

QUALITY ASSURANCE

MANUAL

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Introduction

The Quality Assurance and Accreditation Unit of the College of Pharmacy is considered one of the most important units that contribute to achieving the college's goals and mission by evaluating the quality of the educational and administrative process and providing the requirements for obtaining national and international academic accreditation for the Doctor of Pharmacy program and maintaining it in order to gain the trust of the students, community and the graduates' employers.

The college gives this unit a great attention since its establishment because of its effective impact in spreading the culture of the quality and helping academic departments and administrative units to achieve the goals and mission of the college. The unit's work revolves around evaluating the performance of the Doctor of Pharmacy program, identifying the best methods for advancing the educational process, scientific research, and providing useful services to the community. The Quality Assurance and Accreditation Unit is honored to present this guide, which contains information related to the tasks and organization of the work of the Quality Assurance and Accreditation Unit at the College.

The Doctor of Pharmacy program at the College of Pharmacy, Qassim University follows quality policies that are consistent with the quality standards approved by the National Center for Academic Accreditation and evaluation (NCAAA). The program is keen to maintain its accreditation. He is also committed to researching, following up and evaluating the program in accordance with academic and administrative quality standards, until it has made it a major part of the college's mission.

Vision

A national leadership in pharmacy education and research, and a supporter of effective partnerships

College Mission

Providing accredited pharmacy education to prepare qualified pharmacists and providing professional and research services to promote national development; in an inspiring, governance environment that stimulates innovation, technology and partnership.

Pharm D Program Mission

Providing advanced education to prepare professionally and research-qualified pharmacists to enhance healthcare through national and international partnerships with educational, health and research institutions

Values

- **Belonging:** We promote national loyalty, the spirit of initiative, giving and volunteering.
- **Justice:** We seek to achieve the elements of fairness and equal opportunities for everyone.
- **Honesty:** We perform our work sincerely and adhere to professional ethics and morals.
- **Transparency:** We are committed to disclosure and support accountability and integrity requirements.
- **Perfection:** We apply the highest quality standards to distinguish our outputs and services.
- **Innovation:** We stimulate creative thinking and innovative products of value.
- **Institutional:** We establish a culture of teamwork, in thinking and behavior.

Strategic Goals

- **Goal 1:** Emphasizing the quality of education and achieving excellence in the pharmacy specialty.
- **Goal 2:** Raising the merit, competitiveness and professionalism of college students.
- **Goal 3:** Strengthening research identity and improving applied pharmaceutical research and innovation to meet the requirements of sustainable development.
- **Goal 4:** Diversifying funding sources and improving spending efficiency.
- **Goal 5:** Completing, developing and sustaining the infrastructure.
- **Goal 6:** Enhancing partnership and knowledge exchange nationally and internationally.

Quality assurance and quality management system

1. Quality Assurance (QA):

Quality assurance refers to the planned and systematic activities implemented within the program to ensure that the established quality standards and requirements are being met. It involves a set of processes, procedures, and monitoring activities designed to prevent defects or non-conformities in the delivery of educational services. Key aspects of quality assurance in the programs include:

- Defining quality standards and objectives
- Developing policies and procedures to meet those standards
- Monitoring and evaluating processes and outcomes
- Identifying and addressing areas for improvement
- Ensuring compliance with accreditation and regulatory requirements

2. Quality Management System (QMS):

A quality management system is a comprehensive and structured framework that encompasses all the policies, processes, resources, and organizational structures necessary for implementing and maintaining quality assurance practices effectively. It provides a systematic approach to managing quality within the program or the college. Key components of a quality management system in academic programs include:

- Quality policy and objectives
- Documented procedures and processes
- Roles and responsibilities for quality management
- Resource allocation and management
- Continuous improvement processes
- Data collection and analysis for decision-making
- Internal and external audits or reviews

The quality management system serves as an overarching umbrella that integrates and coordinates all quality assurance activities, ensuring that they are implemented consistently and effectively across the college or program.

Quality policies in the program

Quality Policy is a formal statement of the program's commitment to delivering high-quality education. It outlines the principles and values guiding the program. These policies aim to maintain academic standards and foster an environment conducive to learning, innovation, and personal development within the program. The quality policies include:

1. Consistent academic standards:

- Objective: Ensuring education quality, comparability, fairness in both male and female sections, supporting improvement, and enhancing accountability in education.

- Implementation: The program and course specifications require the same standards of delivery and are consistent for both male and female sections. Appropriate variations may be made to meet differing needs of students, if necessary.
- Each course coordinator is required to prepare a file for the course he teaches in the male or female section or both sections, and the contents of the file are determined by the Quality and Academic Accreditation Unit.

2. Academic Integrity Policy:

- Objective: Promote honesty and prevent academic misconduct such as plagiarism, cheating, and fabrication.
- Implementation: Clear definitions of violations, procedures for handling breaches, and consequences for violations.

3. Assessment and Evaluation Policy:

- Objective: Ensure fair, transparent, and consistent assessment of student learning.
- Implementation: Regularly updated assessment methods, criteria for grading, and procedures for feedback.

4. Curriculum Development and Review Policy:

- Objective: Maintain a relevant and up-to-date curriculum.
- Implementation: Periodic review cycles, stakeholder input (faculty, students, employers), and alignment with accreditation standards.

5. Professional Development Policy:

- Objective: Support ongoing professional growth of faculty and staff.
- Implementation: Opportunities for training, workshops, conferences, and funding for further education.

6. Student Support Services Policy:

- Objective: Provide comprehensive support to enhance student learning and well-being.
- Implementation: Counseling services, academic advising, career guidance, and health services.

7. Equity and Inclusion Policy:

- Objective: Foster an environment that supports equity between male and female sections.

- Implementation:
 - ▶ Teaching staff in both male and female sections should be equally involved in planning, decision-making, and reporting.
 - ▶ Both male and female sections should adequately be represented in the membership of relevant committees and councils related to the program.
 - ▶ Resources and facilities should be equitably distributed to meet the requirements of program delivery, research, and associated services in both male and female sections.
 - ▶ Quality evaluations should consider the performance and outcomes in both male and female sections, as well as the program, taking a holistic approach.

8. Quality Assurance and Improvement Policy:

- Objective: Ensure continuous quality improvement in all academic and administrative processes.
- Implementation: Regular audits, feedback mechanisms, and performance indicators.

9. Research Integrity and Ethics Policy:

- Objective: Promote ethical conduct in research and scholarly activities.
- Implementation: Guidelines on research ethics, procedures for addressing misconduct, and support for ethical research practices.

10. Information and Data Management Policy:

- Objective: Protect and manage academic and administrative data effectively.
- Implementation: Data privacy guidelines, secure data storage, and data access protocols.

11. Safety and Health Policy:

- Objective: Ensure a safe and healthy learning environment.
- Implementation: Safety protocols, emergency procedures, and health services availability.

12. Stakeholder Engagement Policy:

- Objective: Involve key stakeholders in the decision-making process.
- Implementation: Regular consultations with students, faculty, employers, and alumni, and mechanisms for collecting feedback

13. Documentation and Records Policy:

- Objective: Accurate maintenance of records of program activities, assessments, and reviews
- Implementation: Documentation of all policies and procedures related to the program's quality system to ensure consistency and facilitate audits.

14. Accreditation and External Review:

- Objective: Adherence to accreditation standards to ensure the program meets national and international quality standards.
- Implementation: Engaging with accrediting bodies to identify best practices and areas for improvement.

15. Program's policies must comply with the College of Pharmacy, Qassim University, and NCAAA guidelines.

17. Applying all policies and procedures issued by Qassim University and the NCAAA.

Policy Review, and Amendments

The program acknowledges the dynamic nature of higher education and quality standards, requiring constant adaptation. Consequently, the program commits to review its policies and procedures every 3 to 4 years, or more frequently as needed, to ensure their alignment with the evolving landscape of higher education. This review will focus on the policies' capacity to ensure quality, support the college and program in achieving their quality goals. Any modifications, adjustments, or deletions will be sanctioned in accordance with the College of Pharmacy, Qassim University, and NCAAA regulations.

Quality System within the Program

The quality system is a continuous process that aims to ensure the continuous improvement and maintenance of quality standards within the program. It consists of four main elements: planning, implementation, evaluation, and improvement procedures.

1. Planning:

- This stage involves setting clear goals, objectives, and quality standards for the academic programs or processes.
- It requires a thorough analysis of the current situation, identifying areas for improvement, and defining measurable targets.

2. Implementation:

- During this stage, the plans developed in the previous step are put into action.
- It involves the execution of strategies, policies, and procedures outlined in the plans.
- Effective communication and training are crucial to ensure that all stakeholders understand their roles and responsibilities in the implementation process.
- Monitoring mechanisms should be established to track the progress of implementation and identify any potential issues or deviations from the plans.

3. Evaluation:

- This stage involves assessing the effectiveness and outcomes of the implemented plans and processes.
- Evaluation should be based on predefined metrics, performance indicators, and quality standards established during the planning stage.
- Data collection and analysis are essential components of the evaluation process, providing objective evidence for decision-making.
- Evaluation should include input from various stakeholders, such as faculty, students, and external reviewers, to ensure a comprehensive and impartial assessment.

4. Improvement procedures and follow-up:

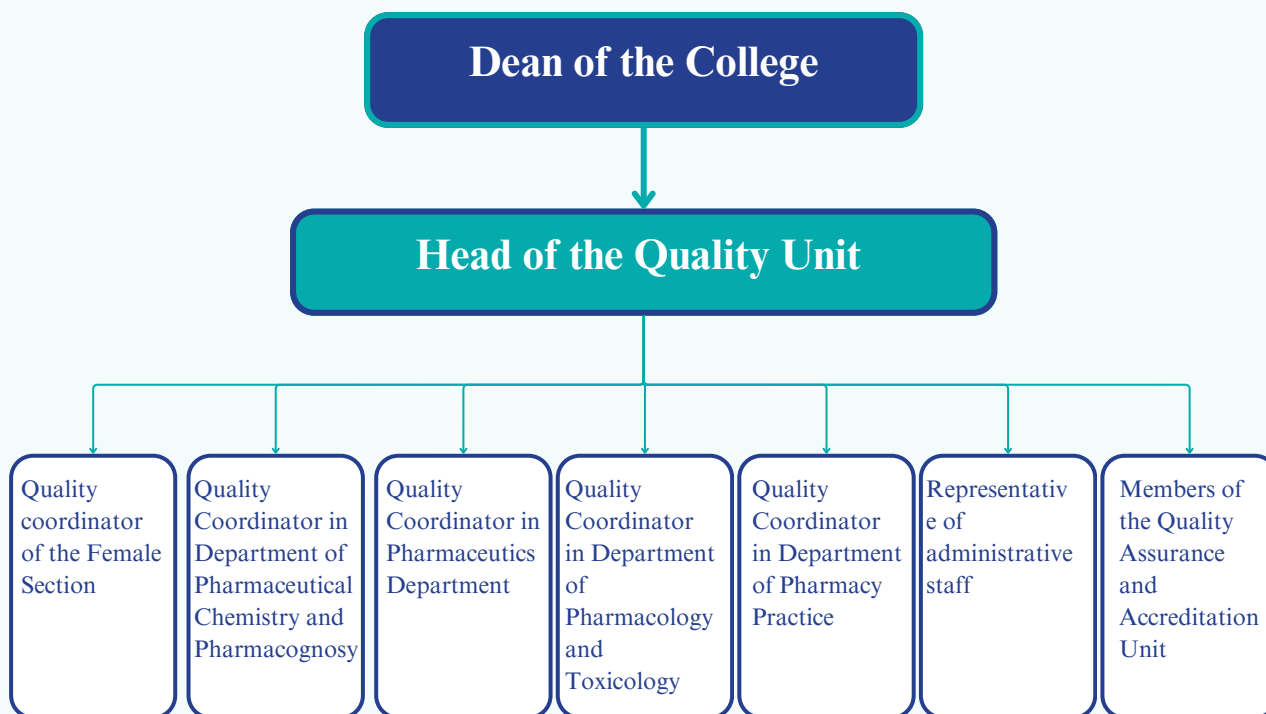
- Based on the evaluation results, areas for improvement are identified, and corrective actions are planned and implemented.
- This stage involves analyzing the root causes of any deviations or shortcomings identified during the evaluation and developing strategies to address them.
- Improvement procedures may involve revising policies, procedures, or resource allocations to enhance the quality of academic programs or processes.
- Follow-up mechanisms should be established to monitor the implementation of improvement procedures and ensure their effectiveness.
- Continuous monitoring and adjustment are necessary to maintain the quality standards and adapt to changing circumstances or emerging requirements.

Quality Assurance and Academic Accreditation Unit (QAAAU)

Objectives of the Unit:

The quality assurance and accreditation unit plays a crucial role in maintaining academic quality, promoting accountability, and driving continuous improvement within academic programs. Its objectives encompass establishing standards, monitoring and evaluating programs, supporting teaching and learning, ensuring transparency, facilitating collaboration, and maintaining compliance with accreditation requirements.

The organizational structure of the QAAAU



Components of the unit:

- Head of the unit
- A representative of the administrative staff in the college
- Appropriate number of teaching staff in both male and female sections
- Coordinators of the Quality Assurance and Accreditation Unit in the academic departments
- Coordinator of the Quality Assurance and Accreditation Unit in the Female Section

Head of Quality Assurance and Accreditation Unit:

- The head of the Quality Assurance and Accreditation Unit reports to the Dean of the College.

Duties of the Head of unit:

- Supervises the works of the Quality Assurance and Accreditation Unit.
- Ensures that the policies and procedures of the quality assurance system are applied, effectively and completely.
- Follows up the implementation of the decisions of the quality unit with the program director regarding the application of quality assurance system on the academic program in the college.
- Distributes quality tasks and responsibilities to the members of the unit.
- Coordinating and managing the various units of the college in everything related to quality work.

- Coordinating through the Dean of the College with the Deanship of Development and Quality in all matters related to quality assurance works.

Responsibilities of the Quality Assurance and Accreditation Unit:

- Providing data and information required for preparing, developing and evaluating plans and programs in the college.
- Participates in preparing and implementing the college's strategic plan.
- Applying systems, controls, procedures and criteria for obtaining academic accreditation and following up the continuity of their implementation in the college.
- Suggesting the names of institutions, universities and colleges that can cooperate, ally and partner with them in the field of quality assurance and academic accreditation.
- Suggest appropriate academic accreditation authorities for the college.
- Proposing standards, tools and mechanisms for evaluating and measuring the performance of the educational and administrative units in the college in the field of quality assurance and academic accreditation.
- Preparing and implementing programs to spread the culture of quality assurance in the college.
- Review and approval of course files.
- Evaluating the level of performance in all aspects of the program, preparing annual reports, proposing and implementing improvement plans.
- Preparing indirect evaluation reports.
- Preparing a general performance indicators report for the program.
- Preparing a benchmarking report.
- Completes the requirements of quality assurance standards.
- Submitting reports to the Deanship of Development and Quality on all the activities and achievements of the college in the field of quality assurance and academic accreditation.
- Participate in the preparation of the self-study report of the program (SSR) according to the templates of the National Center of the Academic Accreditation and evaluation.

Mechanisms of the Quality Assurance and Accreditation Unit work within the program

Define and review the Program's Mission and Objectives:

The Program's Mission and Objectives are reviewed periodically every three years for development and improvement based on the 14th College Council Decision for the academic year 1434/1435 H.

Periodic evaluations:

- Measuring learning outcomes at the end of each academic year.
- Preparing courses' reports at the end of each semester.
- Preparing the annual program report.
- Conducting annual surveys (surveys on the awareness of the Program's Mission and Objectives, course evaluation survey, graduate and employer's surveys, student experience survey, program quality and services evaluation surveys, training sites and supervisors' evaluation surveys)
- Annual measurement of the program key performance indicators
- Annual benchmarking report.

Mechanism of Criteria (standards) evaluation:

The criteria are evaluated based on:

- The availability of evidences and proofs required in each criterion, which indicate the level of application of the required practices.
- Measuring the approved key performance indicators for the year under the study and comparing them with that of previous years and other similar programs. Recommendations are made for improvement, planning for the implementation of those recommendations and executive follow-up.

Mechanism of reviewing graduate's attributes and program learning outcomes

- The graduate's attributes and program's learning outcomes are reviewed based on the program's mission and objectives, the needs of the labor market, a recommendation from local or international accreditation bodies, a recommendation from the university, or upon conducting a comprehensive review of the Program every 5 or 6 years.
- When reviewing the graduates' attributes and the Program learning outcomes, national and international requirements and the National Qualifications Framework document are taken into account.

Tools of measuring graduate's attributes and the Program learning outcomes

Graduate's attributes and the Program learning outcomes are measured by direct and indirect evaluation methods

- Direct evaluation methods: written and practical tests, team-based learning and presentations.
- Indirect evaluation methods: graduates and employers' surveys

Mechanism of determining learning outcomes for each course

Learning outcomes for each course are determined based on the program's mission and objectives, the Program learning outcomes, benchmarking, students' needs in each course, labor market needs and the National Qualifications Framework document.

Mechanism of linking the Program learning outcomes to courses

The program learning outcomes are linked with the courses according to the following levels of performance:

Introductory level	Practice level	Mastery level
The concept or skill (learning outcome) is presented for the first time or in a general way, possibly in a foundation/introductory course.	The concept or skill is intentionally built on or reinforced in a new context as students are given opportunities for practice.	The concept or skill is sufficiently practiced, possibly in the senior-level courses, senior project or other capstone experience, and students can demonstrate mastery at a level appropriate to the degree.

Determining teaching strategies based on students' active learning

While determining the teaching strategies used in the Program, the students' active learning should be taken into account. The teaching strategies used in the Program, which are based on students' active learning, include:

- Training students in basic science labs, Simulated pharmacy, and clinical skills lab
- Team-based learning
- Conducting graduation projects
- Training students on computer applications and the Internet
- Training students to use the library and blackboard
- Offering field training for students in hospitals, community pharmacies and pharmaceutical factories
- Conducting student presentations

Mechanism of determining teaching strategies and evaluation methods in the Program

When defining the teaching strategies and assessment methods used in the program and courses, the program takes into account considerations of diversity,

Suitability with the level of the Program, promotion of research skills, advanced thinking and self-learning.

Consideration of diversity:

The Pharm D Program Curriculum has been designed to include various topics related to the profession of pharmacy. The first semesters of the program contain introductory courses that provide the basic knowledge necessary for the profession. As students make progresses to higher levels, more advanced courses are taught according to the profession's needs, national and international standards for pharmaceutical education, and benchmarking.

Classification of the Pharm D Program courses into four sections as follows:

- Biomedical Sciences
- Pharmaceutical sciences
- Administrative, social and behavioral sciences
- Clinical sciences

Teaching strategies of these sections have been chosen to cover all learning outcomes including knowledge, skills and values such as lectures and practical teaching, team-based learning, student presentations, and training in the Simulated pharmacy and skills lab. Assessment includes various methods such as direct and indirect assessment methods. In addition, a variety of appropriate assessment methods have been chosen to measure learning outcomes, as follows:

- Direct evaluation methods: written and practical tests, team-based learning test and presentations.
- Indirect evaluation methods: A questionnaire for awareness of the Program's vision and objectives, a questionnaire for evaluating the Program management, a questionnaire for evaluating the academic and career counselling, a questionnaire for evaluating learning resources, facilities and equipment, a questionnaire for evaluating courses and a questionnaire for evaluating the Program.

Suitability to the Program level:

Teaching strategies and assessment methods must be consistent with the course and Program learning outcomes and the benchmarking with other comparable national and international programs.

Enhancing the higher-order thinking and research skills, through;

- Panel discussions
- Student research
- Student presentations

Promoting self-learning:

Students are prepared and educated to pursue continuous self-learning to face future challenges and developments in the field of pharmacy, **through:**

- Team-based learning
- Assignments
- Conducting researches

Mechanism and basics of determining the field experience learning outcomes:

- Reviewing the program learning outcomes
- Benchmarking
- Survey of graduates' opinions
- Survey of employers' opinions

Mechanism and procedures of evaluating the field experience course and its periodic reports:

- Survey of students' opinions to evaluate the quality of the training program
- Establishing Controls for selecting and qualifications of the training staff
- Survey of preceptors, opinions to evaluate the quality of the training program
- Preparing an annual report on the field experience course using the models of the National Center for Academic Accreditation and evaluation
- Evaluating students' performance during the field training period

The program mechanism to follow up the commitment of all participants in field training to the responsibilities and tasks stipulated in the field experience specification.

- Survey of students' opinions to measure the quality of supervision
- Defining responsibilities of all participants in training

The program mechanisms to follow up the commitment of teaching staff to teaching strategies and assessment methods documented in course specifications

- Review course reports at the end of each semester
- Review course specifications at the beginning of each semester
- Students feedback (Survey, Asking students during classes)

Program mechanisms for following up the use of modern technology in teaching students

- Students feedback (Survey, Asking students during classes)
- Surveying students' opinions through a course evaluation questionnaire at the end of each semester
- Preparing a periodic report from the e-learning unit in the college

The mechanisms and procedures for ensuring that students are provided with comprehensive information about the course at the beginning of each semester.

- Preparing a periodic report from the e-learning unit in the college
- Students feedback (Survey, Asking students during classes)
- Conducting a survey of students' opinions through a course evaluation questionnaire at the end of each semester

Process of verification of credibility of students' results

- In the case of presentations, graduation projects, and practical exams, approved rubrics are used by the examiners to assess the student works
- Written exams are subject to random rechecking and remarking by the Examination Board
- The dean carefully reviews and approves the final results prior to their release to the students

The mechanisms and procedures for course evaluation and periodic course reports

- Surveying students' opinions about each course separately: This is done through a questionnaire that contains questions about the beginning of the course and questions about what happened during the course to evaluate the course and the faculty member, the extent to which students benefit from the course, and measure the degree of students' satisfaction with studying the course in general. Based on the students' answers, the teaching staff prepares recommendations for improvement. The Quality Unit prepares a unified report evaluating all courses in the program and their recommendations for improvement and send it to the College Council for approval, after approval returned to the Quality Unit again for implementation and follow up.
- At the end of each semester, the faculty member prepares the course report, including the distribution of students result, the percentage of students in different grades,

The percentage of achievement of all learning outcomes, including strength and weakness points, and recommendations for improvement. The reports are reviewed by the quality unit to ensure their completion, and then sent to the department councils for discussion and approval of improvement recommendations. Then the recommendations for improvement are sent to the Curriculum and Assessment Unit for discussion and approval, and then transfer to the College Council for final approval after that they returned back to departments for implementation

Program mechanisms to ensure that the students' works (assignments, scientific projects, research papers, etc.) are actually produced by them

- The students should present their work through presentation in the presence of a committee from faculty members for discussion.
- Discussion of the work by teaching staff with students during office hours.
- Citation detection software programs (e.g Blackboard, iThenticate) were used to ensure the originality of work and that plagiarism is within the accepted percentage.

Program mechanism for providing the students with feedback about their assessment in reasonable time

- Discussion of exam answers with the students after the exams and during lecture so that the student knows the points that confused them during exam.

Program mechanism for evaluating orientation program and use the evaluation results for improvement

- At the beginning of each academic year, the Academic Advising Unit conducts orientation session for new students and educates them about the vision and mission of the program, the study system, laboratories and equipment available in the program, as well as introducing them to the services and facilities provided to them in the program and preparing them to identify and adapt to university life.
- The program has a mechanism for evaluating the orientation program through a survey of opinions of new students. A report is prepared on the results of the survey, and used to improve the orientation program for the next year.

Academic guidance and counseling mechanism and procedures in the program

- The Academic Advising Unit of the College works in coordination with the Vice Deanship of Guidance and Counseling at the Deanship of Admission and Registration at the University.

- The Academic Advising Unit distributes students to academic advisors. Training and guidance are also provided to students through continuous follow-up through meetings with their academic advisors to discuss their study schedule, their grades to develop their academic skills, encourage them for academic creativity to graduate on the required period and find opportunities for work, also the academic advisor help in solving any psychological and health problems.

Career planning and counseling mechanism in the program

- Career guidance and counseling is provided to students through academic advisors to increase their awareness about future career and work opportunities after graduation.

Program mechanism for psychological guidance and counseling

- Students were assisted socially and psychologically if necessary through academic advisor as stipulated in the student's guide and the faculty's guide to identify the cause of the problem and help in solving it by organizing individual meeting with student.
- The academic advisor coordinates with the academic advising unit in the college to refer students to a psychiatrist to treat students' psychological problems if necessary.

Program mechanisms for identifying talented, creative, outstanding and failing students

- The program includes a mechanism for identifying outstanding and distinguished students in academics and research by discussing them in classrooms by faculty members on scientific tasks and research projects. The college organizes a research day annually, evaluates research and gives prizes for the best research.
- Students receive publication incentive rewards from the university for their research papers published in journals with a high impact factor. These mechanisms are consistent with the functions of centers and units at the university level, such as the Guidance and Counseling Department at the Deanship of Admission and Registration, the Innovation and Talent Center at the Deanship of Student Affairs, and the Innovation and Intellectual Property Center at the university.
- Academic advisors encourage students to discover their talents and register their creativity and innovation in various fields by registering in the link of the Innovation and Talent Center to discover talents of the Deanship of Student Affairs at the university: <https://forms.qu.edu.sa/dsa/form-122/>

- The program includes a mechanism for identifying stumbling students by monitoring students whose cumulative average is less than 2.25 by the Academic Advising Unit.
- They communicate with their academic advisors to fill out their form to find out the reason for their stumbling, and then help solve the reason for their academic stumbling through academic advisors in coordination with the unit. This mechanism is consistent with the mechanism of the Vice Deanship of Admission and Registration for Academic Advising Affairs.

Procedures for following students' progress according to academic counseling procedures

- The academic advising unit in the college supervises the implementation of the academic supervision process in the college under the supervision of the Vice Dean for Educational Affairs and the Agency for Guidance and Counseling of the Deanship of Admission and Registration at the University.
- All faculty members participate in the activities of academic supervision of students by assigning the member by the Academic Advising Unit to carry out the task of academic guidance for a group of male or female students of the college and follow up their academic level and their progress in the program through periodic meetings with them in the office hours allocated for this subject and solve their academic problems and motivate them to be creative and excel as described in the faculty members guide and the academic advising guide (pages 9, 11, 14 and 15).
- An electronic platform for academic advising has been created at the College of Pharmacy - and thus students can visit their academic advisor, either directly or electronically, in an easy and accessible way to facilitate students' follow-up and motivation by academic advisors and help find solutions to their academic, social and psychological problems.

The mechanism of employing the outputs of student advisory councils in quality, and developmental processes

- The College Student Advisory Council is elected from all student levels in the College. The Student Advisory Council for the College of Pharmacy was formed based on the Student Advisory Councils document of Qassim University.

The Council represents part of the support for male and female students in the college, communicating with them, and identifying their requests and academic problems such as the schedule, study schedule, exam schedule and training places in community hospitals and pharmacies and work to solve them in communication and coordination with the college administration.

- Topics are discussed in the Student Advisory Council and recommendations for improvement and development are submitted to the College Council for discussion and adoption of what it deems appropriate after discussion and dialogue with representatives of the College Student Advisory Council.
- The college student club cares about extra-curricular activities and encourages students to participate in sports, cultural, creative and religious activities, as well as participate in community service programs and activate international days and awareness programs in cooperation with the community service unit in the college.
- The Student Club discusses issues related to extra-curricular activities and community service and submits proposals and recommendations for improvement to the Community Service Unit and the College Council for approval and application of the recommendations contained therein.

Program mechanism for evaluating teaching staff performance:

The program employs two different mechanisms for evaluating teaching staff performance:

- Teaching staff evaluation form: Evaluation is done through the teaching staff evaluation form, which includes the faculty member's contribution to teaching courses, conducting research, community service, academic advising, administrative tasks, and professional development activities, and its results are utilized in continuous development and improvement as contained in the faculty member's guide. This mechanism is completed through the following steps:
 - ▶ The department head distributes the evaluation form to the teaching staff for completion and then returns it to the department head
 - ▶ After receiving the completed forms, the department head finalizes his section, signs the reports, and forwards them to the college dean
 - ▶ Upon receipt, the dean reviews and signs the reports, then sends them back to the department heads
 - ▶ Subsequently, the department head schedules individual meetings with each teaching staff member to give him feedback on his evaluation results and any recommendations made
 - ▶ Following the meeting, the faculty member signs the report acknowledging that he has reviewed his evaluation and confirming that he has received feedback from the department head

- Course evaluation survey
- Teaching staff is evaluated by students through course evaluation survey

Program policy and procedures to ensure the adequacy and appropriate learning resources available to students and faculty required to complete the program:

- Surveying the opinions of students and faculty members about the adequacy and quality of learning resources in the program at the end of each academic year
- Recommendations received from the course reports.

Periodic review of the study plan:

The study plan is comprehensively reviewed periodically (every five years or after the graduation of at least the first batch of the current plan) for several reasons, including:

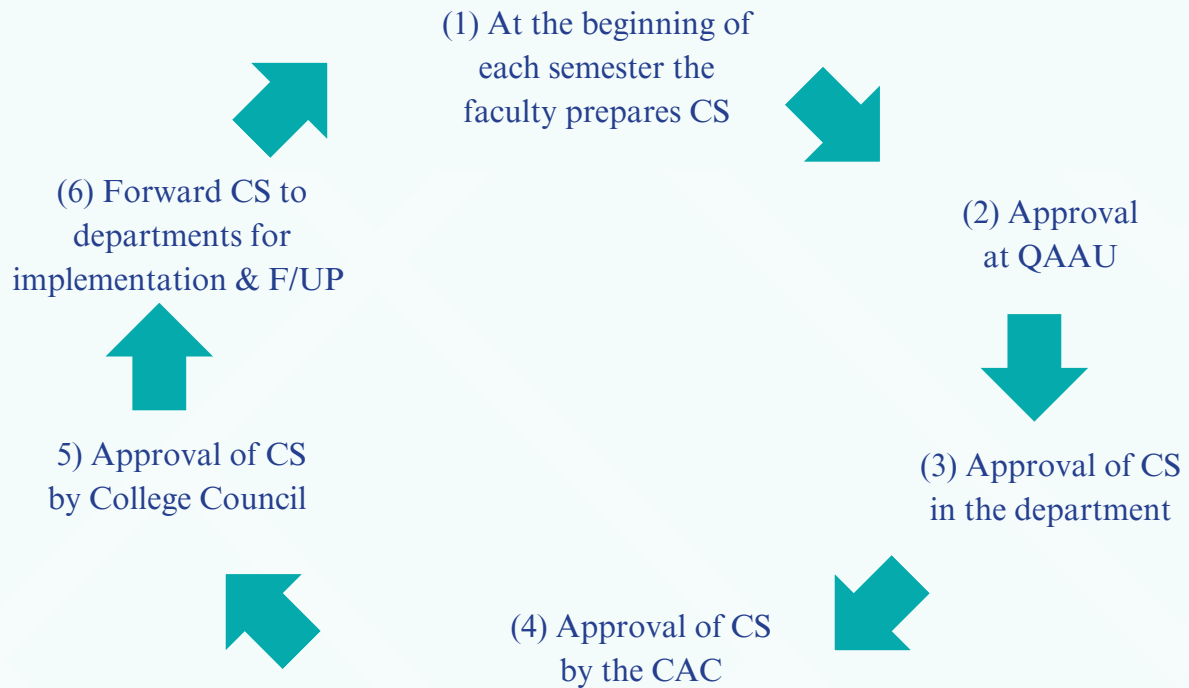
- Considering scientific, technical and professional developments in the field of specialization.
- Keeping up with the latest successful practices in the teaching and learning process.
- Issuance of decisions or amendments to the study plan by the responsible authorities.
- In response to the social, economic, cultural and developmental requirements and their integration with the university environment.
- In response to the requirements of national and/or international organizations regarding academic accreditation at the national or international level.

- The comprehensive periodic review of the study plan is carried out based on the program's mission and goals, annual program reports, annual course reports, recommendations of scientific and advisory councils, labor market needs, benchmark comparisons, and the general framework of study plans approved by Qassim University.

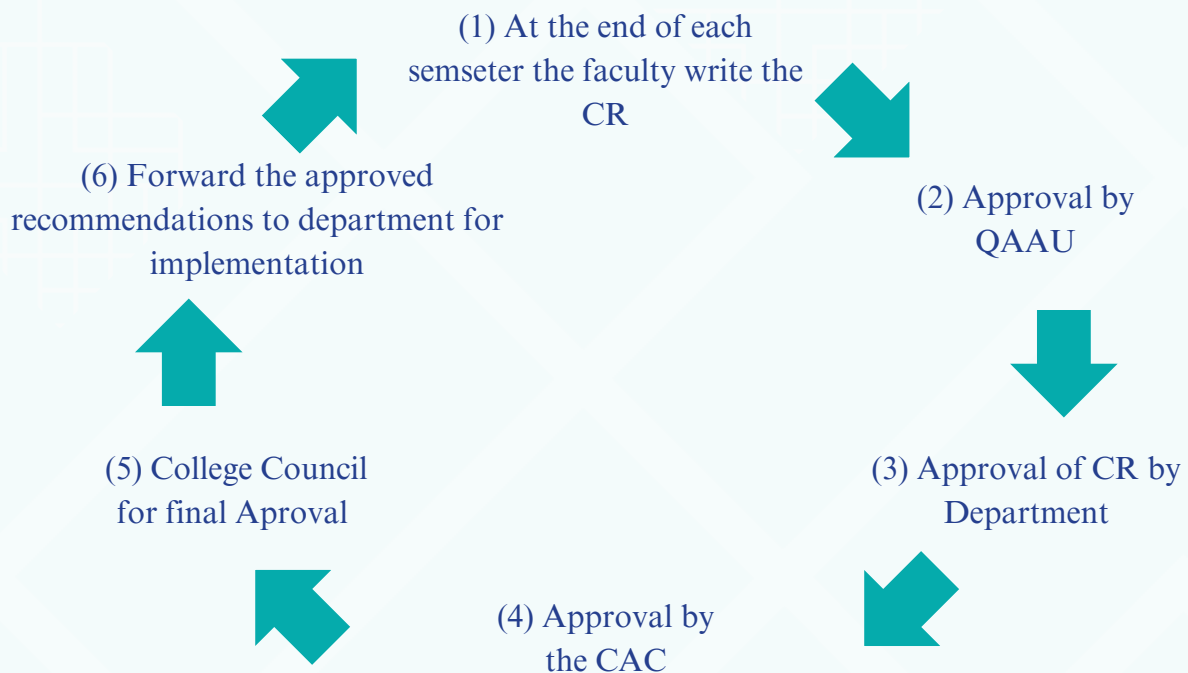
- The mechanism for periodic review of the study plan is detailed in the Quality System of Academic Programs at Qassim University Handbook.

Steps for the quality activities processes and evaluation

• Course specification (CS):



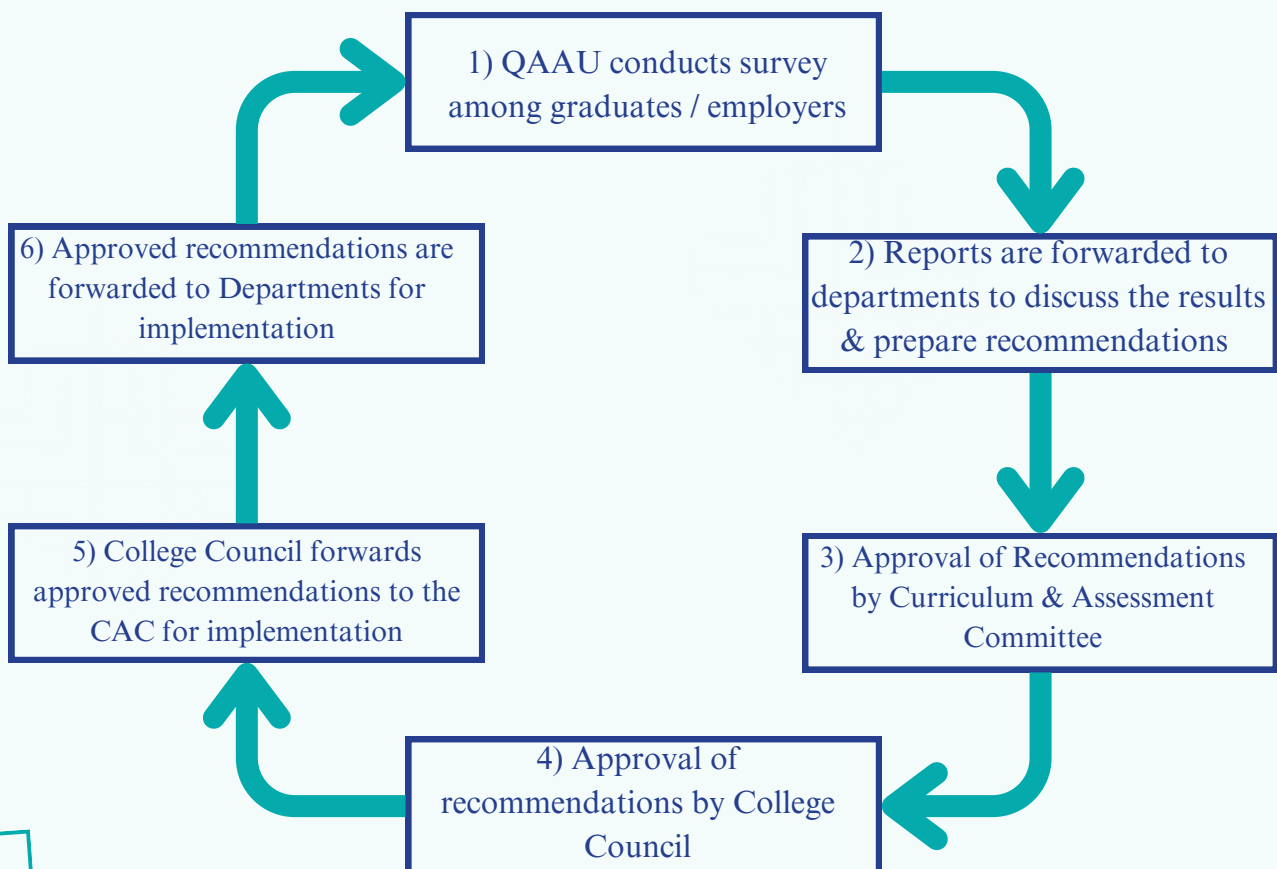
• Course Report (CR):



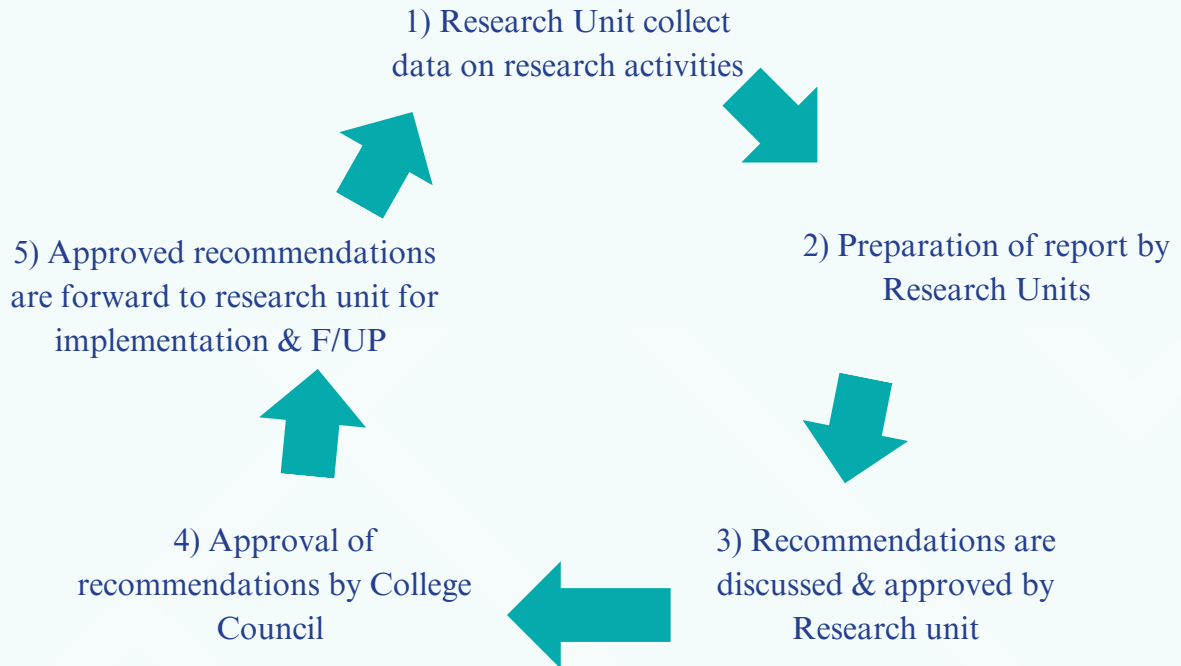
• Field Experiences Evaluation process:



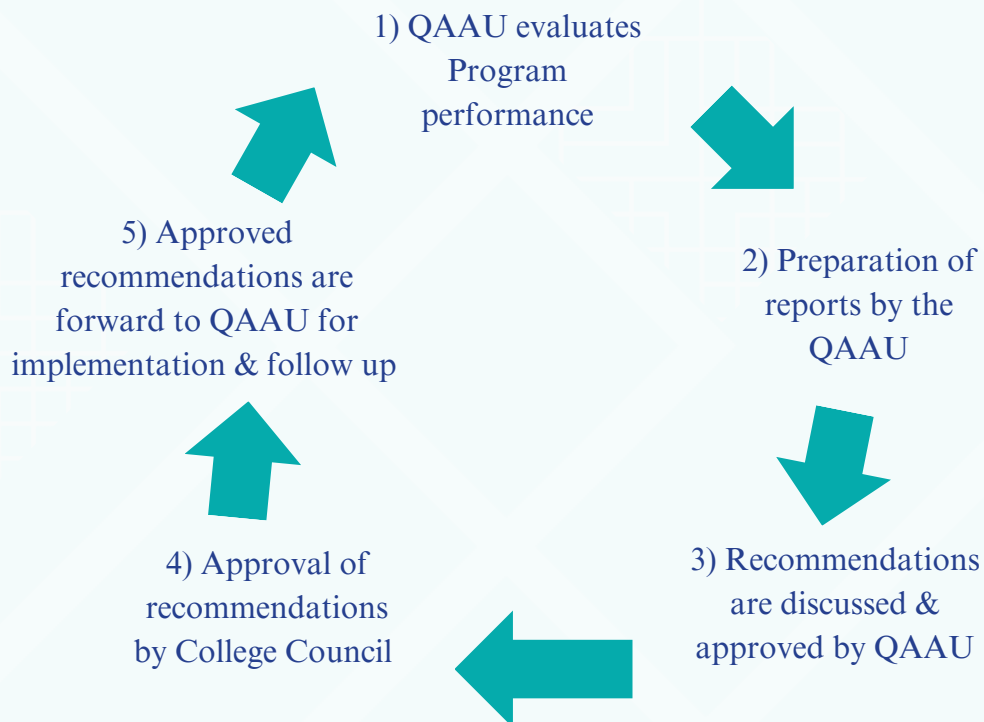
• Evaluation of Program by Employer and Graduates:



- **Evaluation of research activities:**



- **KPIs report:**



Quality Assurance Terminology:

s.no.	Term	Definition
1.	Quality	There are many concepts of academic quality in higher education. They mean achieving accuracy and perfection through continuous improvement.
2.	Quality assurance	It is a philosophy with tools and processes for practical application that aims to achieve a culture of continuous improvement, and is carried out by all employees in the organization in order to satisfy and delight the beneficiaries
3.	Quality Management System	A set of operations, procedures, and responsibilities necessary to achieve the quality policy and its objectives according to declared and specific standards.
4.	Quality policy	A framework that defines the strategic directions and general quality objectives, and reflects the extent of commitment to them.
5.	Opinion poll (Surveys)	An extrapolation of the opinion of a specific sample (target groups), through specific tools, the most famous of which are questionnaires, meeting, targeted interviews and focus groups.
6.	Program's Stakeholders	All persons inside and outside the program who directly influence (or are affected by) the decision-making within the program, its objectives and activities, and have an interest related to the program's outputs.
7.	Types of Stakeholders	The various beneficiary categories of the academic program which include; students, graduates, teaching staff, technicians, employees, senior management, employment agencies, and local community agencies benefiting from the services of the academic program..

8.	Graduates	Students who have completed the degree and obtained the certificate and/or entered the labor market and/or joined higher study programs
9.	Teaching Staff	All teaching staff including professors, associate professors, assistant professors, lecturers, teaching assistants and teachers.
10.	Faculty Members	Teaching staff of higher ranks (professors, associate professors and assistant professors).
11.	Academic program workforces	All educational and administrative staff and students in the program.
12.	Technicians'	Operators of the laboratories
13.	Employee	Administrative staff in the college and/or academic program
14.	Professional development activities	Training courses and workshops in the field of specialization and work nature.
15.	Accreditation	Formal certifications awarded by a recognized body confirming that the program or educational institution meets the required standards.
16.	National program accreditation	An official certificate granted by the Education and Training Evaluation Commission in the Kingdom of Saudi Arabia confirming that the academic program meets program accreditation standards at a high level.
17.	International program accreditation	An official certificate granted by a recognized body from outside the Kingdom confirming that the academic program meets its standards at a high level.
18.	Assessment	Is the process of reviewing the quality of the programs and evaluation of teaching and learning processes, by comprehensively examining the curricula, the organizational structure and infrastructure of the university, in addition to the university's internal quality review mechanisms

19..	Evaluation	A process of measuring performance in relation to established standards or criteria
20.	Benchmarking	Points of comparison or levels of performance used to set goals and evaluate performance.
21.	External quality assurance	Review and evaluation of the institution's programs and activities by an independent, external agency.
22.	Standards	A diagnostic formula for reviewing the quality and evaluation of teaching, learning and programs by fully examining the curricula, the organizational and infrastructure of the university and the internal quality review mechanisms of the university.
23.	Goals	General phrases describing the desired census provide a guide for setting objectives and detailed planning.
24.	Internal quality assurance	The operations carried out by the educational institution to ensure the quality of its performance in all activities.
25.	Learning Outcomes	Knowledge, skills and values resulting from participation in a specific course or program
26.	Institution Mission	A brief general statement setting out the principal policy objectives for the development of an institution
27.	Objectives	They are specific statements that apply the mission and goals of an institution to specific areas of educational activities, and indicate desired outcomes.
28.	Outcomes	The results of the institution's teaching, learning and research processes
29.	Key Performance Indicators	Quantitative measures to assess the levels of progress in achieving the strategic objectives and general quality objectives.
30.	Performance indicator polarity	The optimal direction of the indicator values. There are two trends: positive (+), that is, the higher the value of the indicator indicates an improvement in performance, or negative (-), that is, the decrease in the value of the indicator indicates an improvement in performance (for example, the rate of students to the faculty members)

31.	Performance indicator target	The optimum value of the indicator, which reflects the achievement of the associated goal.
32.	Repeat measurement of the performance indicator	The periodicity of measuring the performance indicator, for example quarterly, annually, every 3 years, and so on
33.	Performance indicator measurement unit	The method of interpreting and comparing performance indicator values, and it may be: a percentage (for example: the percentage of faculty who hold a doctoral degree), or a number: the number of volunteer hours for students during the year), or a rate (for example: the rate of students for the faculty), or a degree (for example: : the average performance of students in professional tests), or a score on the estimation scale (five-year, for example: the average degree of clarity of the message for the beneficiaries).
34.	Measuring equation for performance indicator	A description of the formula applied to the inputs of the indicator to obtain its outputs and values.
35.	Performance indicator reference value	The value of the indicator in a past period (internal reference value), or its value in a similar program at a local or international university (external reference value).
36.	Performance indicator Baseline	It is a reference value for a performance indicator based on historical facts and information.
37.	Performance indicator categories	Performance indicator variables according to the segments of beneficiaries associated with it

