

Deanship of Development and Quality (1)

Guidelines for NCAAA Program Standards

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Second Version
October 2018

The manual was reviewed and approved by the Standing Committee for Development and Quality at its second session on 14/2 /1440H resolution (1) The adoption of His Excellency the Rector of the minutes of the Committee No. 12157 dated 15/2/1440

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MISSION AND GOALS

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

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SUGGESTED EVIDENCES

<p>1-0-1</p>	<p>The program has a clear, appropriate, approved and publicized widely mission that is consistent with the mission of the institution and the college/department; and is consistent with the needs of the society and the national trends.</p>	<ol style="list-style-type: none"> 1. The Program Specifications (including the thesis) according to the National Center forms is updated and approved by the College Council / Department Council / Reference Committee. 2. Minutes of the College Council / Department Council / Reference Committee stating the adoption of the mission and objectives of the program. 3. Letters / documents indicating the involvement of beneficiaries (faculty, students, graduates, employers, etc.) in the formulation of the program's mission and objectives (e.g. through surveys, interviews, workshops) 4. The independent opinion report on the appropriateness of The program mission and objectives. 5. Documents stating the mission and objectives of the program (e.g. in the program guide, college or departmental entries, website, etc.) 6. Approved report of annual questionnaires including measuring the extent of beneficiaries' awareness of the mission and objectives of the program and evaluating its clarity and relevance.
<p>1-0-2</p>	<p>The program goals are linked to its mission, consistent with the goals of the institution/college, and characterized by being clear, realistic and measurable.</p>	<ol style="list-style-type: none"> 1. Program Specifications (including program objectives and performance indicators associated with each goal) according to the National Center forms are updated and approved by the College Board / Department Board / Reference Committee. 2. Minutes of the department council / college council / reference committee stating the adoption of the program objectives and performance indicators associated with each goal. 3. The independent opinion report on the mission and objectives of the program. 4. Approved documents / reports indicating the periodic measurement of the program objectives according to the performance indicators associated with each goal. 5. The self-study report (including the evaluation of the program according to its goals and objectives) is updated and approved by the College Council / Department Council / Reference Committee. 6. The strategic plan of the college is approved.
<p>1-0-3</p>	<p>The program mission and goals guide all its operations and activities (e.g., planning, decision-making, resources allocation, curriculum development).</p>	<ol style="list-style-type: none"> 1. Reports or minutes of the College Board / Department Board / Reference Committee stating that the mission and objectives of the program are used and used in all decisions of the College / Department / Reference Committee.
<p>1-0-4</p>	<p>The program goals and its implementation needs are linked to appropriate operational plans that are consistent with the institution/college plans.</p>	<ol style="list-style-type: none"> 1. Program / Operational Plan document in the light of the following: <ol style="list-style-type: none"> a. Program objectives and performance indicators to measure the extent to which the objectives are met with the target values for each indicator. b. The objectives of the college in its strategic plan and the extent of the contribution of the program in achieving them.

1-0-5	Program managers monitor the extent to which its goals are achieved, through specific performance indicators, and take the necessary actions for performance improvement.	<ol style="list-style-type: none"> 1. An updated and approved report showing the progress of the program in its implementation plan, including the performance indicators values associated with the objectives with an analysis highlighting the strengths and opportunities for improvement, and an implementation plan for improvement recommendations, and a completion report for the plan approved by the department and college councils. 2. The independent opinion report on the extent to which The program mission and objectives have been achieved.
1-0-6	The program mission and goals are reviewed periodically with the participation of relevant stakeholders, and are developed accordingly.	<ol style="list-style-type: none"> 1. Minutes of the College Council / Department / Reference Committee or any approved letters / documents stating that the mission and objectives are reviewed periodically. 2. Approved letters / documents indicating the involvement of beneficiaries in reviewing the program's mission and objectives (e.g. through surveys, interviews, workshops). 3. An approved report for analyzing the annual questionnaires (including measuring the awareness of the beneficiaries of the mission and objectives of the program and assessing their clarity and relevance).

PROGRAM MANAGEMENT AND QUALITY ASSURANCE

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

SUGGESTED EVIDENCES

2-1	Program Management	
2-1-1	The program is governed by specialized councils (College Council, Department Council) with defined tasks and authorities.	<ol style="list-style-type: none"> 1. Guide to the description of the program's leading functions and responsibilities for program managers approved by the relevant councils. 2. An updated and approved sample of the minutes of the meetings of the College Council / Department Council / Reference Committee / Program Committees. 3. Program Specifications is up-to-date and approved (including the organizational structure of the program). 4. Decisions to form committees shall specify the responsibilities and powers necessary for each committee / unit to manage the program.
2-1-2	The program leadership has the appropriate academic and administrative experience to achieve its mission and goals.	<ol style="list-style-type: none"> 1. Regulations and controls for the selection and appointment of program leaders. 2. CVs of the Head of the Department, the Program Manager, the Chairpersons of the Committees, and the Program Supervisors. 3. Approved annual questionnaires report (including evaluation of faculty and students for program management), including statistical analysis identifying the main strengths, opportunities for improvement, plans to implement the opportunities contained therein, and a completion report for the implementation plans.
2-1-3	The program has the sufficient number of qualified staff to perform its administrative, professional and technical tasks, and they have defined tasks and authorities.	<ol style="list-style-type: none"> 1. An updated and approved manual for the description and structure of departments and committees in the program, clearly defining responsibilities and powers. 2. Database / CVs of faculty and similar staff, technicians and administrators in the program. 3. The benchmarking report (including, for example, an analysis of the ratio of students to faculty members, the percentage of faculty who hold PhDs, as well as the student-employee ratio). 4. The independent opinion report on this criterion.
2-1-4	The program management acts to provide an organizational climate and supportive academic environment.	<ol style="list-style-type: none"> 1. Approved annual questionnaires report (e.g. faculty and student evaluation and management of the program, questionnaires questionnaire and academic and vocational guidance). 2. The annual plan for the training of faculty members and administrators and their implementation reports. 3. Annual report of awards and incentives for distinguished faculty members and administrators. 4. The independent opinion report on this criterion.

2-1-5	There are appropriate mechanisms for integration and effective participation among branches offering the same program.	<ol style="list-style-type: none"> 1. Decisions to form a reference committee for programs submitted in more than one branch (including the participation of all branches of the program) 2. An updated and approved sample of the minutes of the department council and the reference committee (in programs offered in more than one branch) that includes decisions that support the active participation between the male and female students as well as the branches (if any) regarding planning, development, quality and improvement processes. 3. A sample of the decisions of the formation of committees within the program stating an equal membership for the various branches of the program. 4. A mechanism approved by the reference committee (for programs offered in more than one branch) for effective participation between the different branches of the same program. 5. A sample of the annual reports of the program and the decisions of the report that the participation of all the different branches of the program with a statistical analysis (comparative) between the branches identify the strengths and opportunities for improvement and implementation plans to address them, and the completion report of the implementation plans.
2-1-6	The program is committed to applying the institutional regulations governing the educational and research partnerships (if any) in order to ensure the quality of all aspects of the program, including courses, educational resources, teaching, student achievement standards, and offered services.	<ol style="list-style-type: none"> 1. A sample of memorandums of understanding and cooperation contracts (in case of an educational or research partnership with another institution) clarifying the responsibilities of the college and the participating institutions and providing for items that guarantee the quality of courses, workshops, scientific production, evaluation of students' work and tests, etc. 2. The independent opinion report on this criterion (in case of an educational or research partnership with another institution)
2-1-7	The program assesses the effectiveness of its educational and research partnerships (if any) on a regular basis and makes appropriate decisions accordingly.	<ol style="list-style-type: none"> 1. Periodic reports on the effectiveness of partnership agreements with other educational institutions (in case of partnership), including strengths, opportunities for improvement, implementation plans to address them, and completion report of implementation plans. 2. Determine the opinion related to this test (in case of an educational or research partnership with another institution) 3. A sample of the minutes of the College Council / Department Council / Reference Committee, including periodic evaluation of the effectiveness of educational and research partnerships and the decisions taken in this regard.
2-1-8	The program management monitors its commitment to implement its role in the community partnership plan of the institution through specific performance indicators.	<ol style="list-style-type: none"> 1. An updated and approved report showing the progress of the program in its implementation plan for community service, including the values of performance indicators associated with the objectives and opinion polls with analysis highlighting strengths and opportunities for improvement and implementation plans for the implementation of the recommendations of improvement. 2. The independent opinion report on this criterion.
2-1-9	The program management monitors its commitment to implement its role in the research plan of the institution through specific performance indicators.	<ol style="list-style-type: none"> 1. An updated and approved report showing the progress of the program in its executive plan for scientific research (consistent with the plan of the Deanship of Scientific Research), including the values of performance indicators associated with the objectives with an analysis that identifies strengths and opportunities for improvement, and implementation plans for improvement recommendations, and a completion report for these plans. 2. The independent opinion report on this criterion.

2-1-10	There is a sufficient amount of flexibility and authorities that allows program leadership to bring about the necessary development and changes, in response to the recent events and to the results of periodic evaluation of the program and its courses.	<ol style="list-style-type: none"> 1. Job description guides, tasks and powers for program managers. 2. A sample of the speeches or minutes of the department / reference committee / program committees including decisions related to the development and necessary change in the program in the light of the decisions reports, the annual program report, the questionnaire reports, the independent opinion, the self-study report. etc. 3. The annual questionnaires report (including the assessment of faculty and students to manage the program in terms of flexibility and authority) includes an analysis of strengths and opportunities for improvement, implementation plans for improvement recommendations, and a completion report for these plans. 4. The independent opinion report on this criterion. 5. Annual report of the program updated and approved by the relevant councils (including the completion report of the recommendations for improvement in previous years' reports)
2-1-11	The program management applies mechanisms ensuring integrity, fairness, and equality in all its academic and administrative practices, and between the male and female student sections and branches (if any).	<ol style="list-style-type: none"> 1. Documents that the program manuals should be published and announced to the beneficiaries (faculty, students, staff), provided that these manuals include mechanisms of integrity, justice and equality. 2. A sample of speeches or minutes of the department / reference committee / program committees including decisions that guarantee integrity, fairness and equality in the academic and administrative practices of the program (in both parts of the program and its branches if any). 3. An approved report of the annual questionnaires, which includes the evaluation of faculty members and students to manage the program with regard to achieving integrity, justice and equality (in both parts of the program and all branches if any), including a statistical analysis (and comparison) identifying the main strengths and opportunities for improvement and plans to implement the recommendations contained therein, and report Completion of implementation plans. 4. The independent opinion report on this criterion
2-1-12	The program forms an advisory committee, comprised of members of professionals and experts in the program specialization, to contribute to its evaluation, development, and performance improvement.	<ol style="list-style-type: none"> 1. Letters of formation of the program advisory board provided that its membership includes experts, specialists, professionals and representatives from the employers of graduates of the program, students, faculty members and representatives of the quality committees in the program. 2. A sample of the correspondences / meetings / decisions / minutes of the meetings of the Advisory Council related to the development and improvement of program performance. 3. A report of achievement approved by the relevant councils for improvement recommendations emanating from the Advisory Board meetings.
2-1-13	The program management is committed to developing and improving professional skills and capabilities of the supportive technical and administrative staff to keep up with modern developments.	<ol style="list-style-type: none"> 1. The decision to form a unit / committee for training and development in the college. 2. The college plan / training program regarding the development of the skills of faculty members, administrators and technicians. 3. Periodic report of the training plan including a statistical analysis identifying the main strengths and opportunities for improvement and plans to implement the recommendations contained therein, and a completion report of the implementation plans. 4. A sample of certificates of attendance of faculty / administrators / technicians for courses (inside and outside the university) that develop their skills and professional abilities.
2-1-14	The program management provides reliable and publicly disclosed information to the community about	<ol style="list-style-type: none"> 1. A brief description of the program is up-to-date and approved. 2. The annual program report is up-to-date and approved.

	the program description, performance, and achievements that suits the needs of the stakeholders.	3. The annual performance indicators report is up-to-date and approved and includes an analysis of strengths and opportunities for improvement, implementation plans for improvement recommendations, and an achievement report for these plans.
2-1-15	The program management encourages the developmental initiatives and proposals.	<ol style="list-style-type: none"> 1. The existence of appropriate and public mechanisms in the program to receive development initiatives and proposals. 2. Minutes of the College Council / Department Council / Reference Committee which includes a discussion of development initiatives and proposals with plans to implement the recommendations supported by periodic reports to follow up the implementation of those recommendations. 3. A statement of the incentives provided by the program management to the applicants for development initiatives and proposals. 4. Examples of incentives provided by the program management to applicants for development initiatives and proposals. 5. The independent opinion report on this criterion.
2-1-16	The program implements an effective system to evaluate the performance of leaders, teaching staff, and employee according to clear, published standards and mechanisms that ensure fairness, transparency, and accountability; and the results of the evaluation are used to provide feedback, improvement, and development.	<ol style="list-style-type: none"> 1. Manual of procedures and regulations for the evaluation of faculty and staff certified and announced. 2. A sample of actual evaluations of the performance of faculty members and the like and staff and a sample of their responses and observations on the evaluation process with a view to follow-up recommendations for improvement. 3. Periodic questionnaires report (which includes the evaluation of faculty and staff to manage the program as well as policies, procedures and processes to evaluate their performance) to include a statistical analysis identifying the main strengths and opportunities for improvement and plans to implement the recommendations contained therein, and the completion report of the implementation plans. 4. The independent opinion concerning this criterion
2-1-17	The program management is committed to activating the values of the scientific integrity, intellectual property rights, rules of ethical practices, and proper conduct in all academic, research, administrative, and service fields and activities.	<ol style="list-style-type: none"> 1. Proclaiming intellectual property rights regulations and approved practices and behavior of beneficiaries (eg students, faculty, staff). 2. Ethics Guide for Field Experience Courses (Ethical Code) 3. A sample of the decisions / minutes of a departmental committee / reference committee that includes decisions to activate the ethical rules and practices stipulated in the regulations. 4. The independent opinion concerning this criterion
2-1-18	The program management applies the systems, regulations, and procedures that are approved by the institution/college, including those related to grievance, complaints, and disciplinary cases.	<ol style="list-style-type: none"> 1. A sample of grievances, complaints and disciplinary issues for students, staff and faculty. 2. A sample of the decisions of the College Council / Department Council / Reference Committee / Committees stating the application of the University's regulations and procedures regarding grievances, complaints and disciplinary issues. 3. The follow-up of the implementation of those decisions. 4. The independent opinion report on this criterion.
2-1-19	The program has adequate financial funding to achieve its mission and goals, along with existence of mechanisms for prioritizing expenditures.	<ol style="list-style-type: none"> 1. The operational / operational plan of the program. 2. An updated and approved report showing the progress of the program in its implementation plan, including an analysis of the values of the performance indicators associated with the objectives with an analysis highlighting strengths and opportunities for improvement and plans / timetable for the implementation of the improvement recommendations contained therein. 3. List of expenses on the program from the college's predecessor.

		<ol style="list-style-type: none"> 4. Sample letters specifying the financial needs of the program and the extent of the stakeholders' response. 5. A sample of the decisions of the department council / college council / reference committee that includes or discusses to meet the financial needs of the program. 6. The independent opinion concerning this criterion
2-2	Program Quality Assurance	
2-2-1	The program management implements an effective quality assurance and management system that is consistent with the institution quality system.	<ol style="list-style-type: none"> 1. The decision and formation of the quality unit / committee in the program includes a clear description of its functions and powers. 2. The quality manual approved by the relevant councils includes a full description of the mechanism and quality system in the program and the faculty consistent with the quality system at the university. 3. Sample of the minutes of the meetings of the units / committees of quality in the college and the program. 4. Annual plan of the quality unit / committee. 5. The annual report of the Quality Unit includes the extent to which the annual plan has been achieved, its main achievements and work with an analysis of strengths and opportunities for improvement and a plan for the implementation of the recommendations for improvement contained in this report. 6. Completion report of internal audit team recommendations and recommendations of national and international accreditation bodies.
2-2-2	The teaching staff, employee, and students participate in planning, quality assurance, and decision-making processes.	<ol style="list-style-type: none"> 1. A sample of the correspondences / meetings / decisions / minutes of the meetings of the advisory committees related to planning and quality and decisions of change and improvement. 2. Samples of the minutes of the College Council / Department Council / Reference Committee that include the active involvement of students and staff in the planning of the program, and the quality of its decisions. 3. A sample of analysis reports of faculty, students and staff questionnaires and improvement plans emanating from these reports. 4. Decisions to form a self-study committee and all committees emanating from it so that its membership includes some students and staff. 5. Decisions to form program committees (in all branches, if any).
2-2-3	The program management approves key performance indicators that accurately measure the program performance and coordinates to provide regular data on them.	<ol style="list-style-type: none"> 1. Minutes of the College Council / Department / Reference Committee indicating the adoption of performance indicators (main indicators, indicators to measure the learning outcomes of the program, indicators related to the strategic and operational objectives of the program). 2. A copy of the performance indicators form letter sent to the Deanship of Development and Quality on time. 3. Annual report of the program (including evaluation of learning outcomes in the program and the table of key performance indicators of the program along with the analysis and schedule of the executive work plan of the program) with the benefit of its presentation and approval by the relevant councils. 4. An updated and approved report indicating the progress of the program in its implementation plan, including the performance indicators values associated with the objectives, with an analysis highlighting strengths, opportunities for improvement and plans / timetable for implementing the recommendations for improvement.
2-2-4	The program analyzes the evaluation data annually (e.g., performance indicators and benchmarking data, student progress, program completion rates, student	<ol style="list-style-type: none"> 1. The annual report of the program is integrated, updated and approved (including the achievement report in the executive plan of the previous report) with the presentation and approval of the relevant councils.

	evaluations of the program, courses and services, views of graduates and employers); and results are used in planning, development, and decision-making processes.	
2-2-5	The program conducts a periodic, comprehensive evaluation (every three / five years) and prepares reports about the overall level of quality, with the identification of points of strength and weakness; plans for improvement; and follows up its implementation.	<ol style="list-style-type: none"> 1. The program self-study is accredited (including, in particular, the results, operational proposals, and recommendations). 2. Documents stating the periodic follow-up of the executive plans emanating from self-study.

3	TEACHING AND LEARNING		SUGGESTED EVIDENCES	
	Graduate attributes and learning outcomes at the program level must be precisely defined, consistent with the requirements of the Saudi Arabia Qualifications Framework (SAQF) and with the related academic and professional standards, and the labor market requirements. The curriculum must conform to professional requirements. The teaching staff must implement diverse and effective teaching and learning strategies and assessment methods that are appropriate to the different learning outcomes. The extent of achievement of learning outcomes must be assessed through a variety of means and the results are used for continuous improvement.			
	3-1	Graduate Attributes and Learning Outcomes		
	3-1-1	The program identifies its graduate attributes and intended learning outcomes that are consistent with its mission, and aligned with the graduate attributes at the institutional level; and they are approved, publicly disclosed, and periodically reviewed.		<ol style="list-style-type: none"> 1. Program specifications is updated and approved (including matrices) 2. A brief description of the program (including the characteristics of graduates and learning outcomes) 3. Periodic review of the characteristics of graduates and learning outcomes in the program.
	3-1-2	The graduate attributes and learning outcomes are consistent with the requirements of the Saudi Arabia Qualifications Framework (SAQF) and with academic, professional, and labor market requirements.		<ol style="list-style-type: none"> 1. Certificate of registration in the Saudi Qualifications Framework (SAQF)
	3-1-3	The program identifies the learning outcomes for the different tracks (if any).		<ol style="list-style-type: none"> 1. Certificate of registration in the Saudi Qualifications Framework (SAQF)
3-1-4	The program applies appropriate mechanisms and tools for measuring the graduate attributes and learning	<ol style="list-style-type: none"> 1. Program Specifications updated and approved (including matrices and mechanism to measure and evaluate the output and independent verification of student achievement) 		

	outcomes, and verifying their achievement according to specific performance levels and assessment plans.	2. Annual program report / self-study (including evaluation of learning outcomes and analysis of evaluation process)
3-2	Curriculum	
3-2-1	The program is committed to the institutional policies, standards, and procedures in the design, development and modification of the curriculum.	<ol style="list-style-type: none"> 1. Certificate of registration in the Saudi Qualifications Framework (SAQF). 2. Document of the general framework of plans and programs of study at Qassim University. 3. The decision of the University Council to approve the current study plan of the program.
3-2-2	The curriculum design considers fulfilling the program goals and learning outcomes, and the educational, scientific, technical and professional developments in the field of specialization; and is periodically reviewed.	<ol style="list-style-type: none"> 1. Certificate of registration in the Saudi Qualifications Framework (SAQF) 2. The decision of the University Council to approve the current study plan of the program.
3-2-3	The study plan ensures the balance between the general and specialty requirements, and between theoretical and applied aspects; and it takes into account the sequencing and integration of the courses.	<ol style="list-style-type: none"> 1. Certificate of registration in the Saudi Qualifications Framework (SAQF) 2. The decision of the University Council to approve the current study plan of the program.
3-2-4	The construction of the program study plan considers the identification of exit-points requirements (if any).	<ol style="list-style-type: none"> 1. Certificate of registration in the Saudi Qualifications Framework (SAQF)
3-2-5	The program study plan considers the adequate requirements for the different tracks (if any) in accordance with international practices and similar programs.	<ol style="list-style-type: none"> 1. Report on the external Benchmarking of the current study plan with corresponding programs in international and local universities.
3-2-6	The curriculum includes integrated curricular and extracurricular activities that contribute to the achievement of the program learning outcomes.	<ol style="list-style-type: none"> 1. Certificate of registration in the Saudi Qualifications Framework (SAQF) 2. The Program Specifications is up-to-date and supported. 3. Sample of Course Specifications (including classroom and non-classroom activities)
3-2-7	The learning outcomes in the courses are aligned with the program learning outcomes (e.g., Matrix for the alignment of the learning outcomes of the courses with program learning outcomes).	<ol style="list-style-type: none"> 1. Program Specifications are up-to-date and approved (including the matrix of the learning outcomes of the program on courses).
3-2-8	Teaching and learning strategies and assessment methods are aligned with the intended learning outcomes at the program and course levels.	<ol style="list-style-type: none"> 1. The Program Specifications is up-to-date and supported. 2. Updated and approved sample of Course Specifications (including the matrix of the course output with teaching strategies and assessment methods). 3. The independent opinion concerning this criterion
3-2-9	Teaching and learning strategies are student-centered and encourage active learning.	<ol style="list-style-type: none"> 1. The independent opinion report on this criterion.
3-2-10	Teaching and learning strategies and assessment methods in the program vary according to its nature and level, enhance the ability to conduct research, and ensure students' acquisition of higher cognitive thinking and self-learning skills.	<ol style="list-style-type: none"> 1. The independent opinion report on this criterion.

3-2-11	The learning outcomes of the field experience activities are aligned with the learning outcomes of the program; and appropriate strategies for training, assessment, and training venues are identified in order to achieve these outcomes.	<ol style="list-style-type: none"> 1. Field experience Specifications (if any) updated and approved. 2. The mechanism for selecting and accrediting training centers is approved by the relevant authorities. 3. The independent opinion report on this criterion.
3-2-12	Both the program field-experience supervisor and the field supervisor are informed with the intended learning outcomes and the nature of the tasks entrusted to each of them (supervision, follow-up, student assessment, evaluation and development of field experience); and their commitment is followed up according to specific mechanisms.	<ol style="list-style-type: none"> 1. Field experience specifications (if any) updated and approved. 2. A sample of the forms used in the management and evaluation of field experience activities (if any). 3. Periodic report of field experience (if any) updated and approved.
3-2-13	The program ensures a unified application of its study plan as well as the program and the course specifications offered at more than one site (sections of male and female students and different branches).	<ol style="list-style-type: none"> 1. Course reports are standardized among the branches if any (with comparative performance in the branches and in the two parts) 2. Annual report of the program is unified between branches, if any (with comparative performance in branches and in two parts)
3-3	Quality of Teaching and Students' Assessment	
3-3-1	The program monitors the commitment of the teaching staff to the learning and teaching strategies and assessment methods included in the program and course specifications through specific mechanisms.	<ol style="list-style-type: none"> 1. A monthly field report from the Quality Unit stating the application and commitment of the faculty to the teaching strategies specified in the descriptions. 2. A quarterly report from the Quality Unit or from the Evaluation Unit stating that the teaching staff are committed to the evaluation methods specified in the descriptions. 3. The independent opinion report includes an evaluation of the mechanism of monitoring the commitment of the faculty to the teaching strategies and evaluation methods specified in the descriptions. 4. Course Specifications and reports with a sample of students' work.
3-3-2	The necessary training is provided for the teaching staff on learning and teaching strategies and assessment methods identified in the program and course specifications, along with the effective use of modern and advanced technology; and their use is monitored.	<ol style="list-style-type: none"> 1. The training plan adopted in the program includes training the faculty in teaching and learning strategies and evaluation methods specified in the descriptions, as well as the use of modern technology (in coordination with the competent deanships at the university). 2. A report on the implementation of the training plan above, including a sample of attendance statements, a statistical analysis identifying the main strengths and opportunities for improvement and plans to implement the recommendations contained in it, and a report of completion of the implementation plans. 3. Monthly field report on the effective use of modern technology by faculty members.
3-3-3	At the beginning of each course, students are provided with comprehensive information about the course, including learning outcomes, teaching and learning strategies, and assessment methods and dates, as well as what is expected from them during the study of the course.	<ol style="list-style-type: none"> 1. Approved report of the questionnaire evaluation (including the extent to which students are provided at the beginning of each course with comprehensive information about the course such as learning outcomes, teaching strategies, methods of assessment and dates, etc.) includes a statistical analysis identifying the main strengths and opportunities for improvement and plans to implement the recommendations received in it, the completion report of the implementation plans. 2. Provide information to send comprehensive information about the course (for example information on learning outcomes, teaching strategies, methods of assessment and dates, etc.) to all students at the beginning of each course, either electronically or manually.

3-3-4	The courses are periodically evaluated for ensuring the effectiveness of the teaching and learning strategies and assessment methods, and reports are prepared on them.	<ol style="list-style-type: none"> 1. Course reports are up-to-date and approved (including an assessment of learning outcomes, teaching and learning strategies, assessment methods, and course development plans). 2. The presentation of the recommendations of improvement contained in the reports of decisions to the relevant councils and committees.
3-3-5	The program applies mechanisms to support and motivate excellence in teaching, and encourages creativity and innovation of the teaching staff.	<ol style="list-style-type: none"> 1. An executive plan to support and stimulate excellence in teaching and encourage creativity and innovation. 2. Periodic report on the implementation of the above plan, including (for example) a sample of incentives, and a list of those who have been provided with incentives.
3-3-6	The program implements clear and publicized procedures to verify the quality and validity of the assessment methods (e.g., their specifications, diversity, and comprehensiveness to cover the learning outcomes, distribution of grades and accuracy of marking), and to ensure the level of student achievement.	<ol style="list-style-type: none"> 1. The Program Specifications is up-to-date and approved (and a sample of the approved Course Specifications) that includes an independent internal and external verification mechanism of the quality of assessment methods. 2. Independent internal and external verification of students' work. 3. The independent opinion report on related to this test (to include an assessment of the evaluation methods and their credibility). 4. Submission of the declaration of the program guide (including the evaluation methods). 5. A sample of updated and approved course reports (including an analysis of student achievement levels).
3-3-7	Effective procedures are used to verify that the work and assignments of students are of their own.	<ol style="list-style-type: none"> 1. A report outlining procedures for verifying that students' work is produced by, for example, using plagiarism detection programs (or scientific theft). 2. The independent opinion report on this criterion.
3-3-8	The feedback is provided to students about their performance and evaluation results at a time that allows them to improve their performance.	<ol style="list-style-type: none"> 1. A monthly report from the Quality Unit stating that students were given feedback on their performance and the results of their assessment at a time when they could improve their performance. 2. Approved report of the evaluation questionnaires (including an analysis of the elements related to the provision of feedback at a time when the student can improve his performance) and includes a statistical analysis identifying the main strengths and opportunities for improvement and plans to implement the recommendations contained therein, and the completion report of the implementation plans.

STUDENTS

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

SUGGESTED EVIDENCES

4-0-1	The program has approved and publicly disclosed criteria and requirements for the admission and registration of students that are appropriate to the nature of the program, and are applied fairly.	<ol style="list-style-type: none"> 1. The student's manual including the criteria and conditions for admission, registration, and the statement of accreditation and announcement to the students by various means (paper, electronic). 2. The announcement of the university admission regulations and admission requirements in the program on the college website. 3. Certificate of Registration in the Saudi Qualifications Framework (SAQF)
4-0-2	The number of students admitted to the program is compatible with the available resources for the program (e.g., teaching staff, classrooms, labs, and equipment)	<ol style="list-style-type: none"> 1. Benchmarking report with corresponding programs (approved by the relevant councils and includes in the points of comparison faculty, classrooms, laboratories, devices). 2. Report questionnaires and the degree of satisfaction of students on the adequacy and quality of the teaching staff - classrooms - laboratories - devices includes a statistical analysis that identifies the main strengths and opportunities for improvement and plans to implement the recommendations contained therein, and the completion report of the implementation plans. 3. The independent opinion concerning this criterion
4-0-3	The program provides basic information to students, such as study requirements, services, and financial fees (if any), through various means.	<ol style="list-style-type: none"> 1. The program guide is approved and a brief announcement of this guide for students by various means (paper, electronic).
4-0-4	The program applies fair and approved policies and procedures for students transferring to the program and the equivalency of what students had previously learned.	<ol style="list-style-type: none"> 1. Rules and regulations for transfer to and from the program are approved by the relevant councils. 2. Certificate of registration in the Saudi qualifications framework (SAQF).
4-0-5	The program provides comprehensive orientation for new students, ensuring their full understanding of the types of services and facilities available to them.	<ol style="list-style-type: none"> 1. A quarterly report on the program for the preparation of new students (includes an analysis of the participation rates of faculty and students, events, recommendations for improvement, etc.). 2. Photos of the activities of the initialization programs.
4-0-6	The program informs students about their rights and duties, the code of conduct, and grievance, complaints, and discipline procedures, using a variety of means; and applies them fairly.	<ol style="list-style-type: none"> 1. The declaration of discipline regulations, student rights, study and tests, grievance procedures, complaints and discipline by various means (electronic or paper). 2. A sample of the minutes / decisions of the relevant committees and councils discussing grievances, complaints and disciplinary cases.

4-0-7	Students are provided with effective academic, professional, psychological, and social guidance, and counseling services through qualified and sufficient staff.	<ol style="list-style-type: none"> 1. An updated decision to form the Academic Advising Unit / Committee, which includes defining its functions. 2. Approved periodic report on the extent of the completion of the Academic Advising Action Plan. 3. A periodic report on the performance of the Academic Advising Unit / Committee, which includes a statistical analysis of the academic advisory questionnaires, identifying the main strengths, opportunities for improvement, and implementation plans for improvement recommendations, and a completion report for these plans.
4-0-8	Mechanisms are applied to identify gifted, creative, talented, and underachieving students in the program, and appropriate programs are available to care for, motivate, and support each group of them.	<ol style="list-style-type: none"> 1. An approved academic advising plan that includes programs to nurture, motivate and support gifted, creative, and talented students 2. A periodic report on the performance of the Academic Advising Unit / Committee, including a statistical analysis and evaluation of the identification mechanisms for talented, creative and outstanding students as well as the defaulters in the program, which identifies the main strengths and opportunities for improvement and implementation plans for improvement recommendations, and a completion report for these plans.
4-0-9	Students in the program are offered extracurricular activities in variety of fields to develop their abilities and skills, and the program takes appropriate actions to support and motivate their participation.	<ol style="list-style-type: none"> 1. The decision to form a student club unit and assign a supervisor and form a council. 2. Approved report on the implementation of the extracurricular activities (extracurricular activities) plan, which includes statistical analysis and evaluation of appropriate means to support and stimulate student participation. It identifies the main strengths, opportunities for improvement, and implementation plans for improvement recommendations.
4-0-10	The students and alumni of the program are provided with additional activities for their professional development, consistent with the intended learning outcomes, and labor market developments.	<ol style="list-style-type: none"> 1. The decision to form a unit to develop the professional skills of students and graduates. 2. Approved report on the implementation of the above-mentioned unit plan, which includes an analysis and evaluation of activities, identifying the main strengths, opportunities for improvement, and implementation plans for improvement recommendations, and a completion report for these plans.
4-0-11	The program implements effective procedures to monitor students' progress and to verify their fulfilment of graduation requirements.	<ol style="list-style-type: none"> 1. Certified Academic Report (register) It includes a statistical analysis of students' progress, verification of their fulfillment of graduation requirements, key strengths, opportunities for improvement, implementation plans for improvement recommendations, and an achievement report for these plans.
4-0-12	The program implements an effective mechanism to communicate with its alumni and involve them in its events and activities, explore their views, and benefit from their expertise and support; and provides updated and comprehensive databases about them.	<ol style="list-style-type: none"> 1. The decision to form a unit to effectively communicate with the graduates and provide updated databases about them. 2. Unit work plan above 3. Approved report showing the completion of the plan, including an evaluation and statistical analysis of all the mechanisms of communication with the graduates, activities and opinion polls and identifying the main strengths and opportunities for improvement, and implementation plans for recommendations of improvement, and the completion report of these plans.
4-0-13	Effective mechanisms are applied to evaluate the adequacy and quality of services provided to students and measure their satisfaction with them; and the results are used for improvement.	<ol style="list-style-type: none"> 1. Approved report of program evaluation questionnaires and decisions (including an assessment of services provided to students, statistical analysis identifying key strengths, opportunities for improvement, plans to implement recommendations contained therein, and completion report of implementation plans).
4-0-14	The program takes into consideration the special needs of its students (e.g., students with special needs and international students).	<ol style="list-style-type: none"> 1. Periodic report on the adequacy of services provided to people with special needs and international students. 2. An approved report to assess the assessment of the disabled and international students, including a statistical analysis that identifies the main strengths and opportunities for improvement, plans to implement the recommendations contained therein, and a completion report for the implementation plans.

4-0-15	The program implements effective mechanisms to ensure the regularity of students' attendance and their active participation in the course and field experience activities.	<ol style="list-style-type: none"> 1. The field experience report is updated, integrated and approved. 2. Approved report in the presence of students for the activities of the courses and field experience with a sample of the forms used after completion of the relevant.
4-0-16	There is an appropriate representation for students in relevant councils and committees.	<ol style="list-style-type: none"> 1. Decisions to form student councils and committees in the program so that appropriate representation of students from all stages and branches, if any. 2. A sample of the minutes of the councils of the department / reference committee / the program committees according to the representation (or attendance) suitable for students.

TEACHING STAFF

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

5

SUGGESTED EVIDENCES

5-0-1	The program applies appropriate recruitment policies and procedures to attract faculty members, and retains the distinguished ones.	<ol style="list-style-type: none">1. A sample of the minutes / decisions of the College Board / Department / Reference Committee / Committee in the program stating the application of regulations and policies for the selection of faculty members in the program.2. Determine the periodic selection and retention mechanisms after appointment.
5-0-2	The program has an adequate number of faculty members at all sites where it is offered (e.g., male and female student sections, branches).	<ol style="list-style-type: none">1. A benchmarking report with a corresponding program provided that the report includes a comparison of the adequacy of faculty members in each section / branch of the program (if any) with recommendations for improvement to be submitted to the relevant authorities and a report on the completion of those recommendations.
5-0-3	The faculty members have the necessary competency (e.g., qualifications, certificates, professional licenses, experience required), and effective teaching skills; and appropriate mechanisms are applied for verification.	<ol style="list-style-type: none">1. The benchmarking report (including an analysis of the percentage of faculty who hold PhDs, as well as other certificates for the total number)2. File / database of the curriculum vitae of the faculty in the program (accompanied by professional licenses for programs that require it)3. Approved report to assess the competence of the faculty member (for example employing a questionnaire to evaluate the course, the program management evaluation for the faculty member, peer evaluation and independent evaluations) includes a statistical analysis that identifies the main strengths and opportunities for improvement and plans to implement the recommendations contained therein, and the completion report of the implementation plans.4. Identify mechanisms to verify competence (e.g. accreditation of competent authorities for qualifications, professional licenses and certificates of experience).
5-0-4	The program provides appropriate orientation for new and adjunct teaching staff to ensure their understanding of the nature of the program, their rights, tasks, responsibilities, and workload.	<ol style="list-style-type: none">1. Report of the participation of new faculty and collaborators in the university's induction programs as well as the program's induction programs
5-0-5	The teaching and adjunct staff in the professional programs include some experienced and highly skilled professionals in the field of the program.	<ol style="list-style-type: none">1. File / database of the curriculum vitae of the faculty in the program.2. The independent opinion report on the test.
5-0-6	The teaching staff regularly participate in academic activities (e.g., participation in conferences and group	<ol style="list-style-type: none">1. Periodic report with the participation of the faculty in academic activities such as conferences, panel discussions, research projects and the arbitration of letters and research.

	discussions, research projects, arbitration of theses and research) to ensure their awareness of the latest developments in their fields of specialization; and their participation in these activities and scientific production are considered in their criteria for evaluation and promotion.	<ol style="list-style-type: none"> 2. Forms of evaluation of job performance / promotions for faculty after completion of the relevant to include evaluation scales to participate in academic activities. 3. Staff regulations for evaluation and promotions.
5-0-7	Faculty members effectively participate in research activities and scientific production; and their participation in these activities is considered as one of the criteria for their evaluation and promotion.	<ol style="list-style-type: none"> 1. Periodic report with the participation of the faculty in research activities and scientific production. 2. Forms of evaluation of job performance / promotions for faculty after completion of the relevant to include evaluation scales to participate in scientific research activities. 4. Staff regulations for evaluation and promotions.
5-0-8	Teaching staff participate in community partnership activities; and their participation in these activities is considered as one of the criteria for their evaluation and promotion.	<ol style="list-style-type: none"> 1. Periodic report of faculty participation in partnership / community service activities. 2. Forms of evaluation of job performance / promotions for faculty after completion of the relevant to include evaluation scales to participate in community partnership activities 3. Staff regulations for evaluation and promotions.
5-0-9	Teaching staff participate in professional and academic development programs in accordance with a plan that meets their needs and contributes to the development of their performance.	<ol style="list-style-type: none"> 1. The training plan in the program / faculty is based on exploring the developmental needs of the faculty members. 2. A completion report of the training plan, including an evaluation of the plan and attached with samples of attendance certificates.
5-0-10	Teaching staff participate in assessment and development activities of the program and institution.	<ol style="list-style-type: none"> 1. Report of faculty participation in program and university development activities (eg participation in: self-study preparation, program reports, academic guidance, program committees, program / university planning) and includes an analysis of the proportions of participants.
5-0-11	Effective mechanisms are applied to evaluate the adequacy and quality of the services provided to the teaching staff and to measure their satisfaction with them.	<ol style="list-style-type: none"> 1. The annual questionnaires report, which includes measuring the satisfaction of the faculty on the adequacy and quality of the services provided to them, and a statistical analysis that identifies the main strengths and opportunities for improvement and plans to implement the recommendations contained therein, and the completion report of the implementation plans.
5-0-12	The performance of the teaching staff is regularly assessed according to specific and published criteria; feedback is provided to them; and the results are used in improving the performance.	<ol style="list-style-type: none"> 1. Forms of evaluation of the functional performance of the faculty after completion of the relevant stakeholders include informing the member of the evaluation with the benefit of providing feedback to them from the management of the program / college. 2. Approved periodic report of the performance of the faculty in the program in the light of annual evaluations (functional and other) includes a statistical analysis that identifies the main strengths and opportunities for improvement and plans for the implementation of the recommendations contained therein, and the completion report of the implementation plans.

LEARNING RESOURCES, FACILITIES, AND EQUIPMENT

6

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

SUGGESTED EVIDENCES

6-0-1	The program implements clear policies and procedures that ensure the adequacy and appropriateness of learning resources and services provided to support student learning.	<ol style="list-style-type: none"> 1. The decision to form a unit dealing with the management of learning resources in the college / program determines its responsibilities, tasks and work procedures. 2. Sample minutes of meetings of this unit. 3. Certified guide to policies and procedures for learning resources and educational services provided to students. 4. An approved report of the annual / quarterly questionnaires and opinion polls related to the evaluation of beneficiaries (faculty and students) of the sources of learning in terms of adequacy, relevance and effectiveness of management, including a statistical analysis that identifies the main strengths and opportunities for improvement and plans to implement the recommendations contained therein, and the completion report of the implementation plans. 5. The benchmarking report on the sources of learning in terms of adequacy and relevance 6. The independent opinion report on this criterion.
6-0-2	The program implements effective procedures for the management of resources and reference materials needed to support teaching and learning processes.	<ol style="list-style-type: none"> 1. A periodic achievement report of the unit mentioned in the previous test (6-0-1), which includes a statistical analysis of the annual questionnaires related to the evaluation of beneficiaries (faculty and students) of the sources of learning (including electronic) in terms of its adequacy, suitability and effectiveness of its management. Improvement and implementation plans for improvement recommendations, and completion report for these plans
6-0-3	The Library has a sufficient number of various resources that are easily accessible and appropriate to the needs of the program and the number of students; are made available in adequate and appropriate times for male and female student sections; and are updated periodically.	<ol style="list-style-type: none"> 1. Approved annual questionnaires / surveys report on the evaluation of the beneficiaries (faculty and students) of the sources of learning in terms of adequacy, relevance and effectiveness of management (both male and female students). 2. The benchmarking report includes an analysis of program and student needs for learning resources. 3. The independent opinion report on this criterion.
6-0-4	The program has specialized electronic resources (e.g., digital references, multimedia, software), and appropriate databases and electronic systems that allow beneficiaries to access the information, research materials, and scientific journals from within or outside the institution.	<ol style="list-style-type: none"> 1. The annual questionnaires report on the evaluation of beneficiaries (faculty and students) of the sources of learning (including electronic) in terms of adequacy, relevance and effectiveness of management includes a statistical analysis that identifies the main strengths and opportunities for improvement and plans to implement the recommendations contained therein, and the completion report of the implementation plans.
6-0-5	The program has laboratories, computer and technology equipment, and materials that are suitable to the specialty and sufficient to conduct research and scientific	<ol style="list-style-type: none"> 1. The benchmarking report includes a statistical analysis of the needs of the program and students and faculty of laboratories, laboratories, computer and technical equipment and materials appropriate and sufficient for the specialization, and identifies the main strengths and opportunities for improvement and implementation plans for improvement recommendations, and a completion report for these plans

	studies according to the program goals; and applies appropriate mechanisms to maintain and update them.	<ol style="list-style-type: none"> 2. An approved report of the annual questionnaires related to the evaluation of beneficiaries (faculty and students) of laboratories, laboratories and computer and technical equipment in terms of their adequacy, appropriateness, maintenance and updating. This includes a statistical analysis that identifies the main strengths and opportunities for improvement, plans to implement the recommendations contained therein, and a completion report for the implementation plans. 3. Templates of periodic maintenance reports for laboratories, laboratories and computer and technical equipment from the relevant authorities.
6-0-6	The teaching staff, students, and employee of the program have the appropriate orientation and technical training and support for the effective use of resources and means of learning.	<ol style="list-style-type: none"> 1. A decision to establish a responsible body in the program / college that defines its tasks to include providing appropriate technical support to the teaching staff, students and staff in relation to the sources and means of learning and to declare this periodically to the students. 2. Completion report of the training plan in the program / college. The report includes an assessment to prepare the beneficiaries to use the resources and means of learning and attach samples of attendance certificates.
6-0-7	The program has the suitable classrooms and facilities for its needs.	<ol style="list-style-type: none"> 1. The benchmarking report includes an analysis of classrooms and facilities in terms of suitability, processing, adequacy, key strengths, opportunities for improvement, implementation plans for improvement recommendations, and a completion report for these plans. 2. Approved report of the annual questionnaires related to the evaluation of the beneficiaries (faculty and students) of the classrooms and facilities in terms of adequacy, appropriateness and maintenance, including a statistical analysis that identifies the main strengths, opportunities for improvement, plans to implement the recommendations contained therein, and a completion report for the implementation plans.
6-0-8	All health, and general and professional safety requirements are available in the facilities, equipment, and the educational and research activities.	<ol style="list-style-type: none"> 1. A report from the competent departments at the University stating that all health and safety requirements are met in the facilities, equipment and activities. 2. A quarterly (actual) evacuation plan for students, faculty and staff in the presence of the competent departments in the university. 3. A report showing how the program manages the potential risks in activities and facilities.
6-0-9	Standards for safety, environmental conservation, and hazardous waste disposal are applied efficiently and effectively.	<ol style="list-style-type: none"> 1. A report from the competent departments in the university stating that the program applies the safety, environmental protection and hazardous waste management standards efficiently and effectively. 2. Report an expert opinion on the efficiency and effectiveness of the application of safety and environmental standards in the program.
6-0-10	The program has the sufficient number of qualified technicians and specialists for the operation and preparation of laboratories.	<ol style="list-style-type: none"> 1. The benchmarking report includes a statistical analysis and evaluation of the numbers of technicians and specialists in the operation and preparation of laboratories in the program in terms of efficiency and qualifications. It identifies the main strengths, opportunities for improvement, implementation plans for improvement recommendations, and a completion report for these plans. 2. The independent opinion concerning this criterion
6-0-11	The program has facilities, equipment, and services suitable for those students, teaching staff, and employee with special needs.	<ol style="list-style-type: none"> 1. A report from the competent departments in the university stating the availability of facilities, equipment and services suitable for people with special needs (students, faculty and staff) in the program. 2. Approved report for the survey of people with special needs, including a statistical analysis that identifies the main strengths and opportunities for improvement, plans to implement the recommendations contained therein, and a completion report for the implementation plans.

<p>6-0-12</p>	<p>The program has the appropriate technologies, services, and environment for courses offered through distance or e-learning according to their own specific standards.</p>	<ol style="list-style-type: none"> 1. The decision to form a unit dealing with e-learning and distance education with the definition of its tasks and responsibilities. 2. Sample minutes of meetings of this unit. 3. Approved report of annual questionnaires / surveys related to the evaluation of beneficiaries (faculty and students) of the techniques and services of the courses offered in the program electronically or remotely, including a statistical analysis that identifies the main strengths and opportunities for improvement, plans to implement the recommendations contained therein, and a completion report for the implementation plans. 4. The benchmarking report includes an analysis of the techniques and services of the courses offered in the program in terms of their adequacy and relevance, the main strengths, opportunities for improvement, implementation plans for improvement recommendations, and an achievement report for these plans. 5. The independent opinion report on this criterion.
<p>6-0-13</p>	<p>The program evaluates the effectiveness and efficiency of learning resources, facilities, and equipment of all types; and the results are used for improvement.</p>	<ol style="list-style-type: none"> 1. An approved report of the annual questionnaires related to the evaluation of beneficiaries (faculty and students) of the sources of learning, facilities and equipment in terms of their adequacy, appropriateness, maintenance, updating and effectiveness.