباتهم ومسؤولياتهم.

## 5 سجلات الطلبة

2-

يجب أن يتم حفظ سجلات الطلبة في مكان سري وآمن. كما يجب أن تتوفر البيانات الإحصائية اللازمة لمؤشرات الجودة، ولمتطلبات إعداد التقارير الداخلية والخارجية، ولعمل التقارير حول تقدم الطلبة وتحصيلهم، وذلك من خلال إجراءات مبرمجة أوتوماتيكياً (آلية) تضمن حماية سرية المعلومات الخاصة بكل طالب.

### ولتحقيق هذه المتطلبات يجب أن:

- 5 توجد إجراءات مبرمجة أوتوماتيكياً (آلية) لمتابعة تقدم الطلبة طوال مدة دراستهم

- 1-2- في البرامج. 5
- 2-2- يوفر نظام سجلات الطلبة، وبشكل منتظم، البيانات الإحصائية اللازمة لعمليات التخطيط، وإعداد التقارير وضمان الجودة. 5
- 3-2- توجد قواعد، واضحة ويتم الالتزام بها، تحكم سرية المعلومات وتضبط عملية الوصول إلى السجلات الفردية للطلبة. 5
- 4-2- يتم التحقق رسمياً من أحقية الطلبة في التخرج حسب متطلبات البرنامج والمقررات. 5

### إدارة شؤون الطلبة

3-

يجب أن يتم وضع قواعد وأنظمة تكفل وجود إجراءات إدارية عادلة ومنتظمة لشؤون الطلبة، مع وجود آليات فعالة للنظر في النزاعات والتظلم والاستئناف بواسطة جهات مستقلة.

#### ولتحقيق هذا المتطلب يجب أن:

- 1-3- يتم النص صراحة على إجراءات الاستئناف والتظلم ، التي يحق للطلاب اللجوء إليها، وذلك ضمن أنظمة وقواعد تكون منشورة ومعروفة على نطاق واسع في المؤسسة التعليمية. وتوضح هذه الأنظمة والقواعد الأسس التي يمكن أن يقوم عليها الاستئناف والتظلم الأكاديمي، ومحكات اتخاذ القرارات، والحوال الممكنة. 5
- 1-3- تضمن إجراءات الاستئناف والتظلم عدم إضاعة الوقت في قضايا غير مهمة، ولكنها تفسح المجال للتنازل العادل للمواضيع التي تهم الطلبة ، ولدعمها بتقديم خدمات الإرشاد الطلابي (لمثل هذه الحالات). 5
- 3-3- تضمن إجراءات الاستئناف والتظلم تناول القضايا بشكل محايد بواسطة أشخاص أو لجان لا علاقة لها بأطراف القضية، ولا بمن قاموا بإصدار القرار أو بتوقيع العقوبة 5

التي يتم التظلم منها.

- 5 توجد إجراءات تضمن حماية الطلبة من التعرض للعقاب أو الظلم أو التمييز  
4-3- ضدهم لاحقاً نتيجة النظر في قضايا التظلم أو الاستئناف التي يقدمونها.
- 5 توجد سياسات وإجراءات مناسبة للتعامل مع سوء السلوك الأكاديمي، بما في ذلك  
5-3- انتحال (سرقة) أفكار الآخرين وغير ذلك من أنواع الغش.

#### خدمات التوجيه والإرشاد الطلابي

4-

يجب تقديم التوجيه الأكاديمي والخدمات الإرشادية المناسبة لمساعدة الطلاب في التخطيط لمشاركتهم في البرنامج وفي البحث عن العمل لاحقاً.

#### ولتحقيق هذا المتطلب يجب أن:

- 5 يقدم الإرشاد الأكاديمي والتخطيط المهني والتوجيه الوظيفي في الكلية أو في  
1-4- القسم أو في أي موقع آخر مناسب داخل المؤسسة.
- 5 توفر الحماية المناسبة، وتدعم بالأنظمة أو القواعد السلوكية، لحماية سرية الأمور  
2-4- الأكاديمية والشخصية التي تناقش مع هيئة التدريس أو غيرهم من الموظفين، أو الطلبة.
- 5 توجد آليات متابعة فعالة لضمان الرعاية الطلابية، ولتقويم جودة الخدمات  
3-4- المقدمة لهم.
- 5 يتوافر نظام دعم طلابي فعال، يمكن من تحديد الطلاب الذين يعانون من  
4-4- مشكلات، وتقديم المساعدة في حل المشكلات الشخصية، أو الدراسية، أو المالية، أو العائلية، أو النفسية، أو الصحية.

## الأدلة ومؤشرات الأداء

يمكن الحصول على دلائل جودة إدارة شؤون الطلبة والخدمات الطلابية من خلال استطلاعات مسحية لآراء الطلبة حول جودة هذه الخدمات ومدى تحقيقها لرغباتهم، ومعدلات استخدام الخدمات المختلفة، والوقت الذي تستغرقه عملية اتخاذ القرارات الخاصة بقبول الطلبة والنتائج، ومعدلات إجراءات التأديب ونتائجها. و يمكن أن تستند مؤشرات الأداء على هذه المعلومات مباشرة، ولكن يمكن الحصول على أدلة إضافية من خلال عمليات المراجعة التي تشمل أشياء مثل زيارات مواقع الخدمات الطلابية والمناقشات مع الطلبة والموظفين.

## المعيار السادس: مصادر التعلم

يجب أن تكون مصادر التعلم والخدمات الخاصة بها كافية لتلبية احتياجات البرنامج ومقرراته الدراسية، ويمكن الوصول إليها بسهولة عند حاجة الطلبة لها. كما يجب أن تقوم هيئة التدريس بتقديم معلومات باحتياجات مصادر التعلم قبل استخدامها بوقت كاف ليتم توفيرها، كما يجب أن تشترك هيئة التدريس والطلبة في تقويم ما يتم توفيره من هذه المصادر. وتتباين الاحتياجات الخاصة بالمواد المرجعية وقواعد البيانات الإلكترونية، وبالوصول للحاسب، وبالمساعدة التقنية المطلوبة لتشغيل هذه التجهيزات وفقاً لطبيعة البرنامج وطرق التدريس المتبعة.

### **المتطلبات:**

#### **6 التخطيط والتقويم**

1-

يجب أن تتوفر سياسات وإجراءات واضحة تضمن أن مصادر التعلم والخدمات اللازمة لدعم تعلم الطلبة كافية ومناسبة للبرنامج، و يتم تقويمها وتحديثها دورياً حسبما يتطلبه البرنامج.

#### **ولتحقيق هذه المتطلبات يجب أن:**

- 6 تقوم هيئة التدريس المسؤولة عن البرنامج ومقرراته الدراسية بتقديم المشورة،  
1-1- بشكل منتظم، عن المواد المطلوبة لدعم التعليم والتعلم.
- 6 تشارك هيئة التدريس والطلبة في استطلاعات آراء المستخدمين التي تتناول مدى  
2-1- كفاية مصادر التعلم وخدماتها، ومدى استخدامها، واتساقها مع متطلبات التعليم والتعلم.
- 6 تستخدم البيانات المتعلقة بمدى استخدام مصادر التعلم الخاصة بالبرنامج في  
3-1- عمليات تقويم التعليم والتعلم في البرنامج.
- 6 تتاح للقائمين بإدارة البرنامج وهيئة التدريس به الفرصة للإسهام في تقويم عمليات  
4-1- التخطيط المسبق لتوفير المصادر والخدمات، وذلك بالإضافة إلى مشاركتهم في

الاستطلاعات المسحية حول البرنامج.

- 6 تقوم هيئة التدريس بتقديم المشورة، بصورة منتظمة، حول المواد المرجعية  
5-1- (المصادر) والتي يجب حجزها في المكتبة (في أقسام الكتب والمراجع المحجوزة<sup>1</sup>)  
لضمان وصول المستخدمين للمصادر الضرورية، كما تتم الاستجابة بشكل مناسب لهذه  
المشورة التي تقدمها هيئة التدريس.

## التنظيم

2-6

يجب أن تتم إدارة المكتبة أو مركز مصادر التعلم بشكل يفي باحتياجات البرنامج من سهولة  
وصول الطلبة إلى المصادر وتوفر الموارد والخدمات اللازمة.

**ولتحقيق هذه المتطلبات يجب أن:**

- 6 تكون المكتبة ومراكز مصادر التعلم وغيرها من المرافق والخدمات ذات العلاقة  
1-2- متاحة لساعات طويلة وكافية تضمن توفر هذه الخدمات وفق احتياجات المستخدمين.  
6 يتم الاحتفاظ بالمواد والمراجع المطلوبة بكثرة و المطلوبة للقراءة (الخاصة  
2-2- بالمقررات) في قسم الكتب المحجوزة.  
6 يتم تسهيل الوصول - بفاعلية وبشكل يعتمد عليه- إلى قواعد البيانات الإلكترونية  
3-2- والمواد البحثية والمجلات العلمية المتعلقة بالبرامج.

<sup>1</sup>(تكون الكتب والمراجع المحجوزة في غرف مخصصة لذلك عادة، وتشمل المحتويات المتعلقة بالمقررات التي يضعها أعضاء هيئة التدريس بالمكتبة، وتحجز لاستخدام الطلبة والاستعارة القصيرة. وتشمل الكتب والمواد المساعدة الخاصة بالمقرر والقراءات المطلوبة والواجبات وامتحانات سابقة وغيرها، وتكون مفتوحة للدراسة لوقت متأخر عن وقت مبنى المكتبة الأساسية).

## دعم المستخدمين

3-

يجب تقديم الدعم المناسب لمساعدة الطلبة وهيئة التدريس بما يضمن استخدامهم الفعال لمصادر المكتبة وخدماتها.

### ولتحقيق هذه المتطلبات يجب أن:

- 6 تقدم المكتبة برامج تهيئة إرشادية وتدريب للطلبة وغيرهم من المستخدمين الجدد  
1-3- لتهيئتهم لاستخدام مرافق المكتبة وخدماتها.
- 6 يتم تقديم المساعدة لمستخدمي المكتبة في عمليات البحث والوصول إلى المعلومات  
2-3- التي يريدونها وطرق استخدام هذه المعلومات.
- 6 تتوفر بالمكتبة "خدمة توفير المراجع" التي تتم من خلالها الإجابة عن الأسئلة  
3-3- المتعمقة بواسطة أمناء مكتبة مؤهلين.
- 6 توجد أنظمة إلكترونية و/ أو أوتوماتيكية، ذات إمكانات بحثية، لتساعد في  
4-3- الوصول لمصادر المعلومات داخل المؤسسة التعليمية أو بمجموعات أخرى.
- 6 يتم إطلاع هيئة التدريس والطلبة في البرنامج على ما يستجد من تطورات في  
5-3- المكتبة مثل اقتناء مواد مرجعية، أو عقد برامج تدريبية، أو أي تغييرات في خدمات المكتبة أو ساعات العمل فيها.

## الموارد والمرافق

4-

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يجب أن تتوفر المصادر والمواد المرجعية المناسبة للبرنامج، كما يجب أن تكون المرافق والتجهيزات المتوفرة بالمكتبة أو بمركز المصادر مناسبة لاحتياجات البرنامج.

### ولتحقيق هذه المتطلبات يجب أن:

- 6 يتوفر العدد الكافي من الكتب، والمجلات العلمية، وغيرها من المواد المرجعية،  
1-4- بما في ذلك المصادر الإلكترونية، لتلبية احتياجات البرنامج.
- 6 تتوافر أجهزة حاسوبية وبرمجيات حديثة وبقدر كاف لتلبية احتياجات البرنامج في  
2-4- دعم عملية الوصول إلكترونياً للمصادر والمواد المرجعية.
- 6 تتوافر الكتب، والمجلات العلمية، وغيرها من المواد المرجعية باللغتين العربية  
3-4- والإنجليزية (أو بغيرهما من اللغات)، على النحو الذي يتطلبه البرنامج والأبحاث المتصلة به.
- 6 تتوافر مرافق وتجهيزات كافية للدراسة والبحث العلمي، سواء للاستخدام الفردي  
4-4- أو للمجموعات الصغيرة، بما يتلاءم مع حاجة البرنامج.

### الأدلة ومؤشرات الأداء

يمكن الحصول على الأدلة والبراهين على جودة توفر مصادر التعلم ومؤشرات الأداء الخاصة بذلك من خلال استبانات رضا المستخدمين، ومعدلات نجاح الطلبة في الوصول إلى المواد المرجعية للمقررات، والوثائق التي توضح عمليات تحديد متطلبات المقررات الدراسية وتوفيرها، وتفصيل الأوقات التي تتاح فيها المرافق لاستخدام الطلبة وهيئة التدريس. وينبغي أن تتوفر المعلومات عن عقد برامج التهيئة والإرشادية للطلبة الجدد وغيرهم من المستخدمين، ومدى الاستجابة لطلبات المجموعات المختلفة من المستفيدين (ذوي العلاقة). كما ينبغي أن تكون المؤسسة التعليمية و/ أو البرنامج قادرين على تقديم معلومات حول المقارنات التي تجريها مع المؤسسات التعليمية المماثلة التي تقدم برامج مشابهة، والمتعلقة بمستوى ما تقوم بتوفيره من خلال الكتب والدوريات والمصادر الإلكترونية (الشبكة العنكبوتية). ويمكن أن يكون مدى مساواة مستوى ما



توفره المؤسسة التعليمية مع ما توفره المؤسسات المشابهة، أو تفوقه عليها، مؤشراً مناسباً للأداء.

## المعيار السابع: المرافق والتجهيزات

يجب أن تتوفر مرافق وتجهيزات كافية للوفاء باحتياجات التعليم والتعلم في البرنامج. ويجب أن تتم متابعة مدى استخدام المرافق والتجهيزات، وأن يتم التقييم بشكل منتظم لمدى كفايتها من خلال المشاورات مع هيئة التدريس والموظفين والطلبة.

### **المتطلبات:**

#### **السياسة العامة والتخطيط**

1-

يشارك ممثلو البرنامج في عمليات التخطيط لتوفير المرافق والتجهيزات وصيانتها، وذلك لضمان وضع المواصفات المناسبة لاحتياجات البرنامج. وتحقق عمليات توفير المرافق والتجهيزات التوازن بين احتياجات البرنامج وسياسات المؤسسة التعليمية بما يضمن التوافق في الأنظمة والموارد المتاحة.

#### **ولتحقيق هذه المتطلبات يجب أن:**

- 7 تلبية التجهيزات التي يتم شراؤها احتياجات البرنامج، كما أنها تتسق مع السياسات
- 1-1- الخاصة بالمؤسسة التعليمية بما يحقق التوافق، قدر الإمكان، في نظم الأجهزة والبرمجيات في كافة أرجاء المؤسسة التعليمية.
- 7 تتم استشارة هيئة التدريس قبل شراء التجهيزات الأساسية لضمان مناسبتها
- 2-1- للاحتياجات الحالية والمتوقعة التي قد تظهر مستقبلاً.
- 7 تتضمن عمليات التخطيط للتجهيزات وضع الخطط والجدول الزمنية لعمليات
- 3-1- الشراء، والصيانة والاستبدال حسب الجدول المحدد.

#### **جودة المرافق والتجهيزات وكفايتها**

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2-

يجب أن تكون المرافق والتجهيزات على درجة عالية من الجودة، مع استخدام استراتيجيات فعالة لتقويم مدى كفايتها لحاجة البرنامج، وجودتها، والخدمات المتصلة بها.

### ولتحقيق هذه المتطلبات يجب أن:

- 7 تتحقق في المرافق والتجهيزات متطلبات الصحة والسلامة، مع توفير التدريب المناسب للمستخدمين. 1-2-
- 7 تتضمن عمليات تقييم الجودة التغذية الراجعة من المستخدمين الأساسيين حول كفاية المرافق وجودتها، إضافة إلى آليات محددة للتعامل مع هذه الآراء والاستجابة لها. 2-2-
- 7 تتناسب معايير توفير المرافق، الخاصة بالتدريس والمعامل والبحث، مع البرنامج ويتم مقارنتها مرجعياً مع ما لدى المؤسسات الأخرى المماثلة لها (يشمل ذلك أشياء مثل سعة قاعات التدريس، ومرافق المعامل وتجهيزاتها، وسهولة الوصول لمرافق الحاسب الآلي والبرمجيات اللازمة، وأماكن الدراسة الفردية، وتجهيزات البحث العلمي). 3-2-
- 7 تتوفر مرافق كافية تتيح للطلبة الحصول على الاستشارات الخصوصية من هيئة التدريس. 4-2-
- 7 تتوفر مرافق مناسبة خاصة بالطلبة، و هيئة التدريس، والموظفين من ذوي الإعاقات الجسدية أو غيرها من الاحتياجات الخاصة. 5-2-

## الإدارة والشؤون الإدارية للمرافق والتجهيزات

3-

يجب أن تكون إدارة المرافق والتجهيزات والخدمات المساندة ذات كفاءة وتضمن الاستخدام الفعال للمرافق المتوفرة.

### ولتحقيق هذا المتطلب يجب أن:

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- 7 تتوافر قوائم كاملة بالتجهيزات المستخدمة في البرنامج والتي تمتلكها أو تديرها
- 1-3- المؤسسة التعليمية، بما في ذلك التجهيزات الموجودة في عهدة كل فرد من أفراد هيئة التدريس لأغراض التدريس والبحث العلمي.
- 7 يتم تنفيذ كافة الخدمات، مثل أعمال النظافة والتخلص من النفايات والصيانة
- 2-3- البسيطة وخدمات السلامة والإدارة البيئية، بصورة كافية وفعالة.
- 7 يتم اتباع إجراءات محددة لتقييم حالة التجهيزات بشكل منتظم، مع توفير الصيانة
- 3-3- الوقائية والتصحيحية والاستبدال عندما يكون ذلك ضرورياً.
- 7 تتوافر إجراءات أمن تتميز بالكفاءة لحماية المرافق والتجهيزات المخصصة
- 4-3- للتدريس والبحث العلمي، مع تحديد واضح لمسؤوليات كل من أعضاء هيئة التدريس، و الأقسام والكليات، و الإدارة المركزية.
- 7 تتوفر أنظمة ذات كفاءة عالية لضمان السلامة الشخصية لهيئة التدريس
- 5-3- والموظفين والطلبة، مع وجود الترتيبات المناسبة لحماية ممتلكاتهم الشخصية.
- 7 توجد إجراءات لتنظيم الاستخدام المشترك للمرافق قليلة الاستخدام، مع توفير
- 6-3- آليات مناسبة لحماية التجهيزات.

#### 7 تقنية المعلومات

4-

يجب أن تكون أجهزة الحاسب والبرمجيات والخدمات المساندة ذات العلاقة مناسبة للبرنامج، وتنتم إدارتها بشكل يضمن الاستخدام الأمثل والفعال والأمن لها.

#### ولتحقيق هذا المتطلب يجب أن:

- 7 تتوافر أجهزة حاسوب وبرمجيات مناسبة، وتكون متاحة لهيئة التدريس والموظفين
- 1-4- والطلبة بالبرنامج.

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- 7 يتم التقيد بالسياسات المؤسسية التي تنظم استخدام الطلاب للحواسيب الشخصية. 7-4-2
- 7 يتوفر الدعم الفني اللازم لهيئة التدريس والموظفين والطلبة المستخدمين لأجهزة الحاسوب والبرمجيات. 7-4-3
- 7 تتاح الفرص لهيئة التدريس لتقديم آرائهم فيما يتعلق بخطط شراء وصيانة واستبدال الأجهزة الحاسوبية والبرمجيات التي تستخدم في البرنامج. 7-4-4
- 7 توجد أنظمة أمنية لحماية خصوصية المعلومات الشخصية والمؤسسية، وللحماية من الفيروسات التي تأتي من الخارج. 7-4-5
- 7 يتم التأكد من الالتزام بقواعد السلوك التي تتعلق بالاستخدام غير المناسب للمواد الموجودة على الشبكة العنكبوتية (الإنترنت)، ويتم التعامل بطريقة مناسبة مع الحالات التي يثبت فيها الاستخدام غير اللائق. 7-4-6
- 7 تقدم دورات تدريبية لهيئة التدريس والموظفين بما يضمن الاستخدام الفعال لأجهزة الحاسوب والبرمجيات المناسبة في مجال التدريس، وتقييم الطلبة، والشؤون الإدارية. 7-4-7

#### الأدلة ومؤشرات الأداء

يمكن الحصول على دلائل جودة توفير المرافق، والتجهيزات، والبرمجيات من وثائق عملية التخطيط، استطلاعات الرأي عن رضا المستخدمين، ومقارنة مدى توفر التجهيزات مع مؤسسات تعليمية أخرى تقدم برامج مماثلة، وكذلك من خلال الملاحظات المباشرة بواسطة مقومين مستقلين.

وتوفر عمليات تقييم حالة التجهيزات وجدول الصيانة معلومات عن جودة وصيانة المرافق والتجهيزات الأساسية. وتقدم اللوائح التنظيمية وقواعد السلوك الخاصة باستخدام المرافق والأجهزة غالبية الثمن أدلة على جودة ممارسات إدارة هذه المرافق والتجهيزات، وترتيبات الأمن. و يمكن أن تشمل مؤشرات الأداء عدة أمور من بينها درجات استطلاعات الرأي عن رضا المستخدمين،

والإحصاءات المتوفرة عن أعطال الأجهزة، ومقارنة مدى توفر التجهيزات في المؤسسة التعليمية بتلك الموجودة في مؤسسات أخرى شبيهة.

## المعيار الثامن: التخطيط والإدارة المالية

يجب أن تكون الموارد المالية كافية لضمان تقديم البرنامج بفعالية. ويجب أن تكون متطلبات البرنامج معروفة مقدماً، وبوقت كاف، يمكن من إدراجها ضمن خطة ميزانية المؤسسة التعليمية. كما يجب أن تسمح عمليات إعداد الميزانية بالتخطيط على المدى البعيد لفترة لا تقل عن ثلاث سنوات. كما يجب أن تتوفر المرونة الكافية بما يضمن الإدارة الفعالة للميزانية والاستجابة للأحداث غير المتوقعة، كما يجب أن تكون تلك المرونة مصحوبة بدرجة مناسبة من المساءلة وآليات تقديم التقارير.

### المتطلبات:

#### 8 التخطيط المالي وإعداد الميزانية

1-

يجب أن يكون التمويل كافياً لمتطلبات البرنامج، ويجب أن تشمل عملية التخطيط كافة تقديرات التكلفة وتوقعات التكلفة على المدى القريب والمتوسط. كما يجب أن تتوفر المرونة الكافية بما يضمن الإدارة الفعالة والاستجابة للأحداث غير المتوقعة، كما يجب أن تكون تلك المرونة مصحوبة بدرجة مناسبة من المساءلة وآليات تقديم التقارير.

#### ولتحقيق هذه المتطلبات يجب أن:

8 يُرفق مع أي مقترحات إنشاء برامج جديدة، أو تغييرات جوهرية في البرامج أو الأنشطة الأخرى التي تتطلب تمويلاً أو المرافق والتجهيزات، خطط عمل تتضمن تقديرات تكاليفها - تم التحقق منها بواسطة جهة مستقلة - بالإضافة إلى بيان آثار تكاليفها على الخدمات والأنشطة الأخرى.

8 يتم توضيح الاستراتيجية المتبعة لمشاركة التكلفة كما يتم تقدير التكاليف والعوائد على المدى المتوسط والبعيد، وذلك في حالة الدعم المالي لبرامج أو مشاريع أو أنشطة جديدة من موارد مالية متعددة موجودة حالياً.

- 8 تكون الموارد المالية المتاحة للبرنامج كافية لتقديم برنامج عالي الجودة وتقارن  
3-1- التكلفة بتكاليف برامج مثيلة في مؤسسات تعليمية أخرى مشابهة.
- 8 يقوم منسق البرنامج (أو رئيس القسم أو العميد) بتقديم مقترحات سنوية للميزانية  
4-1- يوضح فيها المتطلبات التفصيلية للبرنامج، ويقوم بمتابعتها وإجراء التعديلات اللازمة  
عليها بعد اعتماد الميزانية المقترحة وتخصيص الموارد المالية اللازمة للبرنامج.
- 8 تدعم الميزانيات المقترحة الأولويات الاستراتيجية لتطوير البرنامج، وعمليات  
5-1- تحسين الجودة، وصيانة التجهيزات واستبدالها. كما تأخذ هذه الميزانيات المقترحة في  
الاعتبار إمكانيات الادخار، أو توفير مصادر بديلة للدخل، بالإضافة إلى البحث عن  
مصادر إضافية للتمويل إذا لزم الأمر.

## الإدارة المالية

2-

يجب أن تتم إدارة الشؤون المالية بفعالية تحقق التوازن بين المرونة الممنوحة لمدير مركز حسابات التكاليف (المركز المالي) وبين المساءلة المالية والمسؤوليات بالمؤسسة.

### ولتحقيق هذا المتطلب يجب أن:

- 8 تتمح صلاحيات إنفاق مالي مناسبة للقائم بإدارة البرنامج أو رئيس القسم لتحقيق  
1-2- الإدارة الفعالة للبرنامج.
- 8 تحدد الصلاحيات المالية الممنوحة بوضوح، وتكون مصحوبة بإجراءات دقيقة  
2-2- للمساءلة والمتابعة وتقديم التقارير المالية.
- 8 يشارك القائم بإدارة البرنامج أو رئيس القسم في عملية تخطيط الميزانية، ويعد



- 3-2- مسؤولاً عن الصرف في حدود الميزانية المعتمدة.
- 8 يحصر النظام المحاسبي المطبق على المراقبة الدقيقة للإنفاق والالتزام  
4-2- بالميزانية، مع إعداد تقارير دورية عن ميزانية البرنامج أو القسم طوال السنة.
- 8 يقوم الأشخاص المعنيون بالإبلاغ عن مصالحهم والامتناع عن المشاركة في اتخاذ  
5-2- القرارات ذات العلاقة، وذلك في حالة وجود تضارب في المصالح أو عند توقع  
وجودها.
- 8 تتسم قواعد "ترحيل الميزانية" بالمرونة الكافية لتفادي الصرف المتسرع الذي  
6-2- يحدث آخر السنة المالية، وعدم إعاقة التخطيط بعيد المدى.

#### الأدلة ومؤشرات الأداء

يمكن الحصول على الأدلة على جودة التخطيط والإدارة المالية من بيانات الميزانية وتقارير التدقيق المالي. ويمكن لاستطلاعات رأي هيئة التدريس أن تقدم معلومات عما إذا كانت الموارد التي يرون أنها ضرورية بالنسبة لجميع البرامج قد تم توفيرها لهم. كما يمكن إجراء مقارنات لما يقدم من ميزانيات للبرامج مع برامج أخرى مماثلة بمؤسسة أخرى بوصفها دليلاً على مدى كفاية الموارد، مع أهمية النظر إلى الاختلافات في إدارة الأنظمة المالية المتبعة. كما ينبغي أن تتوفر تقارير حول تقييم المخاطر بالإضافة إلى استراتيجيات لتقليل المخاطر.

## المعيار التاسع: عمليات التوظيف

يجب أن يكون لدى هيئة التدريس والموظفين في البرنامج المعرفة والخبرة واللازمة للقيام بمهامهم التدريسية أو مسؤولياتهم الأخرى، كما يجب التحقق من مؤهلاتهم وخبراتهم قبل تعيينهم. و يجب أن يتم إعطاء هيئة التدريس الجدد فكرة واضحة عن البرنامج وعن مسؤولياتهم التدريسية قبل أن يبدأوا عملهم. ويجب تقويم أداء جميع أفراد هيئة التدريس وغيرهم من الموظفين بشكل دوري، وتقدير الأداء المتميز، مع تقديم الدعم للتنمية المهنية وتطوير الأداء التدريسي لأعضاء هيئة التدريس. (ملاحظة : يشير مصطلح هيئة التدريس إلى جميع الأساتذة المسؤولين عن تدريس المقررات الدراسية سواء أكانوا بدوام كامل أم بدوام جزئي، من أعضاء هيئة التدريس والمحاضرين ومساعدى التدريس).

### المتطلبات:

#### التوظيف (والتعيين)

1-

يجب تصميم عمليات التوظيف (والتعيين) بحيث تضمن توافر هيئة تدريس وموظفين قادرين وذوي مؤهلات مناسبة، وذلك لجميع الوظائف التدريسية والإدارية، وأن تتم إدارة هذه العمليات بصورة عادلة، وأن تكفل الإعداد الكامل لهيئة التدريس والموظفين للقيام بمسؤولياتهم.

#### ولتحقيق هذا المتطلب يجب أن:

9 تضمن عمليات التوظيف (والتعيين) أن لدى هيئة التدريس الخبرات المطلوبة في مجالاتهم، والسمات والخصائص الشخصية المناسبة، والخبرة والمهارات التي تفي بمتطلبات التدريس في البرنامج. (انظر أيضاً القسم 4-8 الذي يتناول المؤهلات والخبرة في التدريس).

9 يتم تزويد المرشحين للتوظيف ببيانات كاملة عن مواصفات الوظائف وشروط التعيين فيها، إضافة إلى معلومات عامة عن المؤسسة التعليمية ورسالتها وبرامجها، وبيان تفصيلي عن البرنامج الذي سيعينون فيه (تشمل المعلومات التي يتم تقديمها تفصيل

التوقعات المرتبطة بالعمل، ومؤشرات الأداء، وعمليات تقويم الأداء).

- 9 تفحص التوصيات المرجعية ويتم التحقق من صحة المؤهلات والخبرات الخاصة  
3-1- بالمرشحين قبل تعيينهم.
- 9 يتم التحقق من مصداقية مؤهلات المتقدمين للوظائف باستخدام إجراءاتٍ للتأكد  
4-1- من مكانة وسمعة المؤسسات التي حصلوا على مؤهلاتهم منها، ويؤخذ اعتراف وزارة  
التعليم العالي بهذه المؤهلات في الاعتبار.
- 9 يتوفر في البرامج المهنية عدد كافٍ من أفراد هيئة التدريس من ذوي الخبرات  
5-1- الناجحة في المهن المعنية لتقديم النصيحة العملية والإرشاد للطلبة حول متطلبات جهات  
العمل.
- 9 يتم تقديم تهيئة تعريفية فعالة حول المؤسسة التعليمية لكل فرد في هيئة التدريس  
6-1- والموظفين الجدد لضمان معرفتهم بالمؤسسة التعليمية وإجراءات العمل فيها، والخدمات  
وأولويات التطوير لديها.
- 9 يتم تقديم تهيئة تعريفية وتدريباً شاملاً لأفراد هيئة التدريس الجدد عن البرنامج  
7-1- لضمان فهمهم الكامل للبرنامج ككل، ولإسهامات المقررات الدراسية التي سيدرسونها في  
البرنامج، وللتوقعات بشأن التنسيق فيما يتعلق بالتخطيط للمقررات وتقديمها، ولمتطلبات  
التقويم وإعداد التقارير.
- 9 يكون مستوى توفير هيئة التدريس في البرنامج مناسباً (أي نسبة الطلبة لكل فرد  
8-1- في هيئة التدريس محسوباً على شكل مكافئٍ للعمل بدوام كامل)، وتتم مقارنته بنقاط  
(معايير) مرجعية لنسب الطلبة لهيئة التدريس في المؤسسات ذات الجودة العالية سواء  
داخل المملكة أو خارجها.

## 9 التطوير الشخصي والوظيفي

2-

806

يجب أن تكون عمليات التطوير الشخصي والوظيفي المطبقة منصفة لجميع أعضاء هيئة التدريس وغيرهم من الموظفين، ومصممة لتشجيع التحسين في الأداء وتعزيزه، ولتقدير الإنجازات المتميزة.

### ولتحقيق هذه المتطلبات يجب أن:

- 9 1-2- يتم تحديد محكات تقويم الأداء وإجراءاته بوضوح، ويتم تعريف هيئة التدريس والموظفين بها بشكل مسبق.
- 9 2-2- تتسم المشاورات حول الأداء الوظيفي بالإيجابية والسرية، وتجرى بشكل رسمي مرة واحدة في كل عام على الأقل.
- 9 3-2- يتم تحديد المتطلبات اللازمة للتحسين بشكل واضح، وذلك في الحالات التي يعتبر الأداء فيها غير مرضي.
- 9 4-2- تتم المحافظة على سرية تقييم أداء هيئة التدريس والموظفين، مع توثيقها وحفظها. وتتاح الفرص لهيئة التدريس والموظفين لإضافة ملاحظاتهم على تقييم أدائهم إلى الملفات الخاصة بهم، بما في ذلك النقاط التي يختلفون فيها مع التقييم.
- 9 5-2- يتم تقدير الأداء الأكاديمي أو الإداري المتميز ومكافأته.
- 9 6-2- يُعطى جميع أعضاء هيئة التدريس وغيرهم من الموظفين فرصاً عادلة ومناسبة للتطوير الشخصي والوظيفي.
- 9 7-2- يتم التعرف على هيئة التدريس والموظفين الجدد (ذوي الرتب الأقل)، الذين تبدو عليهم سمات القيادة، ويتم تزويدهم بمدى واسع من الخبرات لإعدادهم للترقي الوظيفي مستقبلاً.
- 9 8-2- يتم تقديم المساعدة في تنظيم أنشطة التطوير المهني للعاملين بها لتحسين المهارات والارتقاء بالمؤهلات.

- 9 يتم توفير الأنشطة المناسبة للتطوير المهني بهدف المساعدة وذلك عند استحداث  
9-2- برامج جديدة أو مبادرات تتعلق بالسياسات (التعليمية).
- 9 تشمل التوقعات أن تشارك هيئة التدريس في الأنشطة التي تضمن أن يكونوا ملمين  
10-2- بأخر التطورات في مجالات تخصصاتهم، وتتم متابعة مدى ما يقومون به في هذا الصدد.

### الأدلة ومؤشرات الأداء

يمكن الحصول على الأدلة والبراهين على جودة عمليات التوظيف من خلال الوثائق التي تنظم عمليات التوظيف والترقية و محكاتها. كما يمكن الحصول عليها من توصيفات برامج التهيئة والتوجيه لهيئة التدريس والموظفين الجدد، ومن إجراءات تقويم الأداء ودعم تطويره. كما يمكن أن يمكن الحصول على أدلة مهمة من سجلات تقييم جودة التدريس ومشاركات أعضاء هيئة التدريس في أنشطة التطوير المهني ذات العلاقة بمجال عملهم، خاصة عندما تحتوي على نسب المشاركات وتقييم فوائد تلك الأنشطة من قبل المشاركين فيها. ويمكن استخدام معدل استبدال هيئة التدريس في أجزاء المؤسسة التعليمية للإشارة إلى الاستقرار الوظيفي أو عدمه في الهيئة التدريسية. ويمكن أن تقدم الأنظمة والإجراءات الخاصة بحل النزاعات، إضافة إلى سجلات حوادث النزاعات وما يترتب عليها، أدلة عن مدى فعالية هذه الإجراءات .

وكثيراً ما تتضمن مؤشرات الأداء نسبة الطلبة إلى هيئة التدريس، ونسب هيئة التدريس حسب مستويات مؤهلاتهم العلمية. وعلى كل، فهناك مؤشرات أخرى مهمة يمكن تقديرها كمياً مثل نسب المشاركة في أنشطة التطوير المهني والأنشطة العلمية. كما يمكن اختيار مؤشرات أداء أخرى مثل معدلات استبدال هيئة التدريس والموظفين، في حال وجود مشكلات في المؤسسة التعليمية تحتاج للمتابعة.

## المعيار العاشر: البحث العلمي

ينبغي وضع استراتيجية للبحث العلمي تتفق مع طبيعة المؤسسة التعليمية ورسالتها. وينبغي على جميع أعضاء هيئة التدريس، الذين يدرسون في برامج التعليم العالي، في أن يشاركوا في أنشطة البحث العلمي بصورة كافية ومناسبة بشكل يضمن بقاءهم على دراية بالمستجدات في مجال تخصصاتهم، مع أهمية أن ينعكس ذلك على أدائهم التدريسي. كما يجب أن يساهم أعضاء هيئة التدريس، القائمون بالتدريس في برامج الدراسات العليا أو الإشراف على أبحاث طلبة الدراسات العليا، بشكل نشط في البحث العلمي في مجالات تخصصاتهم. و يجب أيضاً أن تتوفر التجهيزات والمرافق اللازمة لدعم أنشطة البحوث الخاصة بهيئة التدريس وطلبة الدراسات العليا للوفاء بهذه المتطلبات، في المجالات ذات العلاقة بالبرنامج. كما يجب أن تقدر إسهامات هيئة التدريس البحثية وأن ينعكس ذلك على محكات تقويمهم وترقياتهم.

### المتطلبات:

#### 1 مشاركة هيئة التدريس والطلبة في البحث العلمي

##### 1-0

يجب أن تكون التوقعات حول إسهام هيئة التدريس في البحث والأنشطة العلمية واضحةً وتساعد على المشاركة الواسعة. و يجب توفير التشجيع والدعم لتشجيع الأنشطة البحثية التي تقوم بها هيئة التدريس ذوي الرتب العلمية الأقل وطلبة الدراسات العليا.

#### ولتحقيق هذه المتطلبات يجب أن:

1 تحدد التوقعات المتعلقة بإسهامات هيئة التدريس في الأنشطة البحثية والعلمية 1-1-0 بوضوح، ويعتبر أدائهم، مقارنة بتلك التوقعات، ضمن محكات تقويم الأداء والترقية. (بالنسبة للجامعات، تتطلب هذه المحكات من كل أعضاء هيئة التدريس، العاملين بالمؤسسة بنظام الدوام الكامل، المشاركة في البحث العلمي أو أي شكل آخر مناسب من أشكال النشاط العلمي أو كليهما، كحد أدنى).

1 توجد لدى المؤسسة التعليمية سياسات واضحة تحدد ما يُعترف به كبحت علمي

- 2-1-0 بشكل يتوافق مع المعايير العالمية، وما هو متعارف عليه في مجال دراسة البرنامج. ويشمل ذلك عادة كلاً من البحوث الذاتية والأنشطة البحثية المدعومة، على أن تتسم هذه البحوث بالأصالة والابتكار، ويتم تحكيمها بشكل مستقل من قبل نظراء في التخصص، وأن تنشر في وسائل نشر معروفة دولياً في مجال التخصص).
- 1 يقدم الدعم لهيئة التدريس الجدد (ذوي الرتب الأقل علمياً) لمساعدتهم في تطوير برامجهم البحثية من خلال آليات متنوعة مثل توفير التوجيه الشخصي لهم عن طريق زملائهم من هيئة التدريس المتمرسين، وإشراكهم في الفرق البحثية، ومساعدتهم في تطوير مشروعاتهم البحثية، وتقديم الدعم المالي اللازم للبدء في مشروعات بحثية جديدة.
- 1 تتاح للباحثين من طلبة الدراسات العليا فرص المشاركة في المشروعات البحثية المشتركة.
- 4-1-0
- 1 يتم الاعتراف بشكل مناسب وكامل بإسهامات طلبة الدراسات العليا في المشروعات البحثية المشتركة، وتذكر أسماءهم في التقارير والأعمال المنشورة ضمن أسماء المؤلفين في حالة وجود إسهامات واضحة لهم.
- 5-1-0
- 1 تقدم المساعدة لهيئة التدريس للقيام باتفاقيات أبحاث مشتركة مع زملائهم في مؤسسات تعليمية أخرى محلية أو دولية.
- 6-1-0
- 1 يتم تشجيع هيئة التدريس على أن تتضمن مقرراتهم التي يدرسونها المعلومات المتعلقة بأبحاثهم وأنشطتهم العلمية، ذات الصلة بالمقررات التي يدرسونها، بالإضافة إلى التطورات المهمة في مجال تخصصاتهم.
- 7-1-0
- 1 توجد استراتيجيات لتحديد هيئة التدريس وطلبة الدراسات العليا ذوي الخبرة واستثمار خبراتهم في إجراء البحوث، وتقديم خدمات تطويرية للمجتمع المحلي، وتوفير عائدات مالية للمؤسسة.
- 8-1-0

## 1 المرافق والتجهيزات البحثية

2-0

يجب أن تتوفر المرافق والتجهيزات الكافية والمناسبة لمتطلبات البحث العلمي في مجال تخصص البرنامج، لتستخدمها هيئة التدريس وطلبة الدراسات العليا. كما يجب أن توضع سياسات واضحة تحدد ملكية المرافق والتجهيزات المتخصصة وصيانتها، التي يتم الحصول عليها من خلال المنح البحثية أو اتفاقيات التعاون مع الجهات الصناعية.

### ولتحقيق هذه المتطلبات يجب أن:

- 1 تتوافر بالمختبرات أماكن ومعدات كافية، كما توجد مكاتب وأنظمة معلومات
- 1-2-0 ومصادر كافية لدعم الأنشطة البحثية لهيئة التدريس والطلبة في مجالات البرامج التي تقدمها المؤسسة التعليمية.
- 1 توجد أنظمة أمنية تكفل سلامة الباحثين وأنشطتهم البحثية، وكذلك للآخرين داخل
- 2-2-0 مجتمع المؤسسة التعليمية وفي المناطق الجغرافية المحيطة بالمؤسسة.
- 1 توجد لدى المؤسسة التعليمية سياسات أو قواعد عامة تحدد بوضوح ملكية المرافق
- 3-2-0 والتجهيزات ومسؤولية صيانتها، التي تم الحصول عليها عن طريق المنح البحثية لأعضاء هيئة التدريس، أو عن طريق الأبحاث التي كلفتهم بها جهات أخرى، أو عن طريق مشروعات تعاونية مع القطاع الصناعي أو أي مصادر خارجية.
- 1 يتم تقديم ميزانية ومرافق كافية ومناسبة لإجراء الأبحاث بحيث تتناسب مع سياسات
- 4-2-0 المؤسسة، والقسم، والبرنامج.

## الأدلة ومؤشرات الأداء

ينبغي أن يتضمن تقييم جودة الأبحاث مراجعةً لاستراتيجية البحث العلمي للقسم أو الكلية



وغيرها من الوثائق الداعمة بما في ذلك كل ما يتعلق بمدى مخرجات الأبحاث وجودتها لكل عضو من أعضاء هيئة التدريس المنتمين للبرنامج. ويمكن الحصول على الأدلة و البراهين على القيام بأنشطة البحث العلمي من تقارير أعضاء هيئة التدريس والأقسام العلمية، ومن محكات التقويم والترقيات. وهناك أدلة إضافية يمكن الحصول عليها من خلال النظر في اتفاقيات التعاون البحثي واتفاقيات الاستخدام المشترك للتجهيزات البحثية الرئيسية. كما يمكن أن تقدم استطلاعات آراء هيئة التدريس والموظفين والطلبة دلائل على مناسبة ما يُوفّر لمرافق البحث وتجهيزاته.

وغالباً ما تعتمد مؤشرات الأداء المستخدمة في البحث العلمي على الإحصاءات الخاصة بعدد البحوث المنشورة لكل عضو هيئة تدريس ، ونسب أعضاء هيئة التدريس الناشطين في مجال البحث (وهذا المفهوم يحتاج إلى تعريف ) وعدد البحوث التي تتم الإشارة إليها في بحوث ومراجع أخرى. وينبغي أن تقارن هذه الأرقام بتلك الخاصة بأقسام ومؤسسات مشابهة. ويمكن أن تشمل المقارنات في المؤسسات التعليمية التي لديها التزامات بحثية مدى تحول تلك الأنشطة العلمية والبحثية إلى تطبيقات في المجالات الأكاديمية أو المهنية ذات العلاقة.

## المعيار الحادي عشر: العلاقات مع المجتمع

يجب أن تكون هناك إسهامات جوهرية مناسبة للمجتمع الذي توجد به المؤسسة التعليمية، وتتم الاستعانة بعلم وخبرة أعضاء هيئة التدريس وحاجات المجتمع لتلك الخبرات. وتشمل الإسهامات في خدمة المجتمع كلاً من الأنشطة التي ينفذها الأفراد وتأتي نتيجة مبادرات منهم، و البرامج الرسمية للمساعدة التي تعدها المؤسسة التعليمية أو المسؤولون عن إدارة البرامج. و يجب توثيق هذه الأنشطة وجعلها معروفة داخل المؤسسة التعليمية وفي المجتمع، كما يجب أن يتم تقدير الإسهامات المجتمعية لهيئة التدريس داخل المؤسسة التعليمية.

ولتحقيق هذا المعيار، فإن الإسهامات التي تقدم للمجتمع ينبغي أن تتضمن أنشطة وخدمات لمساعدة الأفراد أو المنظمات أو المجتمعات المحلية خارج المؤسسة التعليمية (وهذا يعني أن هذه الإسهامات لا تتضمن أموراً مثل المساعدات المالية، أو الأنشطة غير الصفية للطلبة المسجلين، أو تقديم برامج أكاديمية تنتهي بمؤهلات)، ويمكن أن تتضمن كذلك المشاركة في المشاريع البحثية والتطويرية، وفي برامج التعليم المجتمعي التي تقدم مجاناً أو بمقابل.

### **المتطلبات:**

#### **1 السياسات حول العلاقات بالمجتمع**

##### **1-1**

يجب يكون التزام البرنامج أو القسم العلمي تجاه خدمة المجتمع محدداً بوضوح، وأن يكون واضحاً في طبيعته ومداه، ومتسقاً مع سياسات المؤسسة التعليمية لخدمة المجتمع ومتناسباً مع المعارف والخبرات الخاصة بهيئة التدريس في البرنامج. ويجب أن يُدعم ذلك الالتزام بسياسات تشجع المشاركة في هذا الجانب، كما يجب إعداد تقارير منتظمة حول الأنشطة التي يتم تنفيذها.

### **ولتحقيق هذه المتطلبات يجب أن:**

- 1 يتم تحديد الخدمات التي يلتزم البرنامج بتقديمها بشكل يعبر عن المجتمع أو
- 1-1-1 المجتمعات التي تعمل فيها المؤسسة التعليمية، والمهارات والقدرات التي يملكها أعضاء هيئة التدريس في البرنامج.

- 1 تقدم تقارير سنوية عن إسهامات خدمة المجتمع التي يقدمها أعضاء هيئة التدريس. 2-1-1
- 1 تشتمل معايير ترقية أعضاء هيئة التدريس وتقويم أدائهم على الإسهامات التي يقدمونها لخدمة المجتمع. 3-1-1
- 1 يتم التنسيق مع الوحدات المعنية في المؤسسة التعليمية بشأن مبادرات خدمة المجتمع التي يقدمها القسم أو البرنامج، وذلك لتفادي التكرار واللبس المحتمل. 4-1-1

## 1 التفاعل مع المجتمع

2-1

يجب أن يتم بناء علاقات مع المجتمع لتقديم الخدمات التي يحتاج إليها المجتمع، وتتم الاستعانة بالخبرات الموجودة في المجتمع لدعم البرنامج.

### ولتحقيق هذه المتطلبات يجب أن:

- 1 يتم تشجيع هيئة التدريس على المشاركة في الندوات التي تناقش فيها القضايا المهمة في المجتمع. 1-2-1
- 1 تتم إقامة علاقات مع القطاع الصناعي المحلي وأرباب العمل عند تقديم البرامج المهنية، وذلك للمساعدة في تقديم تلك البرامج. (على سبيل المثال، إلحاق الطلبة ببرامج توفر خبرات العمل، و توفير فرص التوظيف الجزئي، و تحديد القضايا التي تحتاج إلى تحليل في أنشطة مشاريع الطلبة).
- 1 تتم دعوة أرباب العمل وأصحاب المهن ذات العلاقة بالبرنامج للانضمام إلى اللجان الاستشارية المناسبة التي تنظر في البرنامج والأنشطة الأخرى للمؤسسة التعليمية. 3-2-1
- 1 ترتبط المؤسسة التعليمية بصلات مستمرة مع المدارس في المنطقة، وتقدم لها العون والدعم في مجالات التخصص، وتقدم معلومات عن البرامج والأنشطة و فرص التوظيف المستقبلية، كما تنظم أنشطة إثرائية للمدارس. 4-2-1

- 1 تتم المحافظة على التواصل مع الخريجين بشكل منتظم، وعلى إطلاعهم على تطورات البرنامج، ودعوتهم للمشاركة في الأنشطة، وتشجيعهم على تقديم الدعم المالي وغيره من أشكال الدعم للمبادرات الجديدة. 5-2-1
- 1 تتم الاستفادة من الفرص المتاحة لطلب الدعم المالي من الأفراد أو من منظمات المجتمع لأغراض البحث العلمي وغير ذلك من عمليات التطوير. 6-2-1
- 1 يتم الاحتفاظ بسجلات خدمة المجتمع التي يقوم بها الأفراد والمراكز أو المنظمات التابعة للقسم، وتقدم بانتظام لتسجيلها في قاعدة بيانات مركزية داخل المؤسسة. 7-2-1

### الأدلة ومؤشرات الأداء

يمكن الحصول على أدلة عن جودة العلاقات مع المجتمع من خلال الوثائق التي تصف سياسات المؤسسة التعليمية نحو خدمة المجتمع، ومن محكات تقويم أداء هيئة التدريس وترقيتهم والتي تتضمن الإسهامات في خدمة المجتمع، ومن الإرشادات التوجيهية والإجراءات المتعلقة بالتصريحات المقدمة لوسائل الإعلام المحلية، وغير ذلك من التعليقات التي تقدم للجمهور باسم المؤسسة. ويمكن الحصول على معلومات مفيدة من التقارير الخاصة بعلاقات المؤسسة التعليمية بالمجتمع التي تشمل قضايا أو مواضيع مثل البيانات حول استخدام أفراد المجتمع لمرافق المؤسسة، ومشاركة هيئة التدريس في لجان المجتمع المختلفة أو في مشروعات التطوير، والتفاعل مع المدارس وغيرها من الهيئات والمؤسسات. وينبغي توثيق جميع أنشطة خدمات المجتمع، بما في ذلك الدورات الرسمية والخدمات الأخرى التي تقدمها الأقسام أو يقدمها الأفراد المنتمون للمؤسسة، كما ينبغي كتابة تقارير عنها بحيث يمكن حفظ سجلاتها في نظام مركزي للمعلومات. كما يمكن الحصول على آراء المجتمع حول جودة المؤسسة ومكانتها بوصفها جزءاً يحظى بالتقدير من المجتمع من خلال استطلاعات الرأي.

ويشتمل العديد من أشكال هذه الأدلة والبراهين على التقديرات الرقمية التي يمكن أن تستخدم مباشرة كمؤشرات للأداء. ومع ذلك، في هذا الجانب خاصة، فإن كلاً من رسالة المؤسسة التعليمية وطبيعة المجتمع الذي تعمل داخله تعد مهمة في تحديد أوجه الأداء التي يجب أن تراقب عن كثب.